AN EXAMINATION OF THE RELATIONSHIP BETWEEN SELF-CONCEPT AND ATTACHMENT PATTERN OF 5-6 YEARS OLD CHILDREN AND SELF-THEORY, PSYCHOLOGICAL WELL-BEING OF MOTHERS

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ABSTRACT

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In this thesis, the relationships between self-concept and attachment pattern of 5-6 year old children and psychological well-being, self-theory of mothers were examined. The study sample consisted of 105 five-six years old children attending preschool institutions and their mothers in İstanbul and Balıkesir. To measure attachment pattern of children Attachment Story Completion Task was administrated. Self-concept of children was measured with Purdue Self-Concept Scale for Preschool Children. To measure self-theory scores of mothers Self-Theory Scale was administrated. To measure psychological well-being of mothers Psychological Well-Being Scale was used. Pearson correlation analysis, independent sample t-test, Chi-square test and logistic regression analysis were performed to examine the research questions. No statistically significant relationship between self-concept of children and self-theory of mothers was found. Insecurely attached children's self-concept level was found to be higher than securely attached children. Mothers whose children were fussy in first 12 month had lower psychological well-being. Lastly, mothers' level of self-theory failed to predict the attachment pattern of their children.

Keywords: Attachment, Self-Concept, Psychological Well-Being, Self-Theory

ÖZ

5-6 YAŞINDAKİ ÇOCUKLARIN BENLİK KAVRAMI VE BAĞLANMA TÜRLERİ İLE ANNELERİNİN PSİKOLOJİK İYİ OLUŞU VE BENLİK KURAMI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Bu tezde 5-6 yaş grubundaki çocukların benlik kavramı ve bağlanma türleri ile annelerinin psikolojik iyi oluşu, benlik kuramı arasındaki ilişki incelenmiştir. Çalışmanın örneklemini İstanbul ve Balıkesir illerinde okul öncesi eğitime devam eden 5-6 yaş grubundaki 105 çocuk ve annesi oluşturmaktadır. Çocukların bağlanma örüntüsünü (güvenli/güvensiz) ölçmek için Bağlanma Öykü Tamamlama Testi, benlik kavramlarını ölçmek için Purdue Çocuklar için Benlik Kavramı Testi kullanılmıştır. Annelerin psikolojik iyi oluşunu ölçmek için Psikolojik İyi Oluş Ölçeği, benlik kuramını ölçmek için ise Benlik Kuramları Ölçeği kullanılmıştır. Araştırma sorularını test etmek için Pearson korelasyon analizi, bağımsız örneklem için t-testi, ki kare testi ve lojistik regresyon analizinden faydalanılmıştır. Sonuç olarak çocukların benlik kavramı ile annelerin benlik kuramı arasında istatistiksel olarak anlamlı bir ilişki bulunamamıştır. Ayrıca, güvensiz bağlanan çocukların benlik kavramının güvenli bağlananlara göre daha yüksek olduğu gözlemlenmiştir. İlk 12 ay nedensiz yere ağlayan, uyku problemi olan veya yemeyi reddeden çocukların annelerinin psikolojik iyi oluşunun daha düşük olduğu ortaya çıkmıştır. Son olarak, annelerin benlik kuramının çocuğun bağlanma örüntüsünü yordamadığı ortaya çıkmıştır.

Anahtar Kelimeler: Bağlanma, Benlik kavramı, Psikolojik İyi Oluş, Benlik teorisi

To all children in the world

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LIST OF ABBREVIATIONS

AQS	Attachment Q Set
ASCT	Attachment Story Completion Task
STS	Self-Theory Scale
PWBS	Psychological Well-Being Scale
PSCSP	Purdue Self-Concept Scale for Preschool Children.

Chapter 1

Introduction

1.1 Statement of Problem

Assuming that the child is able to communicate with the world even in the womb and is getting to know the world through the stimuli he receives, we can understand how important mother-child communication is in the child's life. This relationship established in the mother's womb has a vital importance in meeting some basic needs after the baby is born. The child develops dependence on the person who gives basic care to survive. The child perceive the world as “good” when his needs are met, otherwise perceive the world as “bad”. While the child perceive the world, that meet his needs, as “good”, when it is not, he perceive that world as “bad”. The primary focus is meeting the basic needs.

The child is more or less familiar with the person providing basic care according to the needs of the child (Bowlby, 1969). According to Ainsworth (1989), the infant is also equipped with a repertoire of behavior to maintain closeness to the caregiver when he is born. If we consider this situation from an evolutionary point of view, the vital importance of attachment to the continuation of the human species stands out. The baby needs to mother for survive and the attachment is basic tool for obtaining this (Harlow, 1958).

On the other hand, each mother wishes that the child she brings into the world is physically, psychologically and socially healthy. She uses a number of means to achieve this. The verbal and non-verbal forms of communication that the mother has unwittingly created are quite significant in terms of the child development. While interacting with the baby, the mother performs many maternal practices. These practices includes mother’s own judgements and learned behavior about being a mother. Therefore, the interaction between the baby and the mother also leaves an important mark on the baby's life. Here, attachment emerges as a concept that begins in the womb and goes to death after birth. Attachment can be assumed really important for life of mankind, has been examined by theorists and researchers for many years.

It has been suggested that the first attachment relationship between mother and baby was established before birth (Bloom, 1995). In the prenatal period, the fetus can respond to the mother's affections. It is reported that the fetus has the ability to perceive, react and capture the information heard in the twenty-sixth week (Kaplan, Sadock & Grebb, 1994). In this case, the adoption of the changes in the body of the mother in the prenatal period and the ability to transfer her positive feelings to her unborn baby constitute the first foundations of attachment. During pregnancy, the sensation of the baby through touching the abdomen and mothers' acceptance of the baby is very important for establishing the attachment relationship. At this point, the content of the mother's cares and attention regarding the fetus comes to the forefront (Kemp & Page, 1986).

According to Bowlby (1980), the pioneer of attachment theory, attachment behavior was defined as the desire of an individual to establish a relationship with a figure or to seek closeness with a figure especially in anxious situations. Bowlby has redefined the relationship between mother and caregiver within the framework of attachment, loss and grief reactions. While the attachment characterizes the continuity of this relationship type, the disappearance of the attachment figure in the loss and the response of the child to this deprivation are examined.

From attachment theory perspective, the attachment relationship between mother and child is believed to create lifelong social and emotional effects in the child's life. (Bowlby, 1980, 1982). In particular, it is thought that attachment behavior can be best observed in the distressful situations. In this sense, when the child feels distressful in a strange environment the child expects the attachment figure to be accessible and available. Bowlby (1969) states that attachment behavior has some cognitive elements. According to him, these elements consist of cognitive representations of the attachment figure, the self and the environment build with the experiences. Bowlby (1973) defined these representations as term "internal working models". He mentioned that there are subconsciously waiting models. These models serve as a reference in the events people encounter and shape their behavior. From this perspective, attachment which provides us life-long framework for close relationships is one of the most important building blocks

of human mental health. On the basis of all these behaviors, the interaction between child and attachment figure is called “The Attachment Behavioral System”.

Only when the representations of the child and the representations of others (internal working models) evolve, the child is able to display better tolerance for separation from caregiver (Ainsworth, 1989). These representations related to the caregiver's reactions to the child and others are interrelated and the caregiver's proximity and warmth to the child will create a secure base in the life of the child and this will allow the child to have a positive self-model toward himself and others (Bretherton, Ridgeway & Cassidy, 1990). The first person the child interacts with after birth is the mother, so the person who first influences the concept of self is also the mother. The healthy interaction of children with the mother will greatly affect the quality of the self-concept.

The fact that the attachment relationship, which plays an important role on whole life, is built on a positive ground in the first years of life will serve as a protective factor against in face of adversity. Apparently, a healthy mother-child relationship gains a great importance. The mental representations of the self and the other are reflections of the attachment process on the child (Uluç, 2005). A child's positive self-perception model will be constructed in the secure attachment type that the mother establishes good and warm relationship with the child and that child will feel safe and worthy.

If the mother is able to empathize with her baby within the mother-child interaction, it is deemed to provide the necessary experiences for the development of the baby's sense of self. As a result of the empathy, the mother provides the baby with a mirror function and thus the foundation of self-development is laid. The features mirrored by the mother are internalized by the baby and self-development continues. In time, the self-specific sense of self, which is based on the mother but different from hers, begins to develop (Çuhadaroğlu, 2001).

The role of the mother in healthy emotional development during infancy is of great importance. Mother’s behavior affects the baby's self-concept development and attachment styles directly. When baby creating the first feelings and thoughts about himself, enough support from his mother will provide the positive development of the concept of self. However, if the mother doesn’t provide enough feeling of support to her

baby, baby will face with fear of abandonment. . Although the early childhood period relies on more relational foundations, Main, Kaplan and Cassidy (1985) stated that the examination of pre-school children's self-concept should be addressed in the context of attachment. The attachment in early childhood is highly influential in emotional, behavioral and cognitive development in the child's future through the concept of self. (Sümer & Şendağ 2009). Research shows that children who are securely attached have less negative feelings than those who are insecure (Trawick-Smith, 2014).

The concept of self begins to develop during infancy when the child mostly interacts with family members and develops rapidly until the age of five. The formation of the self first begins with impressions of others. For this reason, parents have a critical duty during infancy period. Parents should meet the baby's needs in a timely manner and help to establish a sense of trust in the baby (Aydın, 2005).

In the formation of the self-concept, positive emotions such as love, respect and compassion play an important role in the communication of the child with the mother. In a positive mother-child interaction, there will be positive climate. In other words, a healthy attachment relationship will ensure that the child's self-concept is positive (Evirgen-Geniş, 2017).

In the formation of the positive self-concept, the opinions of the people with whom the child is interacted have an important place. These people are usually people who can reward and punish the child such as mother, father, siblings, friends and teachers. Therefore these individuals around the child reinforce what the child has learned about himself (Özer & Özer, 1998).

Although the theory of attachment is a subject frequently examined in the literature, attachment process in early childhood is not a subject that is frequently examined in Turkey. Because of newly developed / adapted instruments there are some methodological limitations. Therefore, in this study briefly; the relationship between attachment patterns and self-concepts of child and self-theory of mother were investigated.

1.2 Purpose of the Study

This study aims to examine the relationship between attachment patterns and self-concept of 5-6 year-old children attending preschool institutions. Additionally, it is aimed to examine the relationship between mothers' self-theory, psychological well-being and children's attachment patterns, self-concepts.

1.3 Research Questions

In the scope of this study, it is aimed to reveal the relationships between attachment patterns and self-concepts of 5-6 year-old children and their mothers' self-theory, psychological well-being.

In this context, the following research questions were sought:

1. Is there a relationship between self-concept scores of children and self-theory scores of mothers?
2. Do self-concept scores change according to the attachment patterns (secure-insecure) of children?
3. Do mothers' psychological well-being level change according to first 12 months children's fussy baby situation?
4. Do self-theory scores of mothers predict the attachment type of the child?

1.4 Significance of the Study

In terms of attachment theory, first bounds that child and mother build quiet important for individual's life even in the first years of life. When this is considered as one of the main psychological domains for human life, we can conclude that healthy mother-child relationship provide healthy ground for the rest of life. Bowlby (1969) called this lifespan influence of attachment relationship "from cradle to the grave". In this sense, it can be said that mothers have an important responsibility in terms of their children's physiological, psychological and social life. Therefore, in the light of previous empirical studies, it can be said that mothers' idea about their capabilities and values in the life

situations which will be called as the self-theory in this study affect the attachment pattern of the child and shape the concept of self. As mother's self-theory plays a significant role on mother-child interaction, it is thought that self-theory of mothers play significant role on attachment patterns of children and their concept of self. Also, in terms of maternal activities some mothers experience hard times in situation their children is fussy and this can affect the psychological well-being of mothers. Therefore, in the light of previous empirical studies, it can be said that the psychological factors of the mother and the self-theory affect the attachment pattern of the child and shape the concept of self. Considering the effects of the mother-child interaction on both attachment and self, this research is thought to have a critical importance in child development.

Although many studies have been conducted on the concept of adult attachment in our culture, the number of studies investigating attachment process in the early childhood period is quite low. In previous studies on attachment in Turkey, it was observed that mothers and children's self-concept were compared however most of them didn't handle this relationship in terms of attachment patterns. In this study, it is aimed to contribute the studies related to the attachment in early childhood in our culture; it will be a source in terms of simultaneously addressing the attachment patterns and self-concept of children and self-theory of the mothers. In other words, this study is important because it aims to investigating maternal protective and risk factors in attachment pattern and self-concept in early childhood.

1.5 Definitions

Attachment: According to Bowlby (1980), attachment is a strong affectional bonds that human being construct with particular person to maintain closeness and avoid emotional distress. It has lifespan effects on individuals' life. According to Ainsworth (1989), attachment is a behavioral repertoire that the baby develops to maintain a relationship with the caregiver when he / she is born. The crying of the baby activates the caregiving behavior and allows the caregiver to come near the baby. Initially, these attachment behaviors are not directed to specific individual. However, in the course of time, the baby

begins to separate the caregiver from the others and differentiates the direct attachment behavior.

Self-Concepts: The concept of self is an opinion of the individual, which consists of the whole of emotions, behaviors, thoughts and values that create an awareness of his / her personality (Onur, 1993).

Self-Theory: It is considered as people's idea about their capabilities and values in the life situations. Self-theory consist of set of self-concepts which is set of opinions about oneself (Berg & Snyder, 2010).

Psychological Well-being: Psychological Well-Being: Psychological well-being is defined as managing existential challenges (such as maintaining meaningful goals, building personal relationships and building relationships with others) in life (Keyes, Shmotkin, & Ryff, 2002).

Chapter 2

Literature Review

In this study, the literature review inclused two main sections: theoretical background of the variables and empirical findings about the associations among the variables. In other words, the variables of the study -i.e. self-concept, attachment pattern of children and self-theory, psychological well-being of mothers are examined primarily in terms of theoretical development and then empirical findings related to the relationship between each other.

2.1 Theoretical Framework

2.1.1 History of attachment. According to Ainsworth (1969), while describing the relationship between baby and his mother, there are three commonly used concepts: dependency, object relations and attachment. Dependency is a concept commonly used by psychoanalytic theorists. It emphasizes that the baby is dependent on his mother to establish interpersonal relationships. Object relations describe the use of another person by the infant in order to achieve intangible purposes. Attachment explains the emotional connection of a human or animal with one another.

Although the concept of attachment has emerged as a phenomenon that has been studied frequently in the field of psychology, historical development of the theory has spread over many years. The mother-child interaction has been the subject of studies with various effects on different mental health related concepts. As a result, it has been established as the attachment theory to the contemporary literature and the theory becomes the origin of many researches. In this section, the theoretical development of the concept of attachment will be scrutinized.

2.1.1.1 Psychoanalysis. The he theory of attachment was highly influenced by the classical psychoanalytic approach throughout the periods of historical development (Bretherton, 1985). Bowlby (1969) has benefited considerably from psychoanalysis in the formation of attachment theory. In this regard, he has benefited also from Freud's psychoanalytic point of view about the mother-child interaction (Lay, Waters, Posada & Ridgeway, 1995). Some of the ideas were put forward in the psychoanalytic theory have gained continuity in the attachment theory.

Bowlby used Freud's views to examine the important effects of early childhood relations on a person's life while he was developing his attachment theory. In order to explain the neurotic crises that occurs during adulthood, as known, Freud (1914) examined the past experiences of individuals and explained neurotic behaviors with childhood traumas. In order to examine these traumas, Freud focused on memories of people and worked on which experiences in the past has caused such discomforts. Although, initially focused on past traumas, Freud developed the impulse model in later periods. In this model, it has been accepted that biological impulses lie under human behavior. In this context, it can be deduced suppression of impulses can result in some pathological human behaviors. According to Freud (1914), each impulse has a source and a certain purpose. This source and purpose is genetically determined. The baby reaches out to them by externalizing these impulses. In this respect, in the first years of life, the baby is directed to oral erogenous regions for the satisfaction of oral impulses. The role of the caregiver is to make the baby to satisfy these impulses (Uluç, 2005). Considering that the only role of the caregiver in the life of the baby is to meeting the child's needs, it can be said that the classical Freudian perspective does not focus on the relationship between the child and the caregiver. The only function of the caregiver is to make the baby reach his impulses.

According to Freud (1914), the role of caregiver is limited within the nature of the impulse in the life of the baby. The level of delivery of the active impulse to its purpose is the description of the relationship between baby and caregiver. In other words, the object is a creation of impulse (Uluç, 2005). It can be said that the caregiver plays an intermediary role in the baby's life.

In later periods, according to Sandler, Holder and Dare (1972), Freud observed a special bond between the mother and the child who was sensitive to separation and

anxiety. Nevertheless, this relationship was not addressed in the relationship context, but in the context of oral impulses. According to Freud, the relationship between mother and child can be explained in three periods: primary narcissism, transition period and secondary narcissism period. At the stage of primary narcissism, the physical and mental presences of the mother are excluded. In the transition phase, the physical presence of the mother becomes important in order to reach the impulses. The important point here is to reach the baby's impulses. In the secondary narcissism period, the mother can be represented in the baby's mind as a whole.

