MATERNAL DEVELOPMENTAL EXPECTATIONS FOR PRESCHOOL AGED CHILDREN: COMPARISON ACROSS DIFFERENT EDUCATION GROUPS

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Maternal Developmental Expectations for Preschool Aged Children:
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Annelerin Okul Öncesi Dönemdeki Çocukları için Gelişimsel Beklentileri:
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Abstract

Parental cognitions on child development are regarded as an important source of information. These cognitions are thought to provide parents with a reference point to follow child development and help parents to shape their parenting behaviors. Cultural and socio-economic variables have been found to be important factors influencing parental cognition and values with regards to child development. Present study aims to compare age expectations of Turkish mothers with different levels of education with regards to the development of six categories of developmental skills in their preschool aged children. Participants were mothers living in Istanbul who had at least one preschool-aged child. There were 48 primary educated, 36 high school educated and 60 university educated mothers. They completed Developmental Expectations Questionnaire and Importance of Developmental Skills Scale which were developed for this study. Mothers with higher levels of education (high school and university graduates) were found to have lower age expectations for the development of skills in the areas of social skills, social compliance, assertiveness and cognitive skills in comparison to mothers with only primary school education. There were no group differences in the areas of behavioral autonomy and emotional maturity. In the area of importance given to different developmental skills, the only difference between higher and lower educated mothers appeared in the domain of social compliance with lower educated mothers assigning importance to these skills. Significant correlations was not observed

between age expectations for a particular type of developmental skill and the importance given to that skill by the mothers.

Özet

Çocuk gelişimi ile ilgili ebeveyn bilişleri önemli bir bilgi kaynağı olarak görülmektedir. Bu bilişlerin ebeveynlere çocuklarının gelişimini takip edebilmek için bir referans noktası sağladığı ve ebeveynlere ebeveynlik davranışlarını düzenlemekte yardımcı olduğu düşünülmektedir. Kültürel ve sosyoekonomik değişkenlerin ebeveynlik bilişlerini ve ebeveynlerin değer yargılarını etkileyen önemli faktörler olduğu bulunmuştur. Bu çalışmanın amacı; farklı eğitim seviyelerinden Türk annelerinin okul öncesi çocuklar için altı kategorideki gelişimsel becerilerle ilgili yaş beklentilerini karşılaştırmaktır. Katılımcılar İstanbul'da yaşayan ve okul öncesi dönemde en az bir çocuğu olan annelerden oluşmuştur. İlkokul mezunu 48, lise mezunu 36 ve üniversite mezunu 60 anne vardır. Anneler bu çalışma için geliştirilen Gelişimsel Beklentiler Ölçeği ve Gelişimsel Becerilerin Önemi Ölçeği'ni doldurmuştur. Yüksek eğitim seviyesinden anneler (lise mezunu ve üniversite mezunu) sosyal beceriler, sosyal uyum, kendini ortaya koyma ve bilişsel beceriler alanlarında ilkokul mezunu annelerle karşılaştırıldığında daha düşük yaş beklentileri belirtmiştir. Davranışsal özerklik ve duygusal olgunluk alanlarında ise grup farklılığı bulunmamıştır. Gelişimsel becerilere verilen önem açısından, yüksek eğitimli ve düşük eğitimli anneler arasındaki tek fark sosyal uyum alanında ortaya çıkmıştır, düşük eğitimli anneler bu alandaki becerilere daha çok önem vermektedir. Belirli bir alandaki gelişimsel becerilerle ilgili, annelerin yaş beklentileri ve annelerin bu becerilere verdiği önem arasında anlamlı bir korelasyon gözlemlenmemiştir.

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1. Introduction

1.1. Developmental Expectations

One of the important areas of research in child development has been parental cognitions on child development (Goodnow, Cashmore, Cotton, & Knight, 1984; Hess, Kashiwagi, Azuma, Price, & Dickson, 1980; Ninnio, 1979). Parental cognitions include parents' beliefs, values and expectations about child and child development. (Durgel, van de Vijyer, & Yagmurlu, 2013; Goodnow et al., 1984; Hess et al., 1980; Rosenthal & Roer-Strier, 2001; Williams & Williams, 2000). They have been found to be an important factor that is indirectly and directly related to parenting behaviors and child's developmental outcomes (Goodnow et al., 1984; Durgel et al., 2013, Williams & Williams, 2000). Furthermore, parental cognitions provide more comprehensive information about parenting attitudes which could not be understood only through specific parenting behaviors (Abidin, 1992).