In the post-Freud period, the theoretical gap related to the development and nature of the interaction between mother and child has been tried to be explained with different perspectives. Anna Freud (1936) focused on the mother-child interaction in her studies. According to her, it is necessary to focus equally on the desires of id and the functions of ego. Hereby, the functions of ego come into mother-child interaction. Hartmann (1939) initially observed that id and ego were not decomposed, but later on, he concluded that as the ego gained independence, the capacity to adapt to healthy functioning was increasing.

Initially, the theory of attachment assumes that early experiences, as in the psychoanalytic theory, have long-term effects on one's life. The mental representations of these early experiences influence one's behavior and development process. However, defensive processes protect consciousness from disturbing stimuli. One of the most important fact is the loss of the attachment figure in both theories causes the feeling of mourning in all ages. The separation from the attachment figure reveals the anxiety of separation (Pugliese, 1999). In general, Bowlby used these ideas in the psychoanalytic theory in a more scientific way.

However, Bowlby (1969) differed from the psychoanalytic theory in many aspects. First of all, the attachment theory, unlike the psychoanalytic theory, has given more importance to relational bonds. It is more focused on the impacts of environmental factors on one's life in the attachment theory. It focuses on conflicts in interpersonal relations rather than intrapersonal conflicts. He also argued that the purpose of the baby's approach to the caregiver was the need for proximity rather than satisfaction of sexual urges or sensations. Finally, in contrast to the psychoanalytic theory, the attachment theory

attempted to explain abnormal behavior of children following normal development, rather than focusing merely on abnormality (Pugliese, 1999).

2.1.1.2 Object relations. The object relations theories is one of the important theory in the psychodynamic tradition with the contributions of important theorists such as Melanie Klein, Fairbain, Kernberg, Winnicott and Mahler. Summers (1994), stated that the object relations school examines the relationships of important objects in the child's life and the drama and disappointments they experience during these relationships. It is considered that the problematic or unsuccessful object relationships in the past have been continued by reflecting them on new objects. By doing so, these relationships are represented until one have succeeded or gained mastery on the objects in question.

According to Karen (1998), Klein believes that the baby's first relationship is with the mother's breast. She claims that feelings of love and hate are reflected at the first stage of this relationship. According to this argument, the child's reflection mechanism and her power to disrupt fantasies with heretical powers may be different from the internalized mother despite the reality. In this way, she says that reality and fantasy may be separated.

For the first time after the theory that Freud revealed neurotic states experiencing in the adulthood emerges from some disturbing childhood experiences, Klein focused on children in psychoanalysis. According to Klein (1975), babies go through paranoid-schizoid and depressive positions respectively. Klein stated that these stages are not chronological successive stages and the individual experiences some sort of situations that can occur repeatedly at different times of development.

In paranoid-schizoid period (0-3 months) baby tries to reflect his aggressive urges to object/mother in order to be away from self-destructive aspects of the self (Greenberg, 1983). At this stage, the baby directs his aggressiveness to the mother with the means of defensing himself in situations he thinks will be harmed. He sometimes accomplishes this by receiving oral satisfaction from the mother's breast and sometimes by anal emptying (Klein, 1952). The image of “bad mother” is in question during this period. According to Klein (1975), in the projective identification, the baby divides the bad parts of the self by using separation mechanism and reflects it to the mother or mother's breast. In this way, the baby perceives that there are some kind of “bad” characteristics related to his mother.

In depressive period (3 - 6 months) the baby is able to see self and good /bad representations of the object as integrated. The baby feels guilty for seeing the mother as a bad, without good characteristics, person in the paranoid-schizoid period. In the process of time, the infant addresses both the aggressive and sexual impulses to the same object, the mother. The fact that the baby perceives the object (i.e. the mother) as both an object of love and a punishing object shows that he gains the understanding of bi-valence in this period (McWilliams, 2013).

Klein (1975), by introducing the concept of splitting, mentioned that the objects were divided into good and bad. In the early period, the mother is seen only as breasts. In these periods (paranoid-schizoid and depressive), the mother is perceived as a good breast and bad breast.

Fairbain (1952) introduced another concept of the drive theory. In contrast to classical psychoanalysis, for him, libidinal energy is not directed to pleasure; rather it is directed to object. Drives or impulses are not separable with subject. He argues that when the baby faces with pleasure his motivation does not end with pleasure because for him, libidinal energy is not seeking gratification rather it seeks objects. For him, organisms are seeking objects for feeling in safe. Instead of Freud's view that the object serves to satisfy impulses at the beginning of life, Fairbain argues that the object, above all, has a central role for the relationship. Accordingly, if the needs of the baby are not met by the mother, the baby perceives the mother as a rejecting object. Therefore, the baby reflects or internalizes this pain in order to control it and then, separates good and bad parts of the object through the “splitting” defense which is fundamental at the developmental processes. By this way, the baby tries to distract the painful part of the unconscious.

According to Mahler (1968), one of the important theorists of the object relations theory, a healthy development consists of several stages. First of all, the baby should be able to get out of the symbiotic matrix in which it is embedded as a result of interaction with the world of others. Mahler (1968), who calls the first month of life as “autistic period”, states that the newborn mainly focuses on his physical needs and sensations in this process. In the symbiotic period between 2-6 months, the baby's attention is directed towards his mother who holds him, nurtures and shows compassion to him and by this way, the baby feels relief. According to Mahler (1968), in this period, mother’s adequate

care for the baby has a great importance in the development of self-esteem of the baby in the following period. This includes not only the basic physical needs but also the emotional needs of the baby and helps the mother to develop predictable emotional investment in the child, as well as the child's ability to evaluate the truth, and the development of cognitive capacity.

Another important theorist Winnicott (1965) has put forward the concept of "dependency". According to him, the object at the beginning of life has a vital importance for the baby. At this stage, the baby is not yet able to distinguish the self from the object and can exist only through maternal care as a whole. This dependency goes through three stages, from absolute dependency to relative independence and finally ultimate independence. For the baby, in order to become a psychosomatic entity on its own and develop a self, it is imperative that the environmental condition that meets optimal maternal care should be satisfied. If these conditions are not satisfied, the baby will develop a “false self” to protect himself. In the process of becoming an individual, while the true self is the essence of personality, the false self leads to the pathological structuring that Winnicott conceptualizes as a “false-self disorder”. According to Winnicott, the experiences that underlie the self-perception are the ones that are not yet integrated, initially scattered in time and space. The integration of the self develops within the mother-child interaction depending on the environment that the mother provides for her child. Throughout the “holding environment” the mother provides that the child has an integrated perception over time and will develop his sense of self (Winnicott, 1998).

The mother should be "good enough". That is, the mother should be able to reflect the principle of reality to the child, to define internal and external boundaries, to be aware of what the child's needs are and to soothe the concerns he experiences. Otherwise, when the child experience high level of excitement, it is possible that the child will have neuropathic psychopathologies if the mother cannot fulfill her duty of being “holding” (Karen, 1998). According to Winnicott, "attachment to the environment" is provided by the mother. The mother can empathize with the needs and desires of the growing child. While the main task of holding into the environment is attachment and protection, in contrast to Bowlby's views, Winnicott explains it in existential terms rather than in etiological terms (Holmes, 2014).

2.1.1.3 Ethology. There are many contributions of ethology to the attachment theory. In particular, Bowlby, from the studies of Harlow and Lorenz on animal behavior, has been bolstered with a great deal in forming the attachment theory. In his study with rhesus monkeys, Harlow (1958) examined the behavior of juvenile and mother monkeys regarding to the feeding mechanism. Certainly, this study has an important role in providing the attachment theory and the basis for secure base concept (Suomi, 1995). Although, in Harlow's experiment, the baby monkey was fed by a different monkey the fact that the baby monkey returns to another monkey who provides warmness proves that the relationship between mother and child is beyond feeding.

Another important contribution of ethology to the attachment theory is imprinting. Lorenz (1952) observed that newborn baby birds follow their mothers instinctively and in an urgent need they go to their mothers when they feel anxiety. He observed that this behavior was independent of the mother's condition of feeding the baby. Bowlby (1958) thought that this behavior could be generalized to human behavior. He thought that the relationship between mother and baby in animals might be valid in humans and attachment could occur independently from feeding behavior.

According to Campos and Barrett (1984), infants who lack mobility to provide and maintain intimacy send a number of signals to others with their behaviors such as crying or smiling to initiate intimacy during early infancy. However, intimacy between the infant and the adult depends not only on the infant transmitting proximity signals, but also on the adult's susceptibility to respond to these signals. According to ethological-attachment theorists, babies develop an attachment to adults that respond consistently and repetitively to the proximity-providing signals through these predispositions that reflect improved compliance. In this way, babies develop confidence that they will be provided protection and care when they need it. Individual differences in attachment result in variously when adults react differently in terms of suitability and punctuality to signals sent to themselves for proximity.

2.1.2 Theory of attachment. Theorization of the term “attachment” was carried out by theoreticians from a neo-analytic perspective. In this case, it can be said that the

attachment theory has some characteristics that differ from the classical Freudian theory and determining what these features are will provide a better understanding of the content of the theory. Margaret Mahler, Heinz Kohut, Karen Horney and John Bowlby are the first and foremost founders of the neo-analytic perspective. These theorists disagree with Freud about the understanding of the unconscious as the main ruling power and the centrality of sexuality in human life. This neo-analytic perspective emphasizes the human as a psychosocial entity. This psychosocial aspect of the human derives from the early mother-infant interaction (Tüzün & Sayar, 2006). From this perspective, John Bowlby, the founder of the attachment theory, has tried to make sense of human life by examining the relationship between mother and child and the importance of this relationship in human life. According to Bretherton (1992), the attachment theory, although often referred to John Bowlby, is a joint theory of John Bowlby and Mary Ainsworth. While John Bowlby succeeded in drawing separation, deprivation, and bereavement concepts to the attachment theory, Ainsworth added an innovative value to the theory in terms of his methodology and created the concept of secure base.

Attachment was defined by John Bowlby (2003) as a continuous emotional bond to a particular figure, characterized by a tendency to seek and maintain intimacy, particularly in stressful situations. Ainsworth, Blehar, Waters and Wall (1978) described attachment as a continuous bond between the child and his mother and attachment behavior as a shaped bond that mediated later relationship experiences.

According to Bowlby (1988), the tendency to establish emotional ties to specific individuals is part of human nature and is already seeded in the newborn. This type of relationship is very important for survival because it provides care for the newborn. The relationship is established and maintained by a nested repertoire of instinctive behaviors that create and maintain intimacy between the mother and the newborn.

Another important scholar in the attachment theory is Ainsworth. According to Seven and Aytar (2010), Ainsworth is the theoretician who makes the operational definition of the attachment theory. Ainsworth was a Canadian psychologist who worked with Bowlby in the early 1960s and shared his views. Later, she made some studies on babies by using interesting methodologies especially according to the characteristics of the period she lived. Ainsworth visited home with her students to examine situations such

as feeding, crying and eye contact between mothers and their babies. As a result of her work she revealed that the situation is beyond Bowlby's opinions. In her observations, she concluded that the mother's responses to the needs of the child were very important. She carried these observations to the laboratory and applied the strange situation experiment which is still very valuable today. Ainsworth observed proximal signs from the mothers of young children by identifying different attachment behaviors with narrative observation techniques. Ainsworth conceptualized the secure attachment figure in a way that the child would explore the world.

In her experiment, named Strange Situation, Ainsworth (1963), investigated the mother's responses to the baby's needs. There are two important points in which the baby and the mother are separated: separation and reunion. In these two cases, the child is involved in one of two classes, depending on how he or she reacts i.e. secure or insecure. Insecure attachment is also divided into ambivalent and avoidant. Children with secure attachment experience a normal tension when the mother leaves and when the mother comes back, they are happy and joyful. The ambivalent attachment style shows extreme sadness and inseparability on the way to the mother, the baby is angry and refusing to the mother when she returns. In avoidant attachment type, the moment of separation is calm and almost unresponsive, the reunion moment is rejecting and ignoring the mother.

Ainsworth's secure attachment between the baby and the mother has a significant importance in the psychological development of the child. It is about the mother being warm, sensitive, ready to meet the needs and connectable. Secure attachment is seen as a source of emotional health in which the child’s trust is present due to the “other” will be there for him when he experiences anxiety. This is the basis for his capacity to establish satisfactory relationships in his later life (Karen, 1998). In this situation, the mother plays a significant role on child’s life in terms of exploring new experience in the world. It can be said that there are many sources of grouping based on the results of Ainsworth's experiment. The reaction of children in this relationship is influenced by many variables. This is a reflection of the child's interaction with the environment, together with many of the innate characteristics of the child. At this point, it is possible to talk about the difference between the mothers of the children who are in either secure or insecure attachment.

Main and Solomon (1986) added the type of attachment known as disorganized-insecure attachment to the attachment classification. Babies in this group exhibit behaviors that prevent their classification within a certain attachment group in a foreign environment. A mixture of avoiding and disorganized behavior patterns is observed in these babies which there is no specific strategy to cope with their anxiety. In 1988, Welch developed a classification different from that of Ainsworth and Main-Solomon. Accordingly, attachment is divided into four types: secure, anxious/ambivalent, avoidant/dismissive and avoidant/fearful (Ryan, 2004).

As an alternative to the categorical approach, Waters and Deane (1985) developed the Attachment Q-set Scale (hereafter AQS). This scale is a continuous scale that measures attachment-related behaviors. The AQS consists of ninety items containing a series of dimensions reflected to secure attachment behavior. Waters (1995) developed criteria for the attachment security structure associated with the classifications of observed behaviors that provided a linear scale for measuring child's secure attachment. Research with the AQS is moderately related to the secure and insecure classification of infants using the Strange Situation Scale. In addition, the AQS has a consistent relationship with measuring maternal sensitivity (Solomon and George, 1999).

The mothers of securely attached children the ones who are sensitive to the child's crying, can laugh quickly and respond to their different needs. Yet, mothers of insecurely attached children are being generally inconsistent in their reactions. It was found that the children of mothers who are distant, difficult to reach emotionally and neglected has an avoidant attachment style (Carver & Scheier, 1998). However, the relatedness of these situation does not guarantee the existence of cause-effect relations between them. At this point the child temperament also contributes to the classification of attachment (Eder & Mangelsdorf, 1997). There are many studies shows the continuity of attachment relations in early childhood to adulthood. For example, Hall and Pawlby (1981) observed that the mothers who had attachment trauma in their early years, show less secure attachment behaviors while interacting with their children. Also, Ricks (1982) concluded that mothers of securely attached children had healthy attachment relationship with their parents.

2.1.2.1 The attachment behavioral system. Attachment behavior is thought to occur when certain behavioral systems are activated. It is believed that behavioral systems develop themselves in the baby when the necessary environmental condition occurs. Particularly, it is a result of the interaction with the basic figure in the environment i.e. the mother. According to Bowlby (1969), in earlier versions of attachment theory, five patterns of behavior -sucking, adhesion, monitoring, crying and smiling- are defined as contributor to attachment. The later version argues that these same five patterns are still very important, but in the period between nine and eighteen months it is assumed that they are often involved in much more complex goal meeting systems. These systems are highly organized and activate that the tendency of the child to remain close to his mother is the case

Bowlby stated that the function of attachment behavior is protection from destructors (Bowlby, 1964). The child has to be attached because he has to protect himself from the stimuli that has a potential to harm him in the environment and has to meet basic needs such as nutrition. Besides, Murphy (1964) stated that attachment is an opportunity for the baby to learn the various activities from the mother which are needed to survive. Attachment behavior is predictable behavior which is the product of increased affinity to the attachment figure (usually the mother). Some attachment behaviors such as smiling, making sound and giving warning signs to the mother are about the child's interest in the interaction and thus the mother meets the child's needs (Cassidy, 1999).

Children connect with important people in their lives. This is the child's first social experience in life (Bush, 2001). According to Bowlby (1980), attachment to other people has life-changing importance and this is not only valid for infancy or school age, but is a lifelong effect. This initial attachment will provide a way to shape one's dynamism of life. Dodge and Newman (1981) found that people who have not fulfilled their needs during infancy and childhood, and have established an insecure, fearful, angry and inconsistent attachment relationship may exhibit aggressive behaviors as they create negative attitudes towards their environment in later life. Also, Davis, Shaver and Vernon (2003) concluded that early interaction with mother provides guide for relationship in adulthood.

Bowlby (1969) stated that parenting behaviors, like attachment behaviors, are of biological origin and are pre-programmed and the goal of this program is to create an

environment of security that will allow the continuation of the species. Every parent is biologically equipped with the motive of protecting and caring for the child. However, this development is based on learning and it is related to how culture is instilled into parenting behavior.

According to Bee, Boyd and Gündüz (2009), since attachment is an intrinsic state, it is not directly observable, so it can be observed through attachment behaviors. These are the behaviors that enable a child or an adult to establish and maintain physical intimacy with the person whom they are attached to. Attachment behavior occurs primarily when the individual needs attention, relief or relaxation. A baby is often in need of care. An older child tends to exhibit attachment behaviors only when he is scared, tired or under stress. It is possible to say something about the quality of attachment by looking at the behavior patterns, not the frequency of these behaviors.