The literature has suggested that parents develop 'naive theories' about child and child development (Ninnio, 1979). These theories provide parents a 'reference point' when evaluating their children's progress (Hess et al., 1980). These theories also shape parents' behaviors. Therefore, many studies investigated how these theories are shaped in a given context, how they guide parents' behaviors and how they influence child development (Rosenthal & Roer- Strier, 2001).

1.2. Parental Developmental Expectations and Parenting Behaviors

The literature has also focused on understanding the relationship between parents' expectations and parenting behaviors (Landry et al., 2008; Ninnio, 1979; Williams & Williams, 2000; Williams & Williams, 2000). Parental expectations are thought to influence type of environment parents create for their children. Parents provide opportunities to help their children to acquire certain skills in this environment (Murphey, 1992). Furthermore, parental expectations are communicated either directly or indirectly with children in everyday child-parent interaction (Murphey, 1992). For instance; parents who value social skills more also involve in social activities and encourage their children to engage with others (Kennedy, 1992).

In one study, African American mothers are asked about their developmental goals for their children (Brody, Flor, & Gibson, 1999). These mothers' parenting practices to promote developmental competencies are investigated by gathering information from different sources. Researchers asked mothers to report their family routines but they also observed mother-child interactions. This study found that mothers' developmental goals predicted mothers' behaviors promoting their children's competence (Brody et al., 1999). Furthermore, it was emphasized that parents create an educational environment in which they express their academic expectations through their behaviors (Brody et al., 1999).

Parents' developmental timetables are suggested to guide parents to follow and interfere with child's development, when child's progress is

thought to fall beyond normal development (Hess et al., 1980). Furthermore, developmental timetable also includes beliefs about the time to introduce new care giving activities so that it also guides parents to stimulate child's development through new activities (Ninnio, 1979).

The few studies on the relation between parents' developmental expectations and parenting behaviors showed that parents' expectations from their children to learn certain skills earlier also encourage their children to achieve these skills earlier (Keller, Miranda, & Gauda, 1984; Ninnio, 1979; Williams & Williams, 2000). For instance; Williams et al. (2000) examined Balinese mothers' expectations for child development and mothers' child rearing practices. Rural and urban mothers' expectations were differentiated for verbal assertiveness. Urban mothers expected their children to achieve verbal assertiveness at an early age are also found to initiate activities such as reading books, telling stories, talking to their babies at an earlier age (Williams & Williams, 2000).

Similarly, Hess et al. (1980) investigated Japanese and American mothers' age expectations for developmental skills of their children. The mother-child interactions were also observed in two different tasks. American mothers who had earlier age expectations for verbal assertiveness also used different communication strategies to their children in these tasks. They tended to behave in ways that required their children to give verbal answer while these behaviors were not observable in Japanese mother-child interaction (Hess et al., 1980).

Ninnio (1979) examined mothers' expectations for cognitive skills in two groups in Israel. It was found that mothers' beliefs about cognitive capacity of an infant were related to mothers' caregiving activities. Mothers provide cognitively stimulative environment according to their belief on child's capability. Mothers who have earlier expectations for cognitive development of the infant also introduce stimulative activities such as buying first book, telling stories earlier. Furthermore, mothers' beliefs on possibility to influence child's development also influence their behaviors. For instance; lower class mothers in Israel often do not believe the possibility of influencing infants' start of talking; therefore, they initiate stimulating activities such as talking with their babies at later age (Ninnio, 1979).

Parental expectations are also found to be related to autonomy supportive and controlling behaviors. Landry et al. (2008) investigated parents' trust in children's natural development. Parents who believed that a child's development typically progressed in a natural and healthy way also had relaxed expectations for developmental milestones. Furthermore, parents' trust in natural line of development was also found to be related to parents' autonomy supportive behaviors such as following child's speed and supporting child's competence through encouragement (Landry et al., 2008). It was argued that parents who trust development of their children also do not control their children to succeed a task that children perhaps are not ready to do. These parents are also found to have a more harmonious relationship with their children (Landry et al., 2008). That is to say, parental

overestimation or underestimation of child development could result in controlling behaviors of parents. It also negatively influences parent-child interaction (Landry et al., 2008).

Furthermore, one study investigated the relationship between parents' expectations with parenting styles (Ren & Edwards, 2014). Ren et al. (2014) examined Chinese parents' expectations for children's achievement of social and emotional skills. It was found that parents who have earlier expectations apply authoritative parenting practices. Moreover, parenting style was found as a mediator between parents' expectations and children's competence for social and emotional skills (Ren & Edwards, 2014). That is to say, parents' having earlier expectations indirectly lead to better social and emotional competence in their children (Ren & Edwards, 2014).

Literature showed that parents' developmental expectations are related to specific parenting behaviors (Keller et al., 1984; Landry et al., 2008; Ninnio, 1979; Williams & Williams, 2000). While researchers often focus on parenting behaviors, they often do not investigate underlying cognitions behind these behaviors. However, parents' interaction with their children is based on parents' beliefs and expectations and parents reflect their beliefs and values in this interaction (Abidin, 1992). Child's developmental outcome is a result of this interaction. That is to say, observing specific parenting behaviors is insufficient to understand this interaction (Abidin, 1992). How parents design child's environment, what kind of daily activities are chosen for the child are some examples which

could not be directly measured. Therefore, parents' cognitions give more comprehensive picture about mechanisms behind effects on child development (Abidin, 1992).

1.3. Parental Developmental Expectations and Child Outcome

Research literature has also focused on investigating the relationship between parental cognitions and child outcomes (Hess et al., 1980; Holloway & Reichhart-Erickson, 1989; Hopkins & Westra, 1989; Huang, Caughy, Genevro, & Miller, 2005; Murphey, 1992, Piamjariyakul, 1996). A model proposed to explain multidirectional relationship between parental cognitions and child developmental outcomes (Murphey, 1992). This model emphasized that parental expectations with parental behaviors mediate the child outcomes. Parental expectations are suggested to influence child outcome in an indirect way through its effect on parental behaviors. Furthermore, it was suggested that parents implicitly emphasize their expectations in their interaction with children and children behave in a way that fulfills these expectations (Murphey, 1992).

Hess et al. (1980) investigated Japanese and American mothers' expectations for different developmental competencies. These mothers were also observed in a teaching task with their children and the children's performance was evaluated. A year later, they also performed on an intelligence test. These measures gave information about children's school success and cognitive growth. It was found that mothers' developmental expectations are related to children's cognitive development. Especially, early age expectation for verbal assertiveness was strongly related to

children's cognitive abilities and cognitive development (Hess et al., 1980). It is possible that parents believe in child's potential so that they stimulate the child's cognitive abilities. For instance, in one study, parents who underestimated child' s ability in a teaching task also did not behave in an encouraging manner but rather behaved in an insensitive way (Huang et al., 2005).

Another study investigated parental developmental expectations and child's social competence (Holloway et al., 1989). Parental expectation was found to be related to child's social competence. Mothers expecting early mastery in social skills also have socially competent children. These children playing active role in a group, being sensitive to other children's feelings and behave in a friendly way toward others (Holloway et al., 1989). It could be argued that mothers encourage their children to be socially more competent but also they implicitly emphasize these expectations so that the child behaves in this way. There is a reciprocal interaction between the child and the mother (Murphey, 1992).

Hopkins and Westra (1989) examined Jamaican and English mothers' age expectations for motor development. It was shown that Jamaican mothers have earlier expectations for abilities like sitting and walking compared to English mothers. Furthermore, it was also found that Jamaican infants achieved these motor abilities earlier when compared to others. It was argued that there is a significant match between parental expectations and child motor development (Hopkins & Westra, 1989). Although parental practices were not mentioned in this study, the practices

to accelerate motor development of infant are observable in other cultures. For instance, Indian mothers who have higher motor expectations also apply massage activities to their newborns (Cintas, 1995).

In Thailand, researchers examined maternal expectations and child development (Piamjariyakul, 1996). They used a developmental screening test to identify the children's development. It was shown that children whose mothers had lower expectations for cognitive development showed lower performance in this screening test. These mothers were also found to initiate child rearing practices for cognitive development on later ages (Piamjariyakul, 1996). As mentioned before, parenting behaviors are regarded as a mediator between parental expectations and child outcome. Parents expected their children to achieve a skill also encouraged children to become more competent in this skill (Keller et al., 1984; Landry et al., 2008; Ninnio, 1979; Williams & Williams, 2000)

Although these studies emphasized association between parental developmental expectations and child outcomes, there is a more complex relationship between these two concepts (Murphey, 1992). There are other factors such as child characteristic and parental efficacy beliefs contributing to this relationship differently. It was also argued that parental expectations function as a moderator of the relationship between environmental factors and parenting behaviors (Murphey, 1992). Therefore, it is important to understand how parental expectations are constructed in an environmental context.