After the birth, the baby can direct his attachment behaviors to any person he can reach. However, from the sixth month onwards, all "normal" babies direct these behaviors to a single person, depending on their choice, whom they wish to establish intimacy (Hazan & Shaver, 1987). This person is called a primary attachment object. There is a different relationship between the primary attachment object and the baby. The caregiver serves as a secure base from which the baby can turn to relax and feel safe again. If the baby is close to the person whom he is attached to, he will perceive himself in a safe environment and may conduct investigative behaviors. After the baby explores the environment, he knows that the only reliable basis to shelter is the primary attachment object -usually the mother (Hazan & Shaver, 1987).

It can be said that the progress of attachment behaviors of the baby from the first years has basically three main parameters. These are the time, the level of attachment and the primary attachment object (Schaffer & Emerson, 1964). According to Kaplan and Grebb (1994), the formation of attachment behavior takes place between 6 months and 24 months. After this period, the child will enter into complex relationships with her primary caregiver and with other people. As Kaplan, Sadock and Grebb (1994) stated that if the temporal progression of attachment behavior is the case, it can be said that it completes its development in stages. Immediately after the birth, the baby exhibits attachment behaviors such as nipple searching, dizziness, sucking, swallowing, finger sucking,

catching, turning to the mother, sensing feeding hours and preparing. When the baby enters the second month, he can now turn towards his mother. During this period, he can now communicate with his caregiver. He can smile at the caregiver, make long-term eye contact and treat her differently from other people. When the baby is 7 months old, he slowly begins to make sense of the relationship patterns around him. In this period, the baby is directed to the mother as a real and distinct object. In this period, the baby now directs attention to the mother who meets all her needs. When a baby of this age is confronted with strangers, he shows fear, anxiety or escape behavior (Joseph, 1992).

Bowlby (1969) argues that the attachment behavior of the baby takes place in three stages. Once the attachment relationship is established in the first stage, the child gets into different stage as it grows. The stages are as follow:

Stage 1- Unfocused Orientation and Sign: Bowlby thinks that babies come to life with some instinctive behavior. In the first two months, these are patterns of behavior that allow the baby to communicate with other people to provide certain needs. These behaviors, which correspond to Ainsworth's proximity promoting behaviors have an important role in human life. These behaviors such as crying, eye contact, catching, snuggling and holding, allow the baby to communicate with people. These behaviors are found in the repertoire of the newborn baby to fulfill his needs. At this stage, there are not many findings indicating that the baby is connected to the mother or father. Nevertheless, it is known that the origins of attachment occur at this stage. During this period, the child develops the ability to distinguish parents from other people and objects in many respects.

Stage 2- Focusing on one or more figures: From 2 months, the baby begins to limit and specify attachment behavior. In the previous stage, the baby, who only exhibits attachment behavior to meet his needs no matter who is that person, now begins to differentiate between people who communicate with him more often. During this period, when the baby reacts more to the people who are communicating with him (such as smiling), he may be more abstain from strangers. In this period, the baby is more selective in exhibiting proximity promoting behaviors. In addition, the concept of secure base has not yet been established in this process. Therefore, when the baby is separated from the mother or father, he is not worried. In this process, a full attachment of the baby is not yet in question.

Step 3: Secure Base Behavior. When children acquire the concept of object permanence, which means that the objects are exist even they are not visible, the concept of secure base begins to emerge in children. This period corresponds to the aftermath of 6 months. When the baby first explores the world around him, he uses the most important person for him as a secure base. According to Bowlby, this is the most important sign indicating the existence of attachment. At the age of 10 months, infants can now distinguish between facial expressions and use these expressions as a guide to secure base behavior (Bee, Boyd & Gündüz, 2009). Since as the child grows up and his desire to explore his environment arises, he will want to move more and thus move away from the object of attachment. In order for this discovery and distancing to take place, one must have the belief that the secure base object is always there for protection. In this sense, the concept of secure base is important in terms of the physical distance of the child when it is necessary.

Attachment is linked to one's sense of safety. When the baby is attached, the presence of the person he is attached to gives him a sense of safety and comfort. He uses attached person as a secure base for exploring the world. The baby is now ready to explore the outside world when he is able to establish a healthy bond with the person he is connected to. When the baby explores the surrounding environment, the object which the baby is attached to serves as a secure base or safe haven (Bowlby, 1969; Ainsworth, Blehar, Water & Wall, 1978; Cassidy, 1994). In this relationship, baby has the trust that the secure base person will be accessible and sensitive, give priority to the needs of the baby rather than their own needs and have the power and skills to keep the baby healthy and comfortable (Bee, Boyd & Gündüz, 2009).

When the indicators of attachment behavior in early childhood are examined, it is observed that it differs from infancy. When the child reaches 2 or 3 years of age, the first differentiation occurs. The child is now able to grasp the knowledge that even if his parents have to go they will return eventually. Research reveals that the child during this period can use his mother's photograph as a secure base during the discovery (Passman & Longeway, 1982). Nevertheless, parents can calm the 3 or 4-year-old child with statements such as “I will return after the meal time” (Crittenden, 1992). In this period, the attachment behavior is not disappearing but changing the shape.

When children start to walk and explore around themselves, they are ready to distance from secure base. Especially, in the absence of fear or stress, children can progressively move away from the secure base without any apparent stress. Bowlby (1969) called this goal-corrected partnership. In this partnership, children want to explore around themselves, however, they also seek contact with parent but this contact does not always mean physical being. Secure base person allows children explore the environment while children seek closeness not always physically, but cognitively.

Attachment behaviors change over the years of person's life. When the attachment behavior in middle childhood is examined, it is observed that visible attachment behaviors decrease (Bee, Boyd & Güneş, 2009). This situation sometimes makes us forget that children in this period still attached on their parents. Even if the child, especially in primary school age, can assume responsibility for the relationship he has with his parents (Kerns, 1996), he wants to know that he will find them when he needs to. It can be concluded that the attachment behaviors are exist but change the form over the time.

According to Smith, Lalonde and Johnson (2004), in middle childhood, children may experience significant stress typical in this period (when there is a problem at school, when they become ill, etc.). Compared to preschool children, the child experiences less stressful experiences. Children seek less physical contact with secure base. By this way, secure base behaviors are gradually diminished. However, long-term separation from parents is still extremely stressful for children in this period (Smith, Lalonde & Johnson, 2004).

For each individual, attachment process does not follow the same pattern of behavior. Main (1990) stated that the biological-based attachment system is also flexible against different caregiving environments and based on individual differences in attachment. In that point, it can be concluded that the individual shows the signals of attachment behavior under the effect of environmental and individual factors.

2.1.2.2 Internal working models. Fay. From the first months of life, the interaction among the baby and mother is a repetitive experience in the same pattern. This repetitive experience causes the baby to develop future prospects as well as complete the developmental steps. Bowlby (1969/1982) argued that these prospects are formed through

internal working models that are shaped in the minds of children and represent the attachment relationship and functioning.

Accordingly, the child forms a model that primarily shapes the future prospects specific to the functioning of the relationship with the mother. As Bowlby (1988) points out, although the pattern of this relationship is open to change for a long time, the usual and similar relationship pattern developed between mother and child does not change, and after a while, the child assimilates the new experiences in accordance with the model without changing the model. This relationship-specific model is generalized by reflecting these expectations and behavior patterns to other close relationships that the child encounters in his life. The child forms a mental representation of the functioning of the self, others and the world. These representations are about whether the mother and, therefore, others can be trusted in close relationships, whether he is an individual worthy of being loved and safe, and whether the world is a predictable, manageable place. It serves like a template that regulates the emotion and behavior patterns of the person's close relationships.

Bowlby (1980), inspired by Craik's suggestion in 1943 of the organism constitutes an internal working model of the environment in which it lives, stated that these mental representations of attachment are “internal working models”. Developments in the field of cognitive psychology from this date to today have been the source of many important studies about what these models represent in the mind (structure), how they are organized in the mind, how they affect information processing (function) and their flexibility against new experiences.

A baby forms an internal working model based on the relationship with his parent (Bretherton, Munholland, 2008). The function of the internal working models in the attachment relationship is to enable the baby to recognize the behaviors of the mother and to establish the expectations. The baby arranges behaviors through these models. Babies who are rejected and cannot feel trust and warmth build their inner models on rejection. Thus, they perceive themselves and their parent as unloved. On the other hand, a baby who sees acceptance and commitment behaviors will build his inner models on loving parents and have a self-worth (Bretherton et al., 1990).

After infancy and childhood, attachment remains important in the rest of individuals' lives (Bowlby, 1975; Bartholomew & Horowitz, 1991). The internal working model is a system that we create with our experiences when we communicate with other people (Bowlby, 1982). This system constitutes of the events that individuals experience, the world around them and their memories. Based on this model, individuals demonstrate their reactions to the events they encounter. Their internal working models continue to guide them, they evaluate the people around them according to the information they have already acquired and shape their relationships accordingly. A child with cold, indifferent or aggressive parents expects similar reactions from those around him and regulates his behavior accordingly. Those with warm and loving parents can also have comfortable relationships with other people because they have no fear of being rejected and have never experienced similar situations before (Hazan & Shaver, 1987; Fraley & Shaver, 2000). Bretherton et al. (1990) stated that the establishment of a secure attachment pattern depends on the development and continuity of positive internal working models. Internal working models need to be renewed as the child gets older. The needs of a child who walks and talks are quite different from a baby. The attachment relationship develops and changes over time, and the mother's behavior must develop in line with the child's renewed needs.

Bretherton (1987) examined the structure of internal working models with cognitive scenarios and discussed that attachment representation consists of scenarios containing declarative and procedural knowledge. He evaluated the mental representations of children under 6 years by developing a story completion task (Bretherton et al., 1990). In this task, some scenarios (spilled fruit juice, monster under the bed, injured knee, outgoing parents, returned parents) were structured to trigger the representation of children, and children were asked to play and complete these stories with toys. In the stories of the children who are securely connected with their parents, it is seen that the problems arise and are solved in cooperation with the parents, that the parents in the stories show patience rather than anger at the extreme point, hugging, caring behaviors are expressed very much and the story ends are shaped with a positive tone. However, along with insecurely attached children; stories are often completed as "I do not know, I want another story" or their stories contains strange reactions. These findings indicate that

attachment relationships with parents are mentally represented in the form of a flowchart scenario and affect the perception and interpretation of similar events.

As a summarize, internal working models provide mental guidance in a person's life, especially in the context of establishing close relationships and intimacy. Internal working models are like drawers in the mind, filled with the relationship established between mother and baby in infancy. Although this drawer has taken different forms from time to time in life, it is still a valuable source that it takes advantage of every time an adult tries to establish intimate relationship. Especially, the recent attachment literature provides consistent evidence that early attachment relationships are represented as scenarios in the child's mind, that these scenarios can be generalized to all present and future attachment relationships when triggered (Bretherton, 1987; Bretherton et al., 1990). Thus, the emotions and behaviors are organized in accordance with the scenario represented in the mind.

Most of attachment measurements are based on internal working models. Internal working models are used to make inference about attachment patterns of individuals. Main, Kaplan and Cassidy (1985) developed an interview named Adult Attachment Interview to determine the internal working models of adults, taking into account the relationship of attachment. Adult Attachment Interview reaches to the working models of individuals by using their past experiences. In other words, it assumes that people who convey positive memories about childhood experiences have secure attachment patterns, and those who have negative, unresolved or insufficient transfers of past experiences have insecure attachment patterns. During the interview, participants are asked to explain three issues; the first is the relationship and attachment with their parents in their childhood, the second is how childhood experiences affect the present and the third is the attitude towards attachment in general. The assessment is based on the recollected memories and fully coincides with Ainsworth's triple model. In addition, the names given to insecure attachment groups were changed in order to distinguish adults and children. In Ainsworth's experiment, the type of avoidant attachment was considered to be dismissing and ambivalent attachment was considered to be preoccupied.

Bartholomew and Horowitz (1991) also benefit from internal working model while categorizing the attachment pattern. They developed four-dimensional attachment model

considering that this three-dimensional scheme was inadequate for adults. This model is based on Bowlby's internal working models that include the individual's perception of self and others. According to this internal working models, the perception of self can be positive or negative, and the perception of others can be positive or negative, so that a quadruple model emerges (Bartholomew and Horowitz, 1991, see Figure 1). They used the secure, preoccupied and dismissing avoidant groups in the three-dimensional model of Main, Kaplan and Cassidy (1985), and added the fourth dimension, fearful avoidant attachment, to them. The secure group perceives itself and others positively; the preoccupied group perceives itself negatively and perceive the others positively; dismissing avoidant group perceives itself positive others negatively; the fearful avoidant group perceives itself and others negatively (Bartholomew & Horowitz, 1991).

Table 1

Bartholomew and Horowitz's Four Dimensional Attachment Model

		SELF-MODEL	
		POSITIVE	NEGATIVE
OTHERS MODEL	POSITIVE	Secure	Preoccupied
	NEGATIVE	Dismissive Avoidant	Fearful Avoidant

(Bartholomew & Horowitz, 1991).

Internal working models have supported the idea that attachment is permanent through cognitive ways. This is supported by many studies in the literature. Fonagy, Steele, Moran, Steele and Higgitt (1993) revealed that the mental representations that mothers create as a result of attachment with their own mothers coincide with the attachment style of the child. This research finding also shows that the interaction between baby and mother through internal working models act as a mental repertoire and play an important role in the persistence and intergenerational transmission of attachment style.

In another study on the lifelong persistence of internal working models, the similarity between the attachment style established with the parent in infancy and the

mental representations towards parents during adulthood was re-proved (Fraley, 2002). In addition, internal working models are the source of not only the relationship with the mother in the following years, but also it is effective in all intimate relationships (Crowell & Waters, 2005).

Although the lifelong persistence of the attachment pattern has been proven by internal working models, there are also studies showing that these patterns may change. In a longitudinal study, Waters, Hamilton and Weinfield (2000) examined the consistency of attachment pattern in a high risk sample. As a result, they found that 14% of the securely attached infants were changed to insecurely attached adolescents. In fact, Bowlby (1973) stated that attachment pattern was flexible until adolescence. When the details of this longitudinal study are examined, it is observed that once traumatic changes have occurred in the people's life whose attachment pattern has changed. Therefore, it can be said that the attachment pattern is not a fate and can change.

Fraley (2002), on the other hand, presented a different perspective on this issue and suggested that these "sudden" and "traumatic" processes or events that emerged in the people's life temporarily changed the attachment pattern only unconsciously. He explained this in accordance with the Prototype Model. According to him, this change is not permanent and the subconscious pattern continues in the same way.

It can be concluded that attachment behaviors are shaping in accordance with internal working models which are created in mother-child interaction. These models are used to determine the attachment pattern of individuals in studies about attachment. Although some traumatic life events can cause a change in attachment patterns, attachment patterns are accepted relatively stable in lifelong period.

2.1.3 Constructs of self-concept in early childhood. Erikson defined the self as a strong and independent part of personality. According to Erikson, the first task of the self is to create and maintain a sense of identity (Burger, 2006). Freud describes the self as something personal, private, uniquely depicting the individual. According to the symbolic interactionism approach, the interaction between people results from the self (Vaughan & Hogg, 2007). The experiences of the individual form their selves.

According to Ravid and Sullivan-Temple (1992), the concept of the self is not a conception of birth, but it was formed after the birth of the baby and completed before middle childhood. According to Shiamberg (1988), children acquire self-discrimination at the earliest in the sixth month of their life, when they begin to realize that objects exist spontaneously in the world. Eder and Mangelsdorf (1997) concluded that the concept of the self emerged in the first two years of life as a result of their theoretical and experimental studies.

William James described the self in two separate parts: the “knowing self” and “the known self”. According to James, the known self is reflected self as an object; the knowing me, as the subject, is the self-portion that can be the subject of science. While the known self is related to how other people perceive the individual, the knowing self is the part that consists of the individual's own perceptions and thoughts and consciously evaluates what is happening in the environment. James has studied the known me, as perceived by other people, in three areas: material, emotional and social self. Material self includes the body image, the material things that the family and the person have. Social self is defined as the characteristics perceived by others. Here, the result of others' assessment of the person is that the person is aware of himself / herself. Emotional self covers one's feelings and desires (Epstein, 1973).

Schultz and Schultz (2007) stated that according to the Phenomenological Self Theory developed by Rogers, each individual is at the center of himself / herself. Each individual has their own view of reality. Individuals react differently from each other because they have different personality and self-structure. Rogers said that the mother-child interaction is important for a child's self-development. If the mother unconditionally loves the child, the child internalizes the mother's attitude and begins to develop appropriate value systems. In other words, the child feels valuable under certain circumstances and avoids situations in which his mother is not satisfied. Therefore, the mother must love her child unconditionally without judging him in this period. Rogers, emphasized the importance of assessments made by others in the formation of the self-concept in infancy and childhood. According to Berkem (1999), the development of the self-concept depends on the individual’s perception of the experiences with his environment. Other people's opinions about individual are important in perceiving certain

experiences. Accordingly, the person cares about the attitudes of the people he gives importance and tries to perform the behaviors that they value and avoid the behaviors they do not value.