1.4. Parental Expectations and Cross-Cultural Variables

Culture is regarded as an important dimension that shapes parents' cognitions in the sense that it contributes to social and parental norms in a given society (Hess et al., 1980). Parental theories are actually a reflection of the cultural beliefs about how children develop, how they acquire certain skills and what influences child development (Rosenthal & Roer- Strier, 2001). Based on this assumption, it was hypothesized that cultural differences exist in parents' beliefs about child development. The cross cultural studies have examined this hypothesis by asking parents about age expectations in achieving certain developmental skills. Parents' developmental expectations are taken as a part of parental cognitions about child development (Goodnow et al., 1984; Hess et al., 1980; Keller et al., 1984; Rosenthal & Roer- Strier, 2001; Willemsen & van de Vijyer, 1997; Winskel, Salehuddin & Stanbury, 2013).

Cross cultural studies on developmental expectations showed that mothers from collectivistic cultures expect earlier development in behaviors such as compliance to authority and they expect later development in behaviors such as verbal assertion compared to mothers from individualistic cultures (Durgel et al., 2013). For instance; Hess et al. (1980) compared age expectations of mothers from US and age expectations of mothers from Japan. While mothers from Japan expected earlier mastery in self-control, obedience to authority and social compliance, mothers from US expected early mastery in individual actions such as standing up for their own rights and stating thoughts and preferences (Hess et al., 1980).

Similarly, Goodnow et al. (1984) asked Australian born and Lebanese born mothers, living in Australia; at what age they expect children to acquire various skills. It was found that Lebanese mothers expected later age than Australian mothers on many skills. However, there was a significant difference in social skills with peers and verbal assertiveness. Lebanese mothers expected a later age when compared to Australian mothers in those skills. The authors stated that age expectation may reflect the degree of value given to a skill by a specific culture (Goodnow et al., 1984).

On the other hand, Willemsen & van de Vijyer (1997) asked Dutch and Turkish mothers about age expectations for certain skills and the desirability of these skills. It was shown that Dutch mothers expected earlier age for cognitive skills, but they also gave lower desirability for these skills. Therefore, it was argued that it is important to be careful in evaluating age expectations and to be tentative in associating earlier age expectations with higher value given to that skill (Willemsen & van de Vijver, 1997).

Cross cultural studies comparing Turkey with other cultures in this area are very limited. Durgel et al. (2013) compared Turkish mothers' age expectations with Dutch mothers' expectations for skills in different domains including physical, cognitive, social skills as well as autonomy, obedience, family orientation and traditional rules. Dutch mothers were found to have earlier age expectations for all domains compared to Turkish mothers (Durgel et al., 2013). It was argued that Dutch mothers see children as individuals with certain capabilities and potentials, whereas Turkish

mothers see children as kids; therefore, they have later expectations for all these skills (Durgel et al., 2013).

1.5. Parental Expectations and Socio-EconomicVariables

On the other hand, some researchers suggest that socieonomic variables are more important source of variance in parenting compared to cultural variables. Willemsen & van de Vijyer (1997) tested a model called context variable model to explain cross cultural differences in their study. This model addresses external variables for cultural differences. Cross cultural differences on developmental expectations could be larger due to differences in background variables across cultures such as education, income or birth of order according to this model. From this point of view, it is expected that there would be no cross cultural differences in developmental expectations when all background variables are equal (Willemsen & van de Vijyer, 1997).

Solis Camara and Fox (1995) examined developmental expectations of mothers from Mexico and the United States. It was found that there were no cultural difference between two groups after these groups are equalized on maternal education, socioeconomic status and marital status. Similarly, Cashmore and Goodnow (1986) showed that there was no cultural difference between Anglo Australian and Italian Australian parents after educational background was taken into account (Cashmore & Goodnow, 1986).

Research on economic development and child development showed that intracultural differences in beliefs and expectations could be larger than

intercultural differences in especially low developing countries which have dualistic economies and social systems (Williams & Williams, 2000; Williams & Williams, 2000). There is a significant gap between traditional majority group and modern minority group in low developing countries. This gap leads to two different lifestyles in the same country. For instance; Williams and Williams (2000) examined developmental expectations of mothers living in Bali, Indonesia. It was found that urban mothers reported earlier beginning ages of performance skills (physical, perceptual and motor behaviors) compared to rural mothers. Furthermore, there was a significant difference between rural mothers and urban mothers in expectations for cognitive development. Urban mothers expected earlier ages in cognitive development compared to rural ones. In terms of psychosocial development, verbal assertiveness differentiated urban and rural mothers. Urban mothers expected their children to acquire verbal assertiveness at a younger age compared to rural mothers (Williams & Williams, 2000).