Self-development begins with the acquisition of language in childhood and the role of others during the child's play (Franzoi, 2003). Children who initially take on the role of a particular person, such as a mother, father or brother, begin to develop beliefs about themselves. These beliefs largely reflect the child's beliefs about others' self-assessment. As the ego becomes more cognitively complex, the child begins to take on the roles of other people. Again, as the ego becomes more complex from the cognitive point of view, the child is able to respond to it from many perspectives. In the last stage, as an individual who has internalized the expectations and attitudes of the society, one determines his / her reactions according to the perspective of society as a whole. In this last stage, which is called “generalized others”, the person becomes a fully shaped self (Franzoi, 2003).

According to Crain and Bracken (1994), children learn their specific and general behavior patterns directly and indirectly with a) their success and failures in various fields b) the reactions of others to their behavior and c) their behaviors and expectations in social communication.

It is possible to divide the concept of the self into several categories:

1. Self-view: The person's views about himself.

2. Social self: How a person is perceived by others.

3. The ideal self: Thinking about how someone wants to be (Strickland, 2001).

Ferrer and Fugate (2005) stated that a child's self-concept begins to develop from birth in response to adults' reactions to it. Parents and primary caregivers engage in warm and caring interactions by touching and with eye contact and these lead to establish a positive emotional bond with the baby. Parents and caregivers support the development of a healthy self-concept through this positive emotional bond. When the child is given the opportunity to ask questions, play games and explore the environment in a safe environment, the development of the child's healthy self-concept continues. Parents who support the child during the discovery will help the child's self-concept development

positively. When support and positive answers come from others, the foundations of being a good person, being a valuable part of a group, that is, socializing, are laid.

Other studies also reveal that self-concept has effects on many life domains. Having a positive self-perception enables the person to have high self-esteem, to be extravert and friendly and to motivate the person. In particular, how families approach the individual is very important (Burger, 2006). Self-perception emerges as the child begins to socialize and it has a great importance for the development of social skills (Atay, 2011).

Children with positive self-perception exhibit positive behaviors in their peer relationships and create a more collaborative, non-competitive and sensitive attitude. Children with low self-esteem cannot establish healthy peer relationships because they exhibit dissatisfaction with themselves and others (Gülay, 2010). A healthy self-concept does not mean that a child can do anything perfectly and better than anyone else. The healthy self-concept means that the child is loved and accepted by himself, his family and friends. A child with a healthy self knows that he is loved and valued and can show his authentic potential. The school success of the child increases, he determines possible goals and makes decisions for himself. He is eager to try and learn new things (Ferrer & Fugate, 2005).

Until the end of the 1970s, the concept of the self was considered to be a one-dimensional structure, but as a result of research conducted over the last two decades, it was concluded that the concept of the self was a multidimensional theoretical structure (Bracken, Bunch, Keith & Keith, 2000). It can be said self-concept which consists of many sub-fields can change according to the environment rather than being a single self-concept that is unchanging and general. Although there are some differences among the theoreticians, multidimensional self-concept are mentioned in the literature with great consistency. Social, competence, sensory, physical, academic and family self-concepts have been widely defined and accepted in the literature (Bracken et al., 2000).

It can be concluded that the concept of self emerges in early years of life with the interaction of mother. Preschool years are important in terms of progress of self-concept. It has really important effects on multiple life domains. The self-concept give child to understanding of themselves, others as well. The term self-concept has multiple dimensions and changes according to context.

2.1.4 Self-theory. The concepts, contents and definitions of the self have been the subject of many discussions. Snyder (1989) stated that the self-concept is the representation of thoughts that one creates for himself in the face of many different situations. One creates a self-representation by making inferences of his own in the face of the situations he encounters throughout his life. The representations of self-concept may differ in different events (Snyder, 1989). However, self-theory is a newly developing concept. In this sense, the studies regarding the self-theory in the literature are not very common yet.

Epstein (1973) stated that people form the theory of self as a social being. They encounter many stimulus and experience many situations. They gather about themselves and this has some kind of purpose. He claims that self-theory has purpose of optimizing balance of pleasure and pain. By this way, self-theory serve maintenance for self-esteem. These theories are composed of knowledges about how person coping in a variety of situations. According to Epstein (1973), the self is a theory and it is tried to be verified through the experiences of the individual. According to this view, the self is a sub-system with internal coherence that includes hierarchically organized concepts in a broad conceptual system and includes different empirical selves such as physical, social and spiritual self.

Janoff-Bulman and Schwartzberg (1991) claimed that self-concept is composed of self-directed pictures in different areas, while self-theory is compositions of that pictures. They stated that people have some assumptions about themselves and others in their self-theories, these assumptions provide themselves some kind of predictability about themselves. While considering the importance of these assumptions the self-theory is resistant to change over time. In this regard, Berg and Snyder (2010) also stated that self-theory is constructed in early years and relatively unchanging across the life span.

According to Epstein (1991), the events we encounter in life create vibrations in our self through experiences. These vibrations are like motivations that shape our behavior. Our experience in self-theory shapes our behavior through these vibrations. Vibrations motivate the behavior to take place in satisfactory situations, but terminate the behavior in unsatisfactory situations. Therefore, according to Epstein (1991), individuals

have less control than they think in their reactions through self-theory. These theories regarding the self are the motivations that shape not only their behavior but their emotions. These are the descriptors of emotion and behavior related to one's self.

Kaplan (2006) stated that self-theories are formed as a result of some experiences and individuals form premise in self-related structures. These structures compose of self-cognition, self-evaluation, self-feelings and self-enhancing/protective responses. In other words, self-theory plays a significant role on self-related constructs, additionally by this way it forms emotions and behaviors in different areas of life. Kaplan (2006) refers to these four structures as “self-referent constructs”.

According to Segal and Blatt (1993), individuals attribute positive and negative characteristics to themselves based on what they have accomplished or failed in life and accordingly, the self-theory is formed. This theory is sometimes positive and sometimes negative according to the attribution of events. While negative self-theory leads to psychologically negative consequences, positive self-theory is adaptive to one's life.

As self-theory is a newly developed term the studies or theoretical constructs of this concept is constricted with few studies. In this study, self-theory was used interchangeably with self-esteem and self-concept of mothers.

2.1.5 Psychological well-being. Ryff and Singer (1998) developed a model they call “psychological well-being” based on the definitions of positive psychological and social functionality. This concept, which is basically used to describe lifelong positive functionality, was later extended to define positive mental health (Keyes, Shmotkin & Ryff, 2002).

There are emotional and cognitive elements of psychological well-being. The emotional and cognitive elements of subjective well-being are not completely independent from each other. Nevertheless, these two items can provide complementary information when evaluated slightly differently and separately (Pavot & Diener, 1993). Review of the satisfaction with life scale. Psychological Assessment, 5, 164–172. Although subjective well-being is simply defined as the way to evaluate one's life, its nature is believed to be versatile and complex (Diener, Scollon & Lucas, 2009). Psychological well-being is defined as managing the existential challenges faced in life (such as pursuing meaningful

goals, personal development and establishing quality relationships with others) (Keyes, Shmotkin, & Ryff, 2002).

There are six dimensions in the psychological well-being model proposed by Ryff (1989). These are self-acceptance, positive relationships with others, autonomy, environmental control, life purpose and personal development. Key concepts related to psychological well-being, development theories that reveal the tasks and difficulties in human development; It is obtained from clinical explanations that reveal what self-realization, maturation, full functionality or individualization are and the determinants of positive criteria of mental health (Ryff, Magee, Kling & Wing, 1999).

Psychological well-being theory is a combination of theories that examine the characteristics of the human being in a positive function (Özen, 2010). Roothman, Kirsten and Wissing (2003) stated that psychological well-being can be conceptualized regarding emotional, physical, cognitive, spiritual, personal and social processes.

Ryff et al. (1999), while determining the basic terms of psychological well-being, took into account the factors that determine mental health. Research on the difficulties encountered during the development of individuals and the concepts of maturity, self-realization and functionality have been the determining factors in the emergence of psychological well-being. According to Ryff (1989), the concept of life satisfaction and emotion-oriented evaluation of the concept of well-being is neglected. From the point of view of life development, mental health and clinical level, the definition of well-being can be arranged as an individual's self-realization effort rather than merely achieving happiness (Ryff, 1989).

According to Huppert (2009), psychological well-being is related to a good life. This concept is a combination of an individual's well-being and functioning effectively. Sustainable well-being does not always require individuals to feel good; Experiencing painful emotions (for example, frustration, failure, sadness) is a normal part of life, being able to combat these negative and painful emotions is necessary for a long-term well-being. However, when psychological well-being negative emotions are severe or prolonged, they take the role of mediator and interfere with the individual's ability to survive.

It is known that mothers' psychological well-being has an effect on their children's psychological situations (Patterson, 1983). Mothers' psychological well-being affect children's life through parenting behaviors of mothers. Mothers' low level of psychological well-being eventually would affect maternal practices. Mothers who live in stressful environment would feel low level of psychological well-being, as a result of this it has found that low level of psychological well-being results in depression (Ge, X, Conger, R. D., Lorenz, F., & Simons, R. D. (1994).

2.2 Empirical Studies

In this section of the thesis, the empirical findings of attachment pattern, self-concept in early childhood and mothers' self-theory, psychological well-being are presented.

2.2.1 Studies regarding attachment in early childhood. The attachment relationship in early childhood has been investigated quite frequently since the basics of attachment formed in that period and had an important effect in later life (Bowlby, 1988). The effects of attachment patterns on different life domains have been widely examined topic as well.

The pattern of attachment has been affected by many variables and there lots of researches that investigated the effective factors on attachment patterns. For example, George and Solomon (2016) studied on 69 preschool children and their mothers. They examined the relationship between mothers and children. The result shows that positive relationship between children and mothers is related with secure attachment pattern. Besides, negative relationship between children and mothers is related with controlling/disorganized attachment pattern.

Parents are significantly effective on attachment pattern of children. In the other study, Güner (2011) conducted a study with 65 children and their mothers aged 4-6 years. In the study, the relationship between attachment security of children and parents and child rearing attitudes were examined. As a result of the study, although no significant relationship was found between the attachment security score of the mother and their children, important findings were found in terms of child rearing attitudes. As the

democratic attitude score increased in terms of child rearing attitude, it was seen that attachment security score increased in children. However, overprotective attitude was found to be negatively associated with attachment. In addition, it was found that attachment security of the mother changed the attitude of raising children. It was found that mothers with high anxious avoidant attachment scores had lower democratic attitude scores. Besides attachment security of the preschool children differed between the genders. Girls had higher attachment security score than boys. Parents have an effect on attachment pattern of children by their parental attitude.

Görgü (2015), also investigated the personality characteristics of mothers in attachment relationship. He studied with 5-6 years old children attending preschool institution and their mothers. He investigated the relationship between attachment pattern and social behavior of children and maternal personality characteristics. It was found that the mothers of the children with secure attachment were extroverted, relaxed, realistic, independent and less controlled. Also, according to the results of the research, as social skills of children differed based on attachment styles, behavioral problems did not differ.

Mothers' coping strategies also found effective in attachment security. Taş-Zalluhoğlu (2015) studied with mothers and children aged 4-6 years. She examined the attachment patterns of mothers and children in terms of coping with stress and parental attitudes of mothers. As a result of the study, it was found that the coping levels of mothers affect the child's attachment pattern. Especially, it was found that children of the mothers who use emotion-oriented coping method to cope with stress have a higher attachment security.

Attachment in early childhood has found to be effective in many life domains. As child becoming social creatures while interacting with people they use their internal working models. So, it can be concluded that attachment had an effect on social life of children. Turner (1991), in his research with 40 children aged 4 and their mothers, studied on attachment and friendship relationships. After determining the attachment pattern of the children, observations were made during free play to determine the relationship between friends. According to the observation results, children with insecure attachment style were seen as more aggressive, offensive and wanting to attract attention than children with secure attachment. On the other hand, girls with insecure attachment style had more

dependent behaviors than the girl with secure attachment. Similarly, Önder (2016) examined the effect of attachment styles on peer relationships in her study with 5-6 years old kindergarten children. When the results were examined, a statistically significant difference was found between the groups in terms of social behavior score. The social behavior subscale score of the insecure attachment children was significantly lower than the secure attachment children. The sub-dimension score of developing asocial behavior towards their peers was significantly lower in secure children than insecure children. The sub-dimension score of exclusion by the peers was significantly lower in secure children than insecure children. The aggression score of secure children was significantly lower than insecure children.

Empathy skills are one of the most important need for healthy social skills. In his thesis study, Jaramillo (2016) examined the effect of attachment on empathy skills with 4-5 years old children and their mothers. As a result, it was found that the empathy skills of the children with secure attachment were higher than those with insecure attachment. So it can be concluded that secure attachment pattern provide good empathy skills and by this way children's social skills increase. Walls (1997) conducted longitudinal study which investigated the relationship between attachment patterns and peer competence in early childhood. Children were investigated both in 14 months and age 4. As a result of the study, children's peer competence rated by their teachers differed by attachment patterns. Besides, children's temperament was also found as a predictor in terms of attachment and peer competence.

In another longitudinal study, Brown (2002) examined the social effects of attachments in early childhood. He investigated the relationship between attachment patterns, socio-emotional adjustment and coping levels of children in preschool period through a longitudinal study. The children were investigated both at 12 months of age and preschool period. The results show that coping level in preschool period is correlated with infant attachment. Also, significant positive correlations were found between attachment security, coping and socio emotional adjustment. Attachment can play significant role on coping and by this way children's socio emotional adjustment can increase.

Attachment pattern provide a guide for not only social experience but also cognitive skills. By this understanding, Türköz (2007) investigated the effects of

attachment pattern on interpersonal stress coping and explicit memory among preschool children. 5-6 years old 77 children were investigated regarding this topic. The study revealed gender difference in terms of attachment. Girls tend to be more secure than boys. According to results, secure children tend to cope with stress better than insecure children and secure children's explicit memory are better than insecure children. Also, Irwin (2005) studied the relationship between attachment pattern and phonological processing among preschool children. 5-6 years old 48 children were investigated with this regard. Children with insecure attachment style had lower phonological processing than insecure children. It can be concluded that attachment is so important that it affects even cognitive skills.

The intergenerational transmission of attachment is a topic that has been discussed and researched for years. In this regard, Mazzarello (2007) compared early childhood attachment with the attachment patterns of adolescent mothers and examined behavioral problems of children. The results revealed that the children of the mothers who were securely attached had higher secure attachment scores. In addition, it was found that children with insecure attachment exhibited more externalizing behavior problems than children with secure attachment. Martin (2005) also examined the intergenerational transmission of attachment in early childhood for three generations. In this context, children aged 2-6 years, their mothers and grandmothers' attachment type were investigated. The results prove that there is an intergenerational transference of attachment type.

In conclusion, it can be said that attachment patterns are effected in many factors. These factors are generally parental or environmental factors. Parent's attitudes, personality characteristics, healthy relationship with children play significant role on attachment pattern. Attachment patterns affect manly life domains and determine social and personal life of children.

2.2.2 Studies regarding self-concept in early childhood. Comprehensive examination of the relationship between attachment and different self domains first began with Cassidy's (1988) research. In the study, secure attachment was associated with self-esteem and self-concept in preschool children, both measured by observation in Harter's (1982) self-efficacy measurement in different self-domains. Verschueren and Marcoen

(1999) also revealed that the children who had a secure attachment to the father were found to have higher self-confidence and lower introversion and anxiety score than the other groups. In addition, these children can cope with stressful situations at school more easily than other groups. Children who are securely attached to the mother have a significantly higher positive self-perception than children in the other groups. As can be understood from the findings of the study, children who are securely attached to either mother or father have positive structures in both areas.

Damarlı (2006), also stated that the models of the individuals' self are one of the important components of the attachment styles they develop. Accordingly, the positive self-model, that is, the self-worth and love for himself and perceiving himself as valuable, results in the development of a secure attachment style as a result of the interaction with the working model of others. Having a negative self-model leads to the development of a preoccupied or fearful attachment style as a result of the interaction with the others model. In the study it is revealed that the participants' self-concepts differ in terms of attachment patterns. Accordingly, individuals with a secure attachment style have a more positive self-concept than fearful, preoccupied and dismissive individuals. In addition, it was concluded that participants with dismissive attachment style had significantly more positive self-concept than participants with preoccupied style.

Sümer and Şendağ (2009) examined the effects of attachment patterns of children in middle childhood on self-concept and anxiety. The study was conducted on 194 students attending 5th and 6th grades. In the study, it was predicted that attachment to the parent would differ in predicting subjective self-areas, self-worth and anxiety. According to the results, positive attachment behavior to the parents was found to be associated with positive self-development and low anxiety in children.

In other study, Sümer and Güngör (1999), compared individuals in terms of self-specificity and self-esteem which are accepted as important dimensions of self-concept. A positive correlation was found between self-esteem and secure attachment pattern which had positive self-model. Similarly, a significant positive correlation was found between self-specificity and secure attachment. On the other hand, a negative relationship was found between self-esteem and fearful and preoccupied attachment styles defined as negative self-model. They stated that there was a negative relationship between self-

specificity and insecure attachment. Regarding the dismissive style, there was no significant relationship with self-esteem, but a significant correlation was found with self-specifity.

McCarthy (2011) studied attachment and self-concepts in children aged 4-5 years and used the Incomplete Doll Family Stories Scale. According to the findings of the study, it was revealed that children who had securely attached to their mothers had positive perceptions of themselves. Brown, Mangelsdorf, Neff, Schoppe-Sullivan and Frosch (2009) also stated that the parenting behaviors, the family interaction between the parents and the child and the characteristics of the child were positively effective in the development of the child's self-perception.