Furthermore, social class is also regarded as a variable leading to differences in parental expectations. One study examined the expectations of Jewish parents who belonged to lower and higher social classes (Ninnio, 1979). Parents from higher social class expected earlier ages for cognitive skills compared to parents from lower class, although there is no difference found between the two for other skills (Ninnio, 1979). Similarly, Mansbach & Greenbaum (1999) examined Israeli parents from lower and higher socioeconomic levels. It was found that expectations for cognitive skills are basically influenced by socioeconomic level.

However, research literature suggests that socioeconomic status is a comprehensive factor. This factor is composed of different variables (Nacak, Yagmurlu, Durgel, & van de Vijyer, 2011; Yagmurlu, Cıtlak, Dost, & Leyendecker, 2009). Although research focused on income or residential status as socioeconomic variable, this variable tends to change over time. Therefore, researchers introduced educational level as a more stable variable over time (Nacak et al., 2011; Yağmurlu et al., 2009).

As mentioned above, Williams & William (2000) studied on Balinese mothers' developmental expectations. This study found a significant interaction effect of educational level and residential location on developmental expectations when educational level was included. In terms of educational level, college educated mothers had earlier expectations for child development. Similarly, Nacak et al. (2011) investigated metropolis mothers' developmental expectations in Turkey. When mothers' educational level was included as a variable, it was found that metropolis mothers with higher education expected earlier age for social, physical and cognitive development compared to metropolis mothers with lower education and compared to rural mothers (Nacak et al., 2011).

The literature has showed that parents' developmental expectations are shaped in an ecocultural context (Rosenthal & Roer-Strier, 2001). They are constructed by social, economic and cultural factors. Furthermore, there is a complex network of these factors in shaping parents 'expectations (Rosenthal & Roer-Strier, 2001). Therefore, these studies are important in understanding this complex network.

1.6. Parental Autonomy Expectations

Autonomy development is also focus of research in developmental psychology. Developmental theories have emphasized achievement of autonomy as an important indicator of healthy development (Ryan, Deci, Grolnick, & La Guardia, 2006). Research on parenting also showed that promotion of autonomy has positive impact on children's psychological functioning, emotion regulation and achievement (Annear & Yates, 2010; Fei-Yin Ng, Kenney-Benson, Pomerantz, 2004; Matte-Gagné & Bernier, 2011; Roth & Assor, 2012; Ryan et al., 2006) Although an important theme in the literature is parents' autonomy support, recent researches also focus on investigating parents' beliefs and expectations about autonomy development (Goodnow et al., 1984; Hess et al., 1980; Williams & Williams, 2000; Roer-Strier & Rivlis ,1998; Rosenthal & Roer-Strier, 2001). It is important to understand cognitions underlying behind parents' autonomy supportive or controlling behaviors to promote healthy development of children. (Annear & Yates, 2010; Fei-Yin Ng et al., 2004; Matte-Gagné & Bernier, 2011; Roth & Assor, 2012; Ryan et al., 2006).

Culture plays an important role in shaping parents' values and expectations for autonomous behaviors (Goodnow et al., 1984; Hess et al., 1980; Rothbaum & Trommsdorff, 2007). For instance, collectivistic cultures emphasize parental authority and child's obligations, so that parents promote children's social compliance and obedience to authority. On the other hand, individualistic cultures value autonomy, independence and initiative; therefore, they promote children's autonomy seeking behaviors,

self expression and self-assertion (Goodnow et al., 1984; Hess et al., 1980; Rothbaum & Trommsdorff, 2007).

Culture also plays a role in shaping parents' expectations for autonomous behaviors. How autonomy is defined and the value given to different domains of autonomous behavior may change across cultures. Parents also hold different timetables for autonomous behaviors across cultures (Hess et al., 1980; Roer-Strier & Rivlis, 1998). Hess et al.(1980) showed that US mothers expected from their children to achieve autonomous behaviors; verbal assertion and individual action earlier than Japanese mothers. However, how autonomy is defined is important in interpreting cultural differences. For instance, one study compared Israeli born parents and Soviet born parents in Israel in terms of autonomy expectations (Roer-Strier & Rivlis, 1998). It was found that the most important factor strongly affected by culture is psychological autonomy which was defined as acceptance of a child as a separate identity with his own feelings, thoughts and preferences. While Israeli born parents expected their children to gain psychological autonomy, immigrant parents expected their children to achieve behavioral autonomy which was defined with responsibility and self regulation (Roer-Strier & Rivlis, 1998). Similarly, Leyendecker et al. (2002) investigated immigrant mothers' developmental goals in the United States. Psychological autonomy was found to differentiate two groups of mothers. European mothers value more self-reliance, assertiveness and self-confidence compared to mothers from Central America (Leyendecker, Lamb, Harwood & Schölmerich, 2002).