In other study, Zimmermann and Iwanski (2019) studied on 64 German children with reactive attachment disorder. They concluded that those children show early signs of attachment problems in early childhood. They have observable differences in terms of self-concept and their self-concept is relatively lower than normal children.

Uluç (2005) examined the relationship between self-representations and attachment in his study with preschool children and their mothers. Self-assessments of those with secure attachment representations was found to be more positive than those with insecure attachment representations. Evirgen-Geniş (2017) also studied on children attending pre-school institutions and their mothers. The results of the analysis revealed a positive correlation between secure attachment levels and self-concept of children. A significant positive correlation was found between social self-concept and secure attachment levels of children. In this context, it can be said that while secure attachment level increases, general and social self-concepts increase. In addition, it was found that the level of secure attachment of the children of the illiterate mother is higher than the children of the mothers who with primary school graduates.

As a conclusion it can be said that attachment pattern and self-concept relationship is important for early childhood and this relationship can shape the later life of the children. Parents and other environmental factors play significant role on this relationship. This period is really critical in terms of this relationship.

2.2.3. Studies regarding self-theory of mothers. Social-emotional, behavioral and cognitive skills of children in early childhood develop very rapidly. According to Holloway, Suzuki, Yamamoto and Mindnich (2006) the competence of children in this developmental period depends on their parents' attitudes and behaviors. According to them, there is a relationship between high levels of maternal self-efficacy, self-esteem and democratic attitude in child rearing, and sensitive, stimulating and effective parenting skills. They stated that these mothers create environment suitable for their children and they are less punitive, more sensitive to the signs given by their children and they are effective and responsible in interaction with their children.

Weaver, Shaw Dishion and Wilson (2008) also stated that conflicts between parent-child and negativity of parental behaviors can cause social and emotional problems for children. For this reason, in order to increase the social competence of children and decrease their problem behaviors, mothers should have high self-efficacy, self-esteem and democratic attitude in raising children. Mothers exhibiting these behaviors increase the quality of the parent-child interaction and build a healthy connection with their children which significantly affects the socio-emotional development of children. Similarly, as the mothers' perception of self-efficacy develops, they communicate more effectively with their children and their commitment becomes stronger. In addition, knowledge, skills and self-confidence in child care are increasing which leads to a more sensitive democratic attitude in child rearing. While self-esteem of mothers increase, the quality of interactions with children increases. This finding suggests that mothers with high self-esteem feel sufficient about their social and family roles, are less stressful in child care, are more confident in their motherhood ability and apply democratic attitude to child rearing methods.

Şener (2011) also examined the effect of mothers' self-concept on children by applying a psychoeducation program that would develop mothers' self-concept. When the socio-emotional development of the children included in the study and then evaluated, it was found that when the mothers of the experimental group were compared with the control group, there was an increase in the social competence scores, a decrease in the problem behavior scores and these positive effects persisted in the measurements after three months and the difference was statistically significant. It is thought that these

positive effects on the social-emotional development of the children in the experimental group were caused by the effect of the curriculum applied to the mothers by the researcher. In addition, this finding proves that the increase in mothers' self-efficacy, self-esteem and democratic attitude behaviors fosters children's social-emotional competences and reduces their problem behaviors.

Özçiçek (2014), also studied with mother and children to examine the effect of mother on children's self-concept. He examined the relationship between mother's perfectionism and the child's self-concept and found that mothers' self-perfectionism and perfectionism towards others negatively predicted the positivity of the child's self-concept. According to the results of the research, as the mother's self-perfectionism and others' perfectionism increased, the positivity of the self-concept decreased.

Mothers' theory about themselves, their self-concepts have effects on children's self related factors. They use mothers as a source to understand themselves and gathering information from their mothers about themselves. So mothers' theories about themselves affects children's self-concept in many ways.

2.2.3 Studies regarding psychological well-being of mothers. It has been revealed in many studies that the mother is under stress poses a risk to the child (for ex.Daniel, Hampton, Newberger, 1983). When the mother is under stress, her psychological well-being is also negatively affected, which causes the mother to show emotionally less nutritional behavior to the child (Weinraub & Wolf, 1983). It has found that mothers who are under the risk of depression showed negative maternal attitudes toward their children. Beside high level of psychological well-being associated with positive parenting behavior like kissing, hugging (Conger, McCarty, Yang, Lahey, & Kropp, 1984).

It is also known that psychological well-being of mothers leads to high self-esteem and this situation has positive effects on mother-child relationship. In a study it has found that mothers who are experiencing less stressful events feel more self-esteem and their maternal acceptance is higher than mothers who are experiencing high level of stressful life events (Taylor, Roberts & Jacobson, 1997).

Salami (2007) also found that mothers' self-efficacy has an effect on psychological well-being. They revealed that when mothers' psychological well-being level is decreasing, mothers feel low level of self-efficacy in maternal practices. They recommended intervention programmes that aims to increase mothers' self-efficacy and psychological well-being.

Mothers' psychological well-being has found to be effective in early childhood. For example studies revealed that depressed mothers' babies are tend to be more difficult, fussy, insecurely attached and they have behavioral problems (Ginsburg, Grover & Ialongo, 2004; Whaley, Pinto & Sigman, 1999). Low level of psychological well-being of the mothers makes it hopeless and negative against maternal behavior. Thus, mothers can transfer the negative emotional state to the child in a mother-child relationship (Belsky, 1984).

Whaley, Pinto and Sigman (1999) observed that mothers with low psychological well-being had more negative psychological features such as anxiety and depression. This causes mothers to be less embracing and loving towards their children. In addition, these mothers are more judgmental towards their children. Psychological well-being of mothers is related with maternal sensivity of mothers and low level of psychological well-being results in negative relationship with children. Also these mothers show less positive behaviors towards their children's needs, cry and etc. (Campbell, Cohn & Meyers, 1995).

Yurdeşen, Erol and Gençöz (2013) also conducted study with mothers and their preschool children. They investigated the relationship between behavioral problems in preschool children and maternal attitudes. As a result, they found that mothers who have high level of anxiety tend to reject maternal role and this result in emotional and behavioral problems in children.

The psychological well-being of the mother plays an important role not only in the first years of the baby, but also for the rest of her life. It was found that children of mothers with high level of psychological well-being had better adaptation to school and that these children could socialize more easily. In addition, children of mothers with low psychological well-being found to have difficulties in the first years of school (Kim, Doh, Shin & Kim, 2011).

Chapter 3

Methodology

This chapter of the study includes methodological procedure followed in the study. First section includes research design of the study, second section includes participants and sampling procedure, third section introduces data collection instruments and the fourth section includes data collection and analysis procedures.

3.1. Research Design

This study aims to examine the relationship between self-concept of 5-6 years old children and self-theory of their mothers. This was quantitative correlational research design study. Additionally, it aims to examine whether children's self-concept level differ according to attachment pattern. Beside, whether mothers' psychological well-being level differ according to first 12 months fussy baby situation was also examined. Lastly the predictor of attachment pattern was also examined. Predictor was self-theory of mother.

3.2. Sampling and Participants

The participant of the study consists of 105 mothers and children attending pre-school institutions in Istanbul and Balıkesir between the ages of 5-6 in the 2018-2019 academic year. 74 of them (%71) were girl and 31 of them (%29) were boy. 26 (%25) of them from the institutions in Balıkesir. 79 (%75) of them from the institutions in İstanbul.

The data gathered from two cities, İstanbul and Balıkesir because snowball sampling method was used to reach potential study participants. The envelopes containing the forms / scales and informed consent to be filled and signed were sent to the mothers. The child test administration was held only with the children whose mothers' were volunteered for the study.

Table 2

Characteristics of Participants According to Attachment Patterns

Characteristics		Secure (n=72)	Insecure (n=33)	Total (N=105)
Gender (N=105)	Girl	50	24	74
	Boy	22	9	31
Mean of age (Month)		67	66	66
Sibling (N=104)	0	32	16	48
	1	30	15	45
	2	7	2	9
	3	2	0	2
Parents' togetherness (N=103)	Together	69	31	100
	Divorced	1	2	3
Mean age of mother (Years)		36	34	36
Educational level of mother (N=105)	Low	29	9	38
	High	43	24	67
Income Level (N=89)	0-2.000 TL	3		3
	2.000-4.000 TL	11	5	16
	4.000-6.000 TL	17	8	25
	6.000-8.000 TL	14	8	22
	8.000 TL-10.000 TL	9	3	12
	Higher than 10.000 TL	7	4	11
Household (N=105)	Nuclear	64	29	93
	Joint	8	4	12
Pregnancy (N=104)	Intended	61	25	86
	Unintended	10	8	18

Table 2 (cont.d)

Characteristics of Sample According to Attachment Patterns

Characteristics		Secure (n=72)	Insecure (n=33)	Total (N=105)
Birth (N=104)	Normal	18	11	29
	Caesarian	53	22	75
Incubator (N=105)	Yes	6	4	10
	No	66	29	95
Mean duration of nursing (week)		63	65	64
The first 6 months of mother togetherness (N=103)	Yes	60	28	88
	No	12	3	15
Fussy baby (N=105)	Yes	27	12	39
	No	45	21	66
First 12 months physical disturbance (N=105)	Yes	6	5	11
	No	66	28	94

As seen in the table, 72 (69%) out of 105 children are in the secure group and 33 (31%) are in the insecure attachment group. In terms of gender, 74 (71%) of children are girl and 31 (29%) are boy. 50 (68%) of the girls are in the secure group, 24 (32%) of them are in the insecure attachment group, and 22 (71%) of the boys are in the secure group and 9 (29%) of them are in the insecure group. The mean of age is 66 months and it's changing between 57-66 months.

In terms of number of sibling, 48 (46%) of children has no sibling, 45 (43%) has one sibling, 9 (9%) has two siblings and 2 (%2) has three siblings. 32 (67%) of children

has no sibling are in the secure group, 16 (33%) of children has no siblings are insecure attachment group, 30 (67%) of children has one sibling are in the secure group, 15 (33%) of children has one sibling are insecure attachment group, 7 (78%) of children has two siblings are in the secure group, 2 (22%) of children has two siblings are insecure attachment group, all children (2) who has three siblings are in the secure group.

When we look at the parents' togetherness, as seen in the table 100(97%) out of 105 children' parents are together and 3 of children's parents are divorced. Among divorced ones one of them is secure and 2 of them are insecure. Mean age of mother are 36 and in secure group mean age of mother is 36, in insecure group mean age of mother is 34. The minimum age of mother is 24, maximum age of mother is 48. In terms of education level of mother, as seen in the table 38 (36%) of them have low educational level, 67 (64%) of them have high educational level. 29 (76%) of mother with low educational level are in insecure group and 9 (24%) of mother with low educational level are in secure group. 43 (64%) of mother with high educational level are in insecure group and 24 (36%) of mother with high educational level are in secure group.

As seen in table 93 (89%) of children and mother dyads' household characteristics are nuclear and 12 (11%) of them are joint. 64 (69%) of children with nuclear family are secure, 29 (31%) of them are insecure. 8 (67%) of children with joint family are secure and 4 (33%) of them are insecure. Mothers were asked whether their pregnancy was intended or unintended, as a result 86 (83%) of pregnancies are intended, 18 (17%) of pregnancies unintended. 61 (71%) of intended pregnancies are in secure group, 25 (29%) of intended pregnancies are insecure group. 10 (56%) of unintended pregnancies are in secure group, 8 (44%) of unintended pregnancies are insecure group. 29 (28%) of mothers' birth are normal and 75 (72%) of mothers' birth are caesarian. 18 (62%) of normal birth are in secure group, 11 (38%) of normal birth are in insecure group. 53 (31%) of caesarian birth are in secure group, 22 (69%) of caesarian birth are in insecure group. 10 (10%) of children had stayed in incubator 6 (60%) of them are secure and 4 (40%) of them are insecure children. The mean of duration of nursing is 64 weeks. It is 63 weeks in secure group, 65 in insecure group.

Mothers were asked whether they took care of their children for first 6 months of children by their own, 15 (15%) of mothers among 103 mothers answered as no. 12 (80%) of them are in secure group and 3 (20%) of them are in insecure group. Also, they asked whether the child experienced any physical disturbance in first 12 months, 11 (10%) of mothers among 105 mothers stated “yes”. 6 (55%) of them are in secure group, 4 (45%) of them are in secure group. Mothers were asked whether their children during the first 12 months had experienced extreme gas pains, uncritical crying crises, refusal to feed, insomnia, and so on. 39 of mothers among 105 mothers replied as “yes”. 27 (69%) of them are in secure group, 12 (31%) of them are insecure group.

3.3. Procedures

3.3.1 Data collection instruments. In order to investigate attachment pattern of children Attachment Story Completion Task (ASCT) was utilized. To test self-concept of children Purdue Self-Concept Scale for Preschool Children (PSSP) was utilized. Lastly, to test self-theory of mothers Self Theory Scale (STS) was utilized in the scope of this study.

3.3.1.1 Attachment story completion task (ASCT). It was developed by Granot and Mayseless (2001) to investigate the attachment pattern of preschool children. After that, the instrument had been used in many researches. In Turkey it was firstly used by Uluç (2005). It was used to investigate the attachment patterns of 5-6 year old children by adapting to Turkish and completing the necessary preliminary studies. Uluç (2005) adapted the story set in Turkish by using the technique in Bretherton, Ridgeway and Cassidy (1990)’s study.

In the test, there are a total of six half-stories related to the attachment representations. The first one is the warm-up story to get child get used to the application. In the test, there are some toys which represents family figures: mother, father, child, sister/brother and grandmother. The administrator starts half-stories using the toys in the

instrument. The child is asked to show the rest of the story using the toys. It is acknowledged that the ways in which children complete their stories reflect the extent to which they perceive themselves as secure within the established attachment relationship (Bretherton, Ridgeway & Cassidy, 1990).

The test application starts with a warm-up story. With this story, it is aimed to provide the child get to acquaintance and to establish a relationship with the administrator. The first 3 stories following the warm-up story have the theme of conflict and tension. The fourth story is about separation and the fifth story is about reunion theme. The child is considered to be secure if the child is able to successfully pass through the tension created in these stories. In contrast, when the child continue with tension or even increasing it, the child considered to be insecure (Bretherton, Ridgeway & Cassidy, 1993).

The warm-up story in the test is not taken into evaluation. The other 5 stories are classified as secure or insecure. If the child reacts insecure to two or more stories, the attachment type is classified as insecure (Uluç, 2005).

The inter-rater reliability coefficients found for the original test ranged between .72 and .92 for each story, and .91 for the general attachment classification (as cited in Uluç, 2005), In the adaptation study of Uluç (2005) the reliability coefficient was found to be .81 for the stories level and .82 for the general attachment classification. In this study, inter-rater reliability coefficients found as .60. Landis and Koch (1977) stated that Cohen's Kappa coefficients for inter-rater reliability between .41-.60 means moderate agreement between judges.

3.3.1.2 Purdue self-concept scale for preschool children (PSCSP). It was developed by Cicirelli (1974) to measure self-concept of preschool children (3-6 years). It was adapted to Turkish by Özcan, Gümüş and Kotil (2009). The scale consists of a total of 16 items. In each items, there are two opposite pictures showing what the child does or does not (such as catching the ball, counting up to twenty, and participation of the children in his play). The pictures are shown to the children and after each of the explanations are read, the children are asked to choose which one they are more like them. There are four

dimension in the scale: social competence, academic competence, physical competence and maternal acceptance.

In the Turkish adaptation study, Cronbach-Alpha coefficients of the scale were calculated. The alpha value of the total score of the scale consisting of 16 items was found as .74. alpha value of the physical competence subscale .80; the academic competence subscale was .65; the social subscale was calculated as .55 and the maternal acceptance subscale was .56 (Özcan et al., 2009).

For this study Cronbach alpha coefficient of the total score was found as .69, for social competence .41, academic competence .35, physical competence .49, maternal acceptance .28. George and Mallery (2003) stated that the alpha coefficient which is under .50 is not acceptable in terms of reliability. Therefore, the analyses were held only for total score of self-concept because the alpha coefficients of subtests were not acceptable in terms of reliability.

3.3.1.3 Self-theory scale (STS). It was developed by Berg and Snyder (2010) in order to measure self-theories of individuals against multiple life domains. Berg and Snyder (2010) stated that the term "Self-theory" includes the opinion and values of persons in different areas. Indeed, self-theory consist of multiple self-concepts.

The Turkish adaptation study of the scale was conducted by Yavuzer, Karataş and Polat-Demir (2017). It has nine dimensions with total of 36 items in 5 point Liker-type scale. The dimensions of the scale are: physical appearance, physical health, intelligence, academic performance, leisure activities, personality, family relationships, intimate relationships and friendship. In adaptation study, it was found that the Cronbach alpha coefficient for all 36 items in the scale is 0.84 and it is changed 0.52 to 0.88 for the sub-dimensions.

In this study, the Cronbach alpha coefficient of the total score of the scale consisting of 36 items was found as .82. For physical appearance .61, for physical health .20, for intelligence .56, for leisure activities .67, for personality .37, for family relationships .33, for intimate relationships .35 and for friendship .47. As the alpha

coefficients under .50 is not acceptable in terms of reliability (George & Mallery, 2003), in this study the analyses were held only for total self-theory score.