Schulze et al. (2002) examined Anglo mothers and Puerto Rican mothers expectations for developmental skills and their parental practices. While mothers were asked to indicate age expectations for infant feeding, toilet training and sleeping, they were also asked to indicate strategies they used to teach these skills. Anglo mothers indicated earlier expectations for self-feeding behaviors compared to Puerto Rican ones (Schulze, Harwood, Schoelmerich, & Leyendecker, 2002). However, it is important to note that Anglo mothers mention emotional autonomy when teaching these skills. They mention feelings such as pride or frustration when teaching self-feeding. However, Puerto Rican ones mention instrumental independence. They value more performing these skills without help (Schulze et al., 2002).

Kohn's sociological theory also emphasized social class in shaping parents' values and expectations for autonomy (Kohn, 1963). Kohn mentioned differences in the middle class and working class. In the middle class, people work in occupations that require self-direction. They deal with more abstract concepts such as relations, ideas and symbols (Kohn, 1963). However, working class occupations require people to follow rules indicated by authority. They deal with more concrete things such as tools or machines (Kohn, 1963). These differences lead people to develop different ideas, goals and values. Therefore, Kohn emphasized that working class parents put more value on obedience and conformity when rearing their children, however, middle class parents put more value on self-direction and autonomy for their children (Kohn, 1963).

Studies on relationship between social class and parental values found support for Kohn's theory (Kohn, 1963; Tudge et al., 2013) For instance, Tudge et al. (2013) compared middle class and working class families in Brazil. It was found that middle class parents emphasized autonomy and self-direction whereas working class parents emphasized conformity (Tudge et al., 2013). However, some researchers argued that not only occupational status but also other socioeconomic factors affecting parents' values and expectations on autonomy (Conger, 2007). Parental income, parental education and parents' residential location are other socioeconomic factors which are regarded as important for influencing parents' values, expectations and parental practices (Conger, 2007).

Keller (2012) conceptualized environmental factors from a broader perspective. She emphasized both socioeconomic and cultural factors in shaping parents' ideas and values for autonomy (Keller, 2012). She conceptualized three types of environmental contexts. In subsistence based economies, parents expect earlier action autonomy from their children. Action autonomy is defined as acting to fulfill responsibilities and obey obligations (Keller, 2012). On the other hand, western urban economies emphasized competition and self –expression as environmental demands. Therefore, parents expect their children to achieve psychological autonomy earlier. For instance, children are encouraged to voice their own ideas, feelings and preferences earlier (Keller, 2012).

On the other hand, Kagıtcıbası (2005) emphasized that socioeconomic development leads to a change in parental values. In rural-

agrarian society, child is valuable in terms of his contribution to family's well-being and income, therefore, interdependence is important. However, urbanization and industrialization led to changes in lifestyles (Kagıtcıbası, 2005; Kagıtcıbası & Ataca, 2005). Child's contribution has become no longer needed; thus, there has been more emphasize on independence. Furthermore, autonomy becomes an important value in this urban lifestyle. Self-assertiveness and self-reliance are regarded as an important for school success but also they are desirable characteristics in career (Kagıtcıbası, 2005; Kagıtcıbası & Ataca, 2005). However, Kagıtcıbası mentioned that closeness to family is still valuable despite changes in lifestyles. Although obedience to family was no longer required, closeness to family is important for families (Kagıtcıbası, 2005).

Kagıtbası mentioned Turkey as an example of significant transformation in social and economic life (Kagıtcıbası, 2005; Kagıtcıbası & Ataca, 2005). Kagıtcıbası et al. (2005) investigated parental values in three generations from different socioeconomic classes in Turkey. It was found that urban low SES group and rural groups have similar parental values. Both groups have lower level of education and lower income. These mothers were found to value obedience more than independence. However, urban upper and middle SES mothers value on independence and self-reliance more (Kagıtcıbası & Ataca, 2005). In this study, it was also emphasized that independence and self-reliance were not mentioned by mothers in 1975, however, present study showed that independence have

become an important value in Turkey with social and economic changes (Kagıtcıbası &Ataca, 2005).

Similarly, Keller (2012) emphasized a third type of environmental context which was based on Kagıtcıbası's conceptualization. This context is regarded as non-Western urban economies. It was argued that increase in formal education and western type of educational system lead to different lifestyles in non-western countries. While parents still value conformity to social rules and self-control, they also value psychological autonomy (Kagıtcıbası, 2005; Keller, 2012). For instance, Tulviste (2007) mentioned tendency to emphasize and support autonomous behavior in Estonia after rapid social and economic changes. Estonian mothers want their children to conform social rules and respect elderly but also they want their children to be autonomous and to make their own choices.(Tulviste, 2007)

Studies on Turkish immigrant mothers could be examples for Kagıtcıbası's conceptualization (Durgel, Leyendecker, Yagmurlu, & Harwood, 2009; Durgel et al., 2012). Durgel et al. (2009) investigated parental goals of German and Turkish immigrant mothers living in Germany. German mothers expected their children to be autonomous, whereas Turkish immigrant mothers expected their children to have close relations with family and to conform to social rules (Durgel et al., 2009). On the other hand, Turkish mothers who are more involved with German culture also value autonomous behaviors besides valuing close family ties compared to other Turkish immigrants (Durgel et al., 2009). It was also interesting to note that the psychological autonomy is an important value for

high-educated mothers in both German and Turkish immigrant groups (Durgel et al., 2009). Keller (2012) emphasized that high degree of formal education leads development in self-reflection with an emphasis on inner world and mental representations. Therefore, high educated mothers emphasized more on psychological autonomy.

Another study investigated Turkish mothers' long term goals for their children. (Yagmurlu et al., 2009). This study showed that higher educated mothers emphasize autonomy and self-enhancement for their children, whereas, lower educated mothers mention obedience and respect for elderly as goals for their children. However, both groups of mothers also mention close relationship with family (Yagmurlu et al., 2009). In this study, it was noted that results are congruent with Kagıtcıbası's conceptualization model (Kagıtcıbası, 2005; Yagmurlu et al.,2009). Turkish mothers' values change toward more individualistic values, however, there is still emphasison relational values as mentioned in Kagıtcıbası's model (Kagıtcıbası, 2005; Yagmurlu et al.,2009).

With background information above, it was understood that parents' developmental expectations and autonomy expectations are shaped in a sociocultural context and there was a complex relationship between parents' expectations and sociocultural factors (Durgel et al., 2013; Goodnow et al., 1984; Hess et al., 1980; Ninnio, 1979; Rosenthal & Roer-Strier, 2001).

1.7. Present Study

Parental expectations on child development are important source of information in understanding child's developmental context (Hess et al.,

1980; Holloway et al., 1989; Hopkins et al., 1989; Huang et al., 2005; Murphey, 1992). Parents design child's environment according to their expectations. Child's healthy development is strongly affected by environment parents provide for their children. However, parents' unrealistic expectations lead to either pressure on child and interrupt child's healthy development or delay in required stimulative activities; thus, resulting in a delay in child's development (Hess et al., 1980; Holloway et al., 1989; Hopkins et al., 1989; Huang et al., 2005; Murphey, 1992). Therefore, it is important to investigate parental expectations to plan intervention programs to deal with unrealistic expectations of parents in the future.

Parental expectations are thought to be shaped by cultural and social environment. Present study aims to investigate how Turkish mothers' expectations are shaped in metropolitan area, Istanbul. Istanbul is a city in which different social structures and different lifestyles coexist (Ayata, 2008). These differences give opportunity to investigate how parental expectations are influenced by socioeconomic factors in Turkey. Maternal education is taken as socioeconomic factor, because it is more stable compared to family income or residential status (Nacak et al., 2011).

In present study, primary school educated mothers are regarded as lower educated group; whereas high school educated and university educated mothers are regarded as higher educated group. The present study hypothesized that there will be significant difference between higher educated and lower educated mothers in terms of developmental

expectations. Specifically, we hypothesized that mothers from lower educational group will expect their children to develop social compliance skills at an early age, whereas mothers from higher education group will expect their children to develop social skills earlier. Furthermore, it is hypothesized that mothers from higher education group will expect their children to acquire cognitive skills earlier compared to mothers from lower education.