3.3.1.4 Psychological well-being scale (PWS). It was developed by Diener, Scollon and Lucas (2009) in order to evaluate the important elements of human function from positive relations to feelings of competence and having a meaningful and purposeful life. Turkish adaptation study was done by Telef (2013). The scale consists of 8 items and participants are expected to be answered 8 statements between 1 and 7. 1 means strongly disagree, 7 means strongly agree. Total score range from 8 (if answered as strongly disagree to all items) and 56 (if answered as strongly agree to all items). High scores indicate that the person has many psychological resources and strength. In Turkish adaptation study, the Cronbach alpha coefficient was calculated as .80. For this study Cronbach alpha coefficient of the scale was found for total score as .82.

3.4.2 Data collection procedures. Before the application, to conduct this study with preschool children and their mothers the permission was gathered from Bahçeşehir University Ethical Committee. Then potential preschool institutions were contacted and oral permission was received from school administrators. Then, possible participant list was formed. Written information and consent form was distributed to parents at the institutions where permission was obtained. Each procedure of the study was explained to the mothers in those forms. Demographic Information Form, Self-Theory Scale and Psychological Well-Being Scale in envelopes were sent to mothers who were volunteered to participate in the study. They were asked to fill in the scales and send the envelope to the concerned people in the school. For conducting application with the children of mothers who approved to participate, school administrators were contacted and get appointed. An appointment schedule was formed. Data collection planned carefully and it did not interrupt any interesting activity for the children. Therefore, the children were not distracted by any other activity in the school.

For each child application was made one by one in a quiet room in the school. First ASCT application was held and then PSSP was held. After the application, children were

asked to choose sticker from a box as a gift. Total duration of application was approximately 15 minutes. ASCT application was video recorded for evaluation of judges in terms of attachment pattern. The camera records was monitored and evaluated by two independent judges who were trained about the related measurement instrument. The judges decide the attachment pattern of children as “secure” or “insecure” for each story. They classified children’s reaction as secure or insecure for 5 attachment related stories. If the child reacts insecurely to two or more stories, the attachment type is classified as insecure (Uluç, 2005).

3.4.3 Data analysis procedures. The data collected from children and their mothers were analyzed within the framework of the research questions using the SPSS 20 program. First of all, the variables of the study were tested in terms of normality assumption and then descriptive statistics were calculated for each variable. Subsequently, Pearson correlation analysis was performed to investigate the relationship between self-concept scores of children and self-theory scores of mothers. Also, the relationship between mothers’ psychological well-being and self-concept of children was investigated with Pearson correlation analysis. The t-test was used to examine whether there was a difference in the self-concept of the children according to attachment pattern and whether mothers’ psychological well-being differ according to first 12 months fussy baby situation. Finally, logistic regression analysis was performed to examine the predictor role of mothers' self-theory on the attachment pattern of the child.

3.4.4 Reliability and validity. For ASCT; the inter-rater reliability coefficients found for the original test ranged between .72 and .92 for each story, and .91 for the general attachment classification (as cited in Uluç, 2005), In the adaptation study of Uluç (2005) the reliability coefficient was found to be .81 for the stories level and .82 for the general attachment classification. In this study, inter-rater reliability coefficients found as .60. Landis and Koch (1977) stated that Cohen’s Kappa coefficients for inter-rater reliability between .41-.60 means moderate agreement between judges.

For PSCSP; in the Turkish adaptation study, Cronbach-Alpha coefficients of the scale were calculated. The alpha value of the total score of the scale consisting of 16 items was found as .74. Alpha value of the physical competence subscale .80; the academic competence subscale was .65; the social subscale was calculated as .55 and the maternal acceptance subscale was .56 (Özcan et al., 2009).

For this study Cronbach alpha coefficient of the total score was found as .69, for social competence .41, academic competence .35, physical competence .49, maternal acceptance .28. Similarly, in another study (Çebi, 2017) reported relatively low reliability values for PSCSP total and subscale scores. It was reported that Cronbach Alpha reliability coefficient for the social competency sub-dimension .42, Cronbach Alpha reliability coefficient for the physical competency sub-dimension .35, Cronbach Alpha reliability coefficient for the academic competency sub-dimension .48, Cronbach Alpha reliability for the mother acceptance sub-dimension coefficient was calculated as .33 and Cronbach Alpha reliability coefficient for the entire scale was calculated as .53George and Mallery (2003) stated that the alpha coefficient which is under .50 is not acceptable in terms of reliability. Therefore, the analyses were held only for total score of self-concept because the alpha coefficients of subtests were not acceptable in terms of reliability.

For STS; the Turkish adaptation study of the scale was conducted by Yavuzer, Karataş and Polat-Demir (2017). It has nine dimensions with total of 36 items in 5 point Liker-type scale. The dimensions of the scale are: physical appearance, physical health, intelligence, academic performance, leisure activities, personality, family relationships, intimate relationships and friendship. In adaptation study, it was found that the Cronbach alpha coefficient for all 36 items in the scale is 0.84 and it is changed 0.52 to 0.88 for the sub-dimensions.

In this study, the Cronbach alpha coefficient of the total score of the scale consisting of 36 items was found as .82. For physical appearance .61, for physical health .20, for intelligence .56, for leisure activities .67, for personality .37, for family relationships .33, for intimate relationships .35 and for friendship .47. As the alpha coefficients under .50 is not acceptable in terms of reliability (George & Mallery, 2003), in this study the analyses were held only for total self-theory score.

For PWS, in original study Diener et. al (2009) found Cronbach alpha coefficient as .87. In Turkish adaptation study, the Cronbach alpha coefficient was calculated as .80 (Telef, 2013). For this study Cronbach alpha coefficient of the scale was found for total score as .82.

Chapter 4

Findings

In this chapter of the study, data analyses conducted in accordance with the research questions are presented. The chapter has three main sections. In the first section, findings regarding descriptive statistics, normality tests and correlation analysis are presented. In the second section, the results regarding the differences between the groups are presented. In the last section, the results of the regression analysis between variables are presented.

4.4 Findings Regarding Descriptive Statistics and Correlations

In this part of the analysis, descriptive statistic results of the continuous variables are given according to the attachment patterns of children.

Table 3

Descriptive Statistics of Study Variables

Variable	Secure (n=72)		Insecure (n=33)		Total (N=105)	
	M	SD	M	SD	M	SD
Self-concept of children	13.44	2.47	14.45	1.68	13.76	2.29
Self-theory of mothers	117.92	16.43	116.76	15.30	117.55	16.02
Psychological well-being of mothers	48.26	5.59	47.85	6.88	48.13	5.99

In order to test self-concept of children Purdue Self-Concept Scale for Preschool Children (PSSP) was used in the scope of this study. Higher score means the perceptions of higher level for that self-concept domain. In this study, as Cronbach alpha values of subtests are low, the analyses were conducted only for total score.

In order to test self-theory of mothers Self Theory Scale (STS) was used in the scope of this study. The scale measures self-theories of individuals against multiple life domains. It consists of nine dimensions: physical appearance, physical health, intelligence, academic performance, leisure activities, personality, family relationships, intimate relationships and friendship. Higher score means the perceptions of higher level for that self-theory domain. Similarly, the analyses were conducted only with total score because the Cronbach alpha values of subtests are low. As seen in Table 3, the mean of the total self-theory of mothers is 117.55 with 16.02 standard deviation. The mean of total score for secure children's mothers is 117.92 with 16.43 standard deviation and for insecure children's mothers it is 116.76 with 15.30 standard deviation.

To investigate whether the variables of the study are normally distributed, Skewness and Kurtosis values are examined. George and Mallery (2012) stated that the Skewness and Kurtosis values between +2.0-2.0 is acceptable in many cases, in terms of normality assumption. As it is seen in Table 4, the skewness and kurtosis values for total self-concept score of children is -1.04-1.88, for total self-theory of mothers -1.04- 1.88, Therefore, it can be concluded that all values which the analyses were conducted are normally distributed.

Table 4

Skewness and Kurtosis Values of Variables

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Self-concept score of children	105	-1.086	.236	.757	.467
Self-theory score of mothers	105	-1.042	.236	1.883	.467
Psychological well-being of mothers	105	-1.25	.236	1.29	.467

Pearson correlation analysis was conducted to investigate the relationships between self-concept score of children and self-theory score of mothers. As it seen in

Table 5, there is no statistically significant relationship between total self-concept of children and mothers' total self-theory score (p>.05).

Table 5

Pearson Correlation Analysis Between Self-concept of Children and Self-Theory of Mothers, Psychological Well-Being of Mothers

		Total self-theory of mothers
Total self-concept of children	r	.16
	p	.10
	N	105

*p is smaller than .05

4.5 Findings Regarding Group Differences

In this part of the study, the analyses comparing the mean values between the groups according to different variables are given. To examine whether total self-concept score of children change according to the attachment patterns (secure-insecure) of children independent sample t-test was utilized. Also, to examine psychological well-being of mothers according to first 12 months fussy baby situation, independent t-tests was utilized.

Table 6

t-test Results for Self-concept Score of Children According to Attachment Patterns

		N	Mean	SD	t	df	p
Total self-concept of children	Secure	72	13.44	2.47	2.45	103	.02*
	Insecure	33	14.45	1.68			

*p is smaller than .05

Independent sample t-test analysis was conducted to examine self-concept score of children according to attachment patterns. As it is seen in Table 6 total self-concept

score of children is significantly changing across attachment patterns [t (103) = 2.45, *p* = .02]. There is a significant difference between secure (M=13.44, SD=2.47) and insecure group (M=14.45, SD=1.68). Total self-concept level of insecure children is higher than insecure children.

Table 7

t-test Results for Psychological Well-Being of Mothers According to First 12 months Fussy Baby Situation

		N	Mean	SD	t	df	p
First 12 month fussy baby	Yes	39	46.62	5.28	2.02	103	.04
	No	66	49.03	6.83			

Independent sample t-test analysis was conducted to examine psychological well-being of mothers according to first 12 months fussy baby situation. As it is seen in Table 7, total psychological well-being of mothers significantly changing according to first 12 months fussy baby situation [t (103) = 2.02, *p* = .04]. The mother whose baby were fussy in first 12 month (M=46.62, SD=5.28) has lower level of psychological well-being than others (M=49.03, SD=6.83).

4.6 Findings Regarding Regression Analysis

To examine whether mother's self-theory predict the attachment type of the child logistic regression analysis was conducted.

Table 8

Logistic Regression Analysis for Predicting Attachment Patterns by Mothers' Self-theory

Predictor	β	SE β	Wald χ^2	p
Total self-theory score of mothers	.01	.01	.12	.73

Logistic regression analysis was conducted to predict the attachment patterns of children. The predictor variable was mother's total self-theory score. Logistic regression analysis is thought to be useful for hypothesis "self-theory of mothers predict attachment pattern of children". In this case, dependent variable is categorical and independent variable is continuous. Logistic regression is appropriate for cases that dependent variable is categorical (Menard, 2002).

As a result, when the model is examined, it is possible to say that the logistic regression model formed at .05 level doesn't represents the data well. In other words, it can be said that there is no difference between the values estimated with the model and the observed values in the level of .05 significance level. Therefore, it can be concluded that mother's total self-theory doesn't predict the attachment pattern of children.

Chapter 5

Discussion and Conclusions

In this chapter of the study, the findings of the study will be discussed with literature knowledge. After that, in the conclusion part, the results of the study were summarized together with the discussions. Lastly, limitations of study and recommendations for future studies and practical interventions were discussed.

5.1 Discussion of Findings Regarding Research Questions

Within the scope of this thesis study, 4 research questions were created and examined. The research question were whether there is a relationship between children's self-concept and mothers' self-theory, the self-concept score of children change according to the attachment patterns, psychological well-being of mother change according to first 12 months fussy baby situation, mother's self-theory predict the attachment type of the child.

5.1.1 Discussion of findings regarding correlation. To examine the hypothesis which “there is a relationship between children’s self-concept and mothers’ self-theory” Pearson Correlation Analysis was conducted. Results haven’t supported the hypothesis, in other words, significant relationship between children’s total self-concept score and mothers’ total self-theory score couldn’t find.

Rogers emphasized the importance of others in terms of construction of self in infancy and childhood. According to him, the development of self-concept is importantly depend on experiences with environment. The child observe and taking as a model people he cares about and perform the behaviors that they value and avoid the behaviors they do not value (Berkem, 1999). As the mothers are first persons who the

child encounter in his life and establishing relationship with. It can be deduced that as soon as the child is born, he develops an understanding of himself and the world through the information he collects from his mother. As Bowlby (1969) stated that mothers are biologically equipped with parenting behaviors, however, it develops by learning and how culture is instilled into parenting, in this study, it was hypothesized that mother would play a significant role on shaping the self-concepts constructs with her ideas and theories about herself in the period of early childhood.

This study can be considered as unique study in terms of examining the relationship between self-concept in early childhood and mother's self-theory variables. However, the results failed to show significant relationship between these two variables. Self-related concepts have been taken place in the literature with different names and definitions from past to present. In this context, the concepts of self-concept or self-theory are often confused. The measurement tools developed for both are now based on multiple self-representations (Berg & Snyder). Although Berg and Snyder described self-concept and self-theory differently from each other, it was not observed in other studies that there was no clear distinction between these two concepts. Therefore, whether the scales developed to measure the two concepts correspond to each other in terms of both total scores and subtests seems to be controversial.

In this study, with purpose of measuring children's self-concept Purdue Self-Concept Scale for Preschool Children (PSCSP), mothers' self-theory Self-Theory Scale (STS) were used. PSCSP is the scale which measure self-concept with items regarding maternal acceptance, physical competence, academic competence and social competence. On the other hand, STS is focuses on physical appearance, physical health, intelligence, academic performance, leisure activities, personality, family relationships, intimate relationships and friendship.

Jaramillo (2016), in her study with preschool children and their mothers stated also the observation techniques can affect the results of study regarding mother-child dyads. Martin (2005), also in his study about attachment stated the importance of measures while conducting research with mother-child dyad. So, it is open to debate whether it is

appropriate to compare the variables which are thought to be related in this hypothesis test because of the measurement of different concepts and contents.

DiGiaro (1990) stated that when studying with the mother and child dyads, using self-report measures can result in activating mothers' defense mechanisms and mothers can tend to behave in unrealistically positive way. The mother which consist of the sample of this study, have tried to present themselves positively by denying their negative thoughts and feelings while putting forward their theories towards them. This may affect the outcome of the research.

5.1.2 Discussion of findings regarding group differences. The dependent variables of this thesis consisted of the child's attachment pattern and self-concept, while the independent variable consisted of the mother's self-theory. In this sense, first of all, the effect of attachment pattern of the child on self-concept was examined. The results showed that attachment pattern has an effect on the self-concept in early childhood. However, contrary to the literature, this study revealed that the self-concept of insecurely attached children was higher than securely attached children.

In many studies, it has been shown that secure attachment between mother and child has positive effects on the child's self-concept, and that the self-concept of children with secure attachment is higher than those with insecure attachment (Zimmermann & Iwanski, 2019; McCarthy, 2011; Sümer and Şendağ, 2009). For example, Cassidy(1998) revealed that self-esteem and self-concept were higher in children with secure attachment than in children with insecure attachment. In more recent studies, Uluç (2005) examined the relationship between self-representation and attachment security in his study with 5-6 year-old children. As a result, it was found that the self-representation of the children with secure attachment was more positive than those with insecure attachment. Additionally, Evirgen-Geniş (2017) also studied with preschool children and found a positive correlation between the level of attachment security of children and the level of self-concept.

On the other hand, a significant perspective why insecure attachment requires defenses to adapt the emotional difficulty. Ciaccoa, Collazzoni, Limoncin, Franchi, Mollaioli, Di Lorenzo, & Jannini (2017) revealed that insecure attachment style is related to use immature defense mechanisms. Children who are insecurely attached to the mothers under the risk of using immature defensive mechanisms. In this study, insecurely attached children may be respond by using defensive mechanism in a way presenting themselves socially more acceptable way.

During her studies about self-concept in early childhood, Harter (1983, 1998, 1999) stated that children in early childhood have difficulty in distinguishing between existing and desired features and in making social comparisons when evaluating oneself. Therefore, she stated that in preschool years children' self-assessment can be unrealistically positive. Other studies have found supportive evidence that children may adopt a positive attitude in making decisions about themselves because of their poor cognitive skills in preschool (Bouffard, Markovits, Vezeau, Boisvert and Dumas, 1998). Therefore, it is thought that in this study, children with insecure attachment have a more positive attitude in self-assessment than children who are attached securely, and it is thought that these children may be cognitively weaker in their assessment processes. Insecurely attached children may be more likely to think more positively in their self-directed ideas than securely attached children and wishful thinking may have emerged.

In this study, another intergroup comparison was conducted to investigate whether mothers' psychological well-being change according to first 12 months fussy baby situation. As a result it has found that psychological well-being of mothers whose children were fussy in first 12 months are lower than mothers whose children were not fussy in first 12 months.

In the literature, fussy baby is defined as a baby who constantly cries, refuses to eat, has difficult temperament features with sleep problems (Bates, Freeland & Loundsbury, 1979). These babies are generally very difficult for parents in terms of not understanding what they want and what they need (Coplan, O'Neil & Arbeau, 2005). Therefore, the fussy baby situation causes some difficulties in the mother-baby

relationship. Even research shows that this causes the baby to exhibit some behavioral problems (Guerin, Gottfried, Oliver & Thomas, 2003; Field, Diego & Hernandez-Reif, 2009).

Kim, Chow, Bray and Douglas (2017) found that mothers' emotional availability first 12 months plays a significant role on infant temperament. A recent study (Haselbeck, Neiderberger, Kelm, Jahn, Dautwiz & Siniatchkin, 2020) revealed that maternal psychological effects on child's temperament is moderated with postnatal secure attachment. So, healthy mothers' psychological state plays significant role on child-mother relationship.

Overall, studies point the maternal psychological health, in terms of difficult infant temperament (Britton, 2011; Martini, Petzold, Kanappe, Gartus-Niegel, Asselman & Wittchen, 2017). However, the cause-effect relationship between psychological state of mother and fussy baby situation is open to debate in the literature.

5.1.3 Discussion of findings regarding regression analysis. This study was carried out as an original study in terms of examining the variables of the child's self-concept and attachment pattern and mother's self-theory in preschool period. In this sense, the analysis of the effect of the mother's self-theory on the child's attachment pattern was examined. The results show that the mother's self-theory does not significantly affect the attachment pattern of the child. In other words, the mother's self-theory does not predict attachment pattern of children in preschool years.

As it is known that, mothers plays a significant role on children's social-emotional development, while approaching the issues about children, mothers behave in a way their self-knowledge (Weaver, Shaw & Dishion, 2008). Mothers play an important role in the child's emotional development from the first years of life. Children who are loved by their mothers and who respond to their needs also succeed in their relationships with others (Hazan & Shaver, 1987). Studies have found significant effects on the emotional-social development of the child as a result of the programs developed to increase the mothers' self-concept (Şener, 2011).

In this study, it is thought that the findings that mothers' self-theory do not affect the attachment pattern of children may be dependent on sample size. Because, it should be noted that as Uluç (2005) studied with 60 children-mother dyads in Turkish adaptatiton study of ASCT, in this study initially aimed to work with 60 children-mother dyads, however it was increased to 105 in the research process. It was found that analysis performed at two different times gave different results. Therefore, it is thought that the result of this hypothesis test may differ in a larger sample.

Beside these, the Self-Theory Scale, which is used to measure the self-theory of mothers, is a self-report-based scale. Mothers may have behaved unrealistically positive in their thoughts about themselves when filling this scale which comes from their children's school. Because every mother wishes to provide sufficient care and be a good mother for her children. So, it is thought that mothers' maternal-self efficacy, which defined as mothers' beliefs and expectations about being a sufficient mother (Coleman & Karraker, 2003) could affect the objectivity of mothers' self-evaluations.

5.2 Conclusions

This study was conducted to reveal the relationship between attachment and self-concept in preschool period and mother's self-theory. As a result, following conclusions were gathered from the study.

1. There is no relationship between the children's self-concept and mothers' self-theory in preschool period.
2. Children's self-concept level change according to attachment pattern. Children who are insecurely attached have higher level of self-concept than children with securely attached.
3. Mothers' psychological well-being change according to first 12 month fussy baby situation. Psychological well-being of mothers whose children were fussy in first 12 months are lower than mothers whose children were not fussy in first 12 months.

4. The level of mother's self-theory does not significantly affect the attachment pattern of the child. In other words, the mother's self-theory does not predict child's attachment pattern.

5.3 Limitations and Recommendations

This study has some limitations. First of all, the sample of the study was formed by convenient sampling method. Therefore, the extent to which the research sample represents the population is open to debate. A very large proportion of the mother-child dyads in the sample were selected mostly from private preschool education institutions. Therefore, it represents a small group in terms of socioeconomic levels. Similarly, the mother represents a small group in terms of educational background and age. More public schools can be included in the research sample to differentiate these variables. In fact, the sample can be composed of mother and child dyads from different provinces.

As the concept of self-theory is newly developed term in the literature, it is not conceptually clarified. This situation is a limitation in terms of execution and interpretation of the study. Therefore, by making more research on self-theory, the findings should be expanded and the definition should be made more precisely.

Beside this, conducting research by comparing clinical and non-clinical group also recommended for future studies in terms of examining mother-child relationship pattern deeply and making comparison between clinical and on-clinical groups.

For future studies, it is recommended to study mother related factors with maternal self-efficacy because it would be better to control maternal self-efficacy while studying the effect of mothers' self-theory and children's self-concept, attachment pattern. Also, in this study, the personal information of mothers and children was asked in the information obtained from the mother. By this way it was aimed to form a mother-child dyads. However, mothers may have adopted an unrealistic positive attitude when making self-assessments while filling the questionnaires which comes from her child's school administration. In other studies, confidentiality can be brought to the fore in the information obtained from mothers.

For practical interventions, as in the study, it has found that self-concept of insecurely attached children is higher than securely attached, it is recommended to take into account that the children insecurely attached may be under the pressure of inner conflict that show themselves in a socially desirable way. They might tend to experience some kind of tension in self-assessment.

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APPENDICIES

A. Informed Consent

Değerli Ebeveyn,

Bu araştırma, okul öncesi dönemde anne-çocuk ilişkisini ve aralarındaki iletişimi inceleyen yüksek lisans tez araştırmasının bir parçasıdır.

Çocukluk döneminde anneyle kurulan ilişkinin izleri çocuğun yaşamı boyunca ona yol haritası olur. Yaşamdaki ilk öğretmenlerimiz ebeveynlerimizdir. Anne ve baba olduktan sonra temel yaşam amacı çocuğun iyiliğini ve mutluluğunu sağlamak üzere değişir. Çocuk gelişimi ve yetiştirme konusunda ülkemizde daha fazla bilimsel bilgiye ihtiyaç olduğu açıktır. Bu amaçla çıktığımız yolda sizden anne olarak ricamız araştırmamıza katkı sağlamanızdır. Anne-çocuk ilişkisine dair elde edilen bulguların çocuk gelişimi konusunda önemli sonuçlar ortaya çıkarması beklenmektedir. Sizin de araştırmaya yapacağınız katkı çok değerlidir ve bu değerli katkınız için şimdiden çok teşekkür ederim.

Anne uygulaması

Araştırma çocuğunuza ve kendinize yönelik fikirleriniz ve yakın çevreniz ile kurduğunuz ilişkileriniz hakkında bilgi toplamaya yöneliktir. Araştırma kapsamında sizden aşağıda dört bölümden oluşan ölçek ve formları doldurmanız beklenmektedir.

Araştırma boyunca verdiğiniz bilgilere yönelik gizliliğiniz korunacak ve verdiğiniz bilgiler yalnızca araştırma amacıyla kullanılarak araştırma raporunda isminize yer verilmeyecektir. Bu araştırma bilgi toplamak amacıyla hazırlanmıştır. Dolayısıyla sizin için doğru/size uygun cevapları işaretleyiniz. Uygun görmediğiniz soruları cevaplamayabilirsiniz. Dilediğiniz zaman çalışmayı terk etme hakkına sahipsiniz. Çalışma yaklaşık 15 dk sürmektedir.

Çocuk Uygulaması

Araştırma kapsamında çocuğunuzla ebeveyn ile kurduğu ilişkiyi gözlemlemek adına hikaye çalışması yapılacaktır. Araştırmada çocuğunuzdan alınan bilgilerde gizlilik korunacak ve bu bilgiler yalnızca araştırma amacıyla kullanılacaktır. Araştırma raporunda çocuğunuzun ismine yer verilmeyecektir.

Araştırma süreci ve sonuçları hakkında bilgi almak isterseniz aşağıdaki e-mail adresinden bana ulaşabilirsiniz. Ayrıca, çocuğunuzla ilgili "çocuk gelişimi/psikolojisi" konularında genel bilgi almak isterseniz bir defaya mahsus olmak üzere aşağıda yer alan e-mail adresi aracılığıyla sorduğunuz sorulara memnuniyetle cevap vereceğimi belirtmek isterim

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Araştırmadan önce verilmesi gereken bilgileri gösteren yukarıdaki metni okudum. Bu koşullarla söz konusu araştırmaya kendi rızamla hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Anne İsim Soyisim :_____
Tarih : ……/…../…..
İmza :_____

Baba İsim Soyisim :_____
Tarih : ……/…../…..
İmza :_____

B. Information Form

Aşağıdaki sorulara doğru olanı (X) ile işaretleyiniz. Her soru için tek bir cevap veriniz.

Çocuğunuzun Adı-Soyadı:..... Okulu: .....

1-Çocuğunuzun

Doğum Tarihi:..../...../.....	Yaşı:.....	Cinsiyeti: Kız ( ) Erkek ( )

2- Çocuğun Babası

Sağ ( ) Ölü ( )	Yaşı:.....	Eğitimi:.....	İşi:.....	Baba öz ( ) üvey( )

3- Annenin

Yaşı:.....	Eğitimi:.....	İşi:.....	Anne öz ( ) üvey( )

4-Çocuk

Sayısı:.....	1.çocuk Yaş..... Cinsiyet..... 4.çocuk Yaş..... Cinsiyet..... 2.çocuk Yaş..... Cinsiyet..... 5.çocuk Yaş..... Cinsiyet..... 3.çocuk Yaş..... Cinsiyet..... 6.çocuk Yaş..... Cinsiyet.....

5- Evinize Giren Toplam Aylık Gelir

0-2 Bin TL Arası ( )	4-6 Bin TL Arası ( )	8-10 Bin TL Arası ( )
2-4 Bin TL Arası ( )	6-8 Bin TL Arası ( )	10 Bin TL ve Üstü ( )

6- Anne-baba

Birlikte ( )	Ayrı yaşıyor ( )	Boşanmış ( ) Boşanma esnasında çocuk kaç yaşındaydı?.....

7- Eğer anne-baba ayrıysa çocuk kimin yanında yaşıyor?

Anneyle ( )	Babayla ( )	Başka biriyle ( ) Belirtiniz.....

8- Evde kimler yaşıyor?

Çekirdek aile ( )	Geniş aile ( )

9-Daha önce hiç psikiyatrik ilaç kullandınız mı?

Evet ( ) Belirtiniz:.....	Hayır ( )

10- Hamilelik öncesinde çocuk sahibi olmayı planlamış mıydınız?

Evet, çocuk sahibi olmayı planlamıştık ( )	Hayır, hamileliği beklemiyordum ( )

11- Hamilelik esnasında bebeği aldırmayı düşündünüz mü?

Evet ( )	Hayır ( )

12- Riskli gebelik durumu var mıydı?

Evet ( )	Hayır ( )

13-Bebeğin cinsiyetinin ne olmasını istemiştiniz?

Kız ( )	Erkek ( )

14-Doğum

Normal ( )	Sezeryan ( )

15-Çocuğunuz doğum sonrası küvezde kaldı mı?

Hayır ( )	Evet ( ) Çocuğunuz küvezde ne kadar kaldı? ……yıl……ay

16-Çocuğunuz anne sütü aldı mı?

Hayır ( )	Evet ( ) Ne kadar zaman emzirdiniz? .....

17-Çocuğunuza doğumdan itibaren ilk 6 ay kendiniz mi baktınız?

Evet ( )	Hayır ( ) Belirtiniz:…….

18-(Doğum öncesi çalışıyorsanız) doğumdan sonra

İşe dönme süreniz …….yıl …….ay

19- Bebekliğinde (0-12 ay) önemli bir hastalık, havale, düşme, yaralanma, zehirlenme vb. sağlık sorunu yaşadı mı?

Hayır ( )	Evet ( ) Belirtiniz .....

20- Bebekliğinde (0-12 ay) aşırı gaz sancısı, nedensiz ağlama krizleri, beslenmeyi reddetme, uykusuzluk vb. sıkıntılar yaşadı mı?

Hayır ( )	Evet ( ) Belirtiniz .....

21- Bebekliğinde (0-12 ay) zorunlu bir sebepten dolayı (hastalık, seyahat vb.) en az 15 gün ayrı kaldığınız oldu mu?

Hayır ( )	Evet ( ) Ne kadar ayrı kaldınız? ..... Ayrı kaldığınızda çocuk kimle kaldı?.....

C. Attachment Story Completion Task (ASCT)

EK 4

BAĞLANMA ÖYKÜ TAMAMLAMA TESTİ

Yönerge

Şimdi, nelerimiz var bir bakalım (aile figürlerini çıkarın). Bak bu bizim ailemiz. Bu büyükanne, bu anne, bu baba ve bunlarda çocuklar. (figürleri katılımcıya gösterin ve isimlerini söyleyin). Katılımcının çocuk figürüne isim vermesi sağlanır.

Uygulamacı: bu annesi, bu babası, bu büyük annesi, buda çocuk. Hadi çocuğa isim verelim. Çocuğun ismi ne olsun istersin

Uygulamacı: Şimdi ailemizle ilgili bazı öyküler uydurup, oynatacağız. Ben bu aile ile ilgili öyküler anlatmaya başlayacağım, sende bu öykülerin sonunu anlatacaksın.

Doğum günü öyküsü (ısınma oyunu)

Bu bir masa. Bakalım üzerinde ne varmış (katılımcı pastayı görüp isimlendirene kadar beklenir) bu ne pastası..... evet bir doğum günü pastası. Şimdi öyküyü dikkatlice dinle. Anne çok güzel bir doğum günü pastası yapmış. Şimdi de herkesi masaya çağırıyor.

Anne: büyükanne, baba, çocuklar hadi gelin. Doğum günü partisi yapalım.

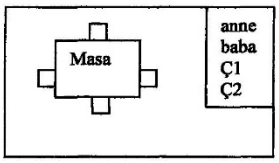
Hadi bakalım sen bu öykünün gerisini oynat.

Kazara Dökülen Meyve Suyu Öyküsü

(2 çocuk, anne, baba, masa, tabaklar)

Uygulamacı: "Tamam., Aklıma yeni bir hikaye geldi" (büyükanneyi alın ve yeni figürleri aşağıda gösterildiği gibi yerleştirin, masadan uzaklaştırın.)

Çocuk



Uygulamacı

Uygulamacı: (içinde sofra malzemelerinin olduğu kutuyu sallayın) "akşam yemeği için sofrayı hazırlamamda bana yardım eder misin?" (kutu katılımcıya verilir, katılımcı sofrayı hazırlayana kadar beklenir, eğer yardım isterse yardımcı olunur.)

Uygulamacı: "Şimdi aileyi yemek masasının etrafına oturtalım, böylece yemeğe hazır olsunlar" (katılımcı figürleri yerleştirene kadar beklenir)

Uygulamacı: (kaldığı yerden devam eder) "Burada ailemiz akşam yemeği yiyor. …….. (çocuğun verdiği isim) ayağa kalktı, uzandı ve meyve suyunu kazara devirdi." (çocuk figürünü meyve suyu kabını devirecek şekilde hareket ettirin, çocuğun kabı açıkça görmesini sağlayın)

Anne: "……., meyve suyunu döktün" (sitemli ama aşırıya kaçmayan bir ses tonuyla; anneyi ……'a çevirin ve konuştuğu sırada hareket ettirin).

Uygulamacı: "şimdi ne olduğunu bana göster"

Yardımlar

Eğer katılımcı kendiliğinden söze başlamazsa terapist yardım eder:
"meyve suyu dökülünce neler yapmışlar?"

Eğer katılımcı sadece tek bir tepki verirse terapist yardım eder:
"Sonra ne olmuş?"; "Daha başka"; "Başka bir şey"

Eğer katılımcı figürlerle belirsiz hareketler yapıyorsa:
"Ne yapıyorlar?"

Eğer katılımcı figürler hakkında konuşurken hangi figürü kastettiği belirsizse:
"Kim yapıyordu?"

Terapist katılımcının söylediklerini tasdik etmek için, katılımcının cümlelerini soru formunda tekrar edebilir:
Örn: "anne meyve suyunu silmiş ve sonra ne olmuş?"

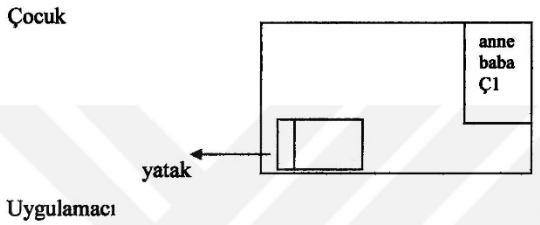
Eğer katılımcı büyükanneye ne olduğunu sorarsa:
"Bu öyküde o yok, daha sonra onunla tekrar oynayacağız."

NOT: Bu yardımlar katılımcının aklına belli fikirleri getirmek için hazırlanmamıştır. Bu konuda tek istisna, eğer katılımcı asıl konudan söz etmiyorsa, katılımcının dikkatini asıl konuya (dökülen meyve suyuna) odaklamak için yapılan yardımlardır.

Yatak Odasındaki Canavar Öyküsü

(2 çocuk, anne, baba, üzerinde battaniyesi olan bir yatak)

Uygulamacı: "Ailemizi yeni oyun için hazırlayabilir misin?" (Eğer katılımcı bu şekilde düzenlemezse, oyuncakları aşağıda görüldüğü gibi yerleştirin. Tekrar, ailenin geri kalanının yatak odasındaki yataktan en az 30 cm uzak olması oldukça önemlidir.)



Uygulamacı: "Şimdi neler olduğuna bak. Dikkatlice dinle"

Anne: (annenin yüzü öyküdeki çocuğa çevrilir ve konuşurken hafifçe hareket ettirilir.) "Yatma vakti. Hadi bakalım, odana git ve uyu."

Baba: "Şimdi yatağına git" (yüzü çocuğa dönerek, bir parça hareket verip ve sesi kalınlaştırarak)

Çocuk: "Tamam anne baba gidiyorum." (çocuk figürünü yatağa doğru yürütün)

Uygulamacı: (açımlama yapar) "..... üst kattaki odasına gidiyor, gidiyor"

Çocuk: "Anne! Baba! Odamda bir canavar var! Odamda canavar var! (korkmuş bir ses tonuyla)

Uygulamacı: "şimdi ne olduğunu bana göster"

YARDIMLAR

Eğer katılımcı kendiliğinden söze başlamazsa terapist yardım eder:
"Çocuk seslenince neler yapmışlar?"

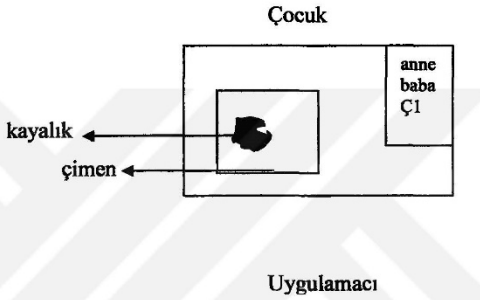
Diğer yardımlar için 'dökülen meyve suyu' öyküsüne bakılabilir.

Eğer katılımcı bitirmiş gibi görünüyorsa yada öyküyü tekrar etmeye başlamışsa:
"Hazırsan yeni bir tanesine geçelim"

Yaralı Diz Öyküsü

(2 çocuk, anne, baba, kayalık için sünger, çimen için keçe)

Uygulamacı: "Tamam, Şimdi başka bir öyküm var. Ben bunları toplarken, sen ailemizi oraya koy ve yeni öykü için hazırla." (Uygulamacı masanın köşesini gösterir. Öyküde kayalığa tırmanan çocuk dışında ailenin geri kalanının kayalıktan en az 30 cm uzak olması önemlidir.)



Uygulamacı: "Bak şimdi elimde neler var! (Bir parça yeşil alan ve kayalık yerleştirilir.) Bu bir park. Anne babanla parka gider misiniz?" "Bunlar bizim ailemiz, parkta dolaşmaya çıkmışlar ve bu parkta yüksek, oldukça yüksek bir kayalık var."

Çocuk: "Anne, baba bakın. Bu yüksek, çok yüksek kayalığa nasılda tırmandığımı seyredin." (çocuk figürünü kayalığa tırmandırılmaya başlanır, daha sonra düşer) "off!, dizim acıyor" (ağlamaklı bir sesle)

Uygulamacı: "şimdi ne olduğunu bana göster"

YARDIMLAR

Eğer katılımcı kendiliğinden söze başlamazsa terapist yardım eder:
"Dizi yaralanınca neler yapmışlar?"

Diğer yardımlar için 'dökülen meyve suyu' öyküsüne bakılabilir.

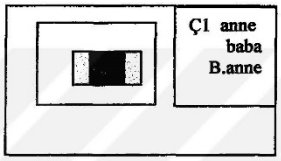
Eğer katılımcı bitirmiş gibi görünüyorsa yada öyküyü tekrar etmeye başlamışsa:
"Hepsi bu kadar. Hadi gel şimdi bunları kaldıralım ve başka bir tanesini yapalım"

Ayrılık Öyküsü

(2 çocuk, anne, baba, büyükanne, çimen ve araba için bir kutu)

Uygulamacı: "Hadi bu sefer büyükanneyi kullanalım." (Yeşil alan ve arabayla birlikte, aile ve büyükanneyi masaya aşağıdaki gibi yerleştirilir. Arabanın katılımcının önünde olması ve her iki ebeveynin çocuklara ve büyükanneye bakıyor olası önemlidir.)

Çocuk



Uygulamacı

Uygulamacı: "Burası onların ön bahçesi, ve bu onların arabası. Bu ailenin arabası." (Araba katılımcının önünde durduğu sırada anne ve babanın yüzlerini çocuk ve büyükanneye çevrilir.)

Uygulamacı: "Sanırım (katılımcının ismi), anne ve baba tatile gidiyorlar."

Anne: "Evet çocuklar (kızlar). Babanız ve ben bir tatile gidiyoruz. Şimdi sizden ayrılıp, tatile çıkıyoruz." (Anne hafifçe hareket ettirilerek çocuklarla konuşturulur.)

Baba: "Bir hafta sonra görüşürüz. Büyükanneniz sizinle kalacak." (Baba hafifçe hareket ettirilerek çocuklarla konuşturulur.)

Uygulamacı: "Şimdi ne olduğunu bana göster"

Önemli Not:

Uygulamacı, katılımcının figürleri arabaya yerleştirmesine ve arabayla uzaklaştırmasına izin vermelidir. Eğer katılımcı arabayla uzaklaşmalarını sağlayamazsa, sadece bu durumda uygulamacı karışır. Eğer katılımcı çocukları da arabaya yerleştirirse, "Hayır, sadece anne ve baba gidiyorlar denir." Çocuk arabayı uzaklaştırdıktan sonra (zorunlu olduğu taktirde uygulamacı), uygulamacı arabayı masanın altına alır ve gözden uzaklaştırır. Eğer katılımcı arabayı bulup getirmek isterse, "hayır, onlar henüz geri gelmediler." denir.

Uygulamacı: "ve uzaklara gittiler"(araba masanın altına alınır.)

Uygulamacı: "Şimdi ne olduğunu bana göster"

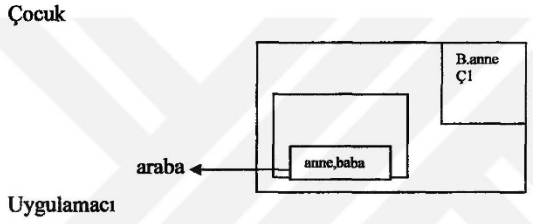
YARDIM

"Anne ve babası gidince çocuklar ne yapmış?"

Yeniden Bir araya Gelme Öyküsü

(2 çocuk, anne, baba, büyükanne, çimen ve araba için bir kutu)

Araba içindeki iki ebeveynle beraber masanın altından geri getirilir. Çocuklardan uzak olacak şekilde masanın üzerine yerleştirilir. (örneğin, katılımcının ulaşmasını ve arabayı sürmesini engelleyecek şekilde uygulamacının yakınına konulur.) Eğer bir önceki oyunda katılımcı çocuklar ve büyükanneyi masanın ortasına yaklaştırmışsa, geri gelen araba ve çocuk figürleri arasında mesafe oluşturacak şekilde bu figürler katılımcıya yakın bir yere geri koyulur.



Uygulamacı: "Tamam, Ne oldu biliyor musun? Bir hafta geçti ve büyükanne pencereden dışarı bakıyor." (Büyükannenin yüzü arabaya doğru çevrilir ve konuşurken biraz hareket ettirilir.)

Büyükanne: "Bakın çocuklar, anne babanız geri geldi. Tatilden eve geri döndüler."

Uygulamacı: "Şimdi ne olduğunu bana göster" (katılımcının arabayı eve yaklaştırmasına izin verilir ve gerekiyorsa yardımcı olunur.)

YARDIM

"Anne ve baba eve döndüklerinde neler olmuş."

DEĞERLENDİRME

ÖYKÜ 1 (dökülen meyve suyu)

Eğer anne-baba dökülenleri temizlerse, şiddet içermeyen bir disipline baş vurursa (daha dikkatli ol oğlum/kızım gibi) öykü güvenli olarak sınıflanır.

Eğer fiziksel yada sözel şiddet varsa, çocuk cezaya çarptırılıyorsa yada katılımcı bilmiyorum şeklinde tepki veriyorsa öykü güvensiz olarak sınıflanır.

ÖYKÜ 2 (uyanan çocuk)

Eğer anne-baba korkan çocukla ilgileniyorsa ve çocuk tekrar uykuya dönüyorsa öykü güvenli olarak sınıflanır.

Eğer anne-baba çocukla ilgilenmiyorsa, canavar çocuk yada anne-babaya zarar veriyorsa, çocuk uykuya dönemiyorsa yada katılımcı bilmiyorum şeklinde tepki veriyorsa güvensiz olarak sınıflanır.

ÖYKÜ 3 (park)

Çocuk dizini yaraladığında anne-baba onunla ilgileniyorsa, tedavi ediyorsa, anne-baba kayanın üstüne çıkıp yaralanmadan aşağıya iniyorsa öykü güvenli olarak sınıflanır.
Anne-baba çocukla ilgilenmiyorsa, cezalandırıyorsa, fiziksel-sözel şiddet varsa, figürlerden biri ölüyorsa yada katılımcı bilmiyorum şeklinde tepki veriyorsa öykü güvensiz olarak sınıflanır.

ÖYKÜ 4 (ayrılma)

Ayrılık öyküsünde çocuk herhangi bir başa çıkma işareti gösteriyorsa (büyükanneyle oynama, televizyon izleme, alışverişe çıkma gibi) öykü güvenli olarak sınıflanır.

Çocuk sürekli olarak ağlıyorsa, saldırganlaşıyorsa, biri ölüyor-evden kaçıyorsa, yada katılımcı bilmiyorum şeklinde tepki veriyorsa öykü güvensiz olarak sınıflanır

ÖYKÜ 5 (yeniden bir araya gelme)

Eğer aile bir araya gelip diyalog kuruyorsa, birbirlerine sarılıyorlarsa, bir aile etkinliğinde bulunuyorlarsa öykü güvenli olarak sınıflanır.

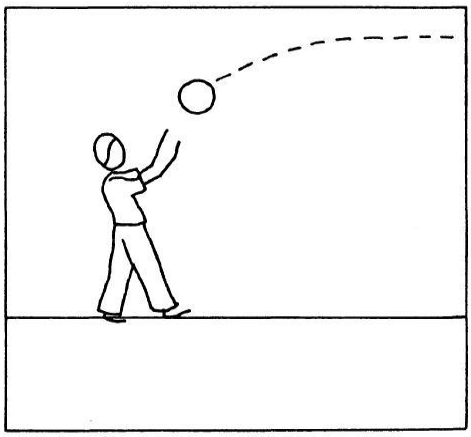
Aile üyeleri bir araya gelemiyorsa, çocuk saldırganlaşıyorsa, biri ölüyor-evden kaçıyorsa anne-babanın tavırları şiddet içeriyorsa yada katılımcı bilmiyorum şeklinde tepki veriyorsa öykü güvensiz olarak sınıflanır

SINIFLAMA

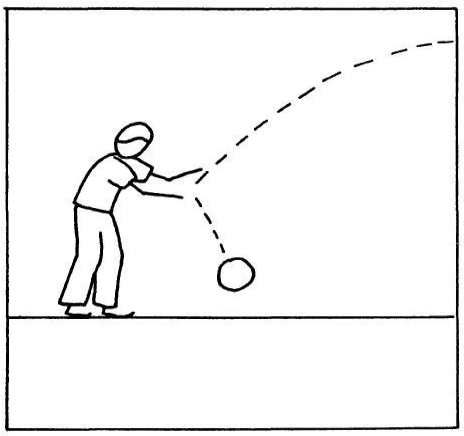
Çocuk 4 ya da 5 öyküye güvenli tepki verdiyse güvenli olarak sınıflanır.

Çocuk 3 ya da daha az öyküye güvenli tepki verdiyse güvensiz olarak sınıflandırılır

D. Purdue Self-Concept Scale for Preschool Children (PSSP)



Bu çocuk, bir topu çok iyi yakalayabilir.



Bu çocuk, bir topu çok iyi yakalayamaz.

(Example)

E. Self-Theory Scale (STS)

Aşağıda verilen cümlelere sizce doğruya en yakın olan seçeneği işaretleyiniz.

		1 Hiç doğru değil	**2 Nadiren Doğru**	**3 Arada sırada doğru**	**4 Sık sık doğru**	**5 Her zaman doğru**
1	Dış görünüşüm insanlara itici gelir.					
2	Hiçbir şekilde cinsel yönden çekici veya alımlı değilim.					
3	Vücudumun genel görünüşünden memnunum.					
4	Oldukça çekici bir endamım ya da fiziğim var.					
5	Fiziksel olarak son derece sağlıklıyım.					
6	Sağlıksız beslenirim.					
7	Hiç egzersiz yapmam.					
8	Düzenli olarak egzersiz yaparım					
9	Üstün zihinsel yeteneklere sahibim					
10	Üstün bir hafızam var.					
11	Zihinsel etkinliklerden kolaylıkla yılarım					
12	Sık sık aklım karışır.					
Şu anda öğrenci değilseniz, 17. maddeye geçiniz.						
13	Okuldayken derste çok ciddiyim.					
14	Akademik başarım çok düşük.					
15	Derse her zaman hazır gelirim.					
16	Derse nadiren katılırım.					
17	Serbest zamanım anlamlı ve zevkli etkinliklerle geçer.					
18	Serbest zamanımda ne yapacağımı bilemem.					
19	İşim ve ailem dışında çok çeşitli etkinliklerle ilgileniyorum.					
20	Serbest zamanımda ilgi alanı arama konusunda isteksizim.					
21	Renksiz ve sıkıcı bir kişiliğim var.					
22	Müthiş bir espri yeteneğim var.					
23	Başkalarıyla iyi çalışırım.					
24	İnsanları dış görünüşleri ile değerlendiririm					
25	Aile bireyleriyle birlikte olmaya katlanamam.					
26	Ailemle geçirdiğim zamana çok değer veririm.					
27	Aile ilişkilerim genellikle hoş değil.					
28	Aile bireylerim birbirlerini sevdiklerini açıkça söylemekten çekinmez.					
	Hiç yakın bir ilişkiniz olmadıysa lütfen 29. maddeye geçiniz.					
29	Yakın arkadaşımla keyifli zaman geçiririm.					

30	Yakın arkadaşımın beni ihmal ettiğini düşünürüm.					
31	Yakın arkadaşımla ilişkimden gurur duyarım.					
32	Yakın arkadaşımdan çekinirim.					
33	Arkadaşlarıma güvenmem.					
34	Arkadaşlarımın bana değer vermediğini düşünürüm.					
35	Arkadaşlarımla iyi geçinirim.					
36	Arkadaşlarımla zaman geçirmekten hoşlanırım.					

F. Ethical Permission

Evrak Tarih ve Sayı: 16/11/2018-E.4249

HİZMETE ÖZEL

T.C.
BAHÇEŞEHİR ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : 20021704-604.01.01-4249 16/11/2018

Konu : Proje Başvurusu

SAYIN PROF. DR. ÖZLEM KARAIRMAK
Eğitim Bilimleri Fakültesi
Rehberlik ve Psikolojik Danışmanlık Bölümü

Bilimsel Araştırma ve Yayın Etiği Kurulu'nun 07.11.2018 tarih ve 2018/09 sayılı toplantısında tez danışmanlığını yürütmekte olduğunuz Rehberlik ve Psikolojik Danışmanlık Yüksek Lisans programı öğrencisi Zübeyde AKPAKIR'ın" Okul Öncesi Eğitim Kurumuna Devam Eden 5-6 Yaş Çocuk ve Annelerinin Bağlanma Güvenlikleri ile Benlik Algısı ve Annenin Psikolojik İyi Oluş Faktörlerinin İncelenmesi" başlıklı tez araştırması incelenmiş olup, Bilimsel Araştırma ve Yayın Etiği'ne aykırılık içermediği anlaşılmıştır.

Bilgilerinize rica ederim.

BELGENİN ASLI	
ELEKTRONİK İMZALIDIR	
19../..11.../..2018...	
Adı Soyadı	Meltem ÇAKIR
Unvanı	Yazı İşleri ve Arşiv Koordinatörü V.
İmza	

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G. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Akpakır, Zübeyde

Nationality: Turkish (T.C.)

Date and Place of Birth: 01 February 1991, Bursa

Marital Status: Single

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EDUCATION

Degree	Institution	Department	Year of Graduation
Master's Degree	Esenyurt University	Clinical Psychology	2017
Bachelor Degree	Atılım University	Psychology	2013
High School	Bursa Anadolu Kız Lisesi		2009

WORK EXPERIENCE

Year	Place	Enrollment
2017-	CSG Training and Consultancy	Director of Training
2016-2017	İstanbul Aydın University	Research assistant at Psychology department
2015-2016	Okyanus College	Psychologist
2014-2015	Alkom Special Education Center	Psychologist
2014-2015	Turan-Çağdaş Preschool	Psychologist

FOREIGN LANGUAGES

Turkish, English

CERTIFICATES

Couple and Family Therapy

Problem Focused Therapy

Psychotherapy with Children

Stanford-Binet Intelligence Test

Logotherapy

HOBBIES

Playing flute, Dancing (Lindy hop), Drawing