Furthermore, Kagıtcıbası's study on parents' values showed that parental values have changed in the last three decades through social and economic changes in Turkey (Kagıtıcıbası & Ataca, 2005). In Kagıtcıbası's study, autonomy has become an important value of parents especially for higher educated mothers in urban areas. How these changes reflect on parents 'expectations for autonomy is our concern in the present study. The present study investigates autonomy concept in two categories. Behavioral autonomy is defined with child's ability to do things by himself and taking responsibility, whereas psychological autonomy is defined with assertiveness, stating own desires and standing up for own rights (Leyendecker et al., 2002; Roer-Strier & Rivlis, 1998) That is to say, psychological autonomy is related to child's assertiveness of himself as a separate identity. Based on the past researches, we assume that parental expectations for behavioral and psychological autonomy will be different in higher educated and lower educated parents (Leyendecker et al., 2002; Roer-Strier & Rivlis, 1998). It is expected that lower educated mothers will have earlier expectations for behavioral autonomy defined as taking

responsibility and self-care. However, higher educated mothers will have earlier age expectations for psychological autonomy defined with self-assertion and self-confidence.

The present study also aims to investigate how important developmental skills are for Turkish mothers. It provides opportunity to compare maternal expectations and maternal values for different developmental skills. It is hypothesized that there will be differences in the importance given to different developmental skills by mothers from higher and lower education levels. Mothers with lower education may regard social compliance as more important, whereas mothers with higher education will regard cognitive skills and self assertion skills as more important.

2. Method

2.1. Sample

The sample was composed of Turkish mothers living in Istanbul. All mothers had at least one child at preschool age included as a target child in the study. These mothers were recruited from different neighborhoods in Istanbul. Some of the mothers were recruited from eight different schools. Four of schools were public schools located in Avcılar, Pendik, Sanayi Mahallesi and Eyüp, whereas other schools were private schools located in Erenköy, Göztepe, Bakırköy, Levent. Other mothers were reached through personal contacts. The structured interviews were conducted with lower educated mothers either in schools or their houses. The questionnaires in a closed envelope were sent to higher educated mothers through private schools or personal contacts.

The five mothers were eliminated from the study due to exclusion criteria. The three of them indicated having anxiety disorder or panic attacks were excluded from the study. The two of them were eliminated due to their statement of significant developmental delay in the target child. The total sample was composed of 144 mothers after elimination of five mothers.

The target child of sample was composed of 67 girls and 77 boys. The mean age of children was 64.15 months (*SD* = 6.13); the minimum age was 50 months; the maximum age was 79 months. There were four children not going to kindergarten, other children were reported going to kindergarten (*M* = 1.59 *years, SD* = 0.91*)* (see Table 1). There were seven children reported as being delayed in speech by mothers. Other children were indicated as developing normally by their mothers.

The sample of mothers was aged between 23 to 45 years old. The mean age of mothers was 33. 49 years *(SD* = 4.82*)* (see Table 1). Among 144 mothers, 47 had primary school of education, 36 had high school education and 51 had university education. There were only 9 mothers having master of education. Only one mother reported being illiterate.

Table 1

Demographic Characteristics of Sample (*N*=144)

	Primary school educated mothers (*n*=48)			High school educated mothers (*n*=36)			University educated mothers (*n*=60)		
	M	(SD)	Range	M	(SD)	Range	M	(SD)	Range
Child's age (months)	64.45	(5.41)	54-79	63.50	(6.80)	50-75	64.31	(6.33)	54-75
Father's age (years)	35.80	(4.45)	28-45	36.32	(4.53)	29-47	37.67	(4.34)	30-52
Mother's age (years)[a,b]	31.96	4.52	23-45	32.31	5.01	25-41	35.40	4.32	27-43
Total years at kindergarten[a,b]	1.10	(0.47)	0-3	1.38	(0.64)	0-3	2.10	(1.06)	0-4

[a] $p<0.01$ difference between university educated and primary school educated mothers, [b] $p<0.01$ difference between university educated mothers and high school educated mothers.

In terms of marital status, the sample was composed of 137 married, 5 divorced and 2 widowed mothers. In terms of psychiatric diagnosis, only one mother reported to have depression.

The fathers of target child were aged between 28 to 52 years old. The mean age of fathers was 36. 73 years *(SD* = 4. 47*)* (see Table 1). The 32 % of fathers had primary school of education, 24 % of fathers had high school education and 26 % of fathers had university education. Only 13 % of fathers were reported as having master of education.

There were three groups of mothers in terms of educational level which is our independent variable in this study. Primary school educated groups were composed of 48 mothers including one illiterate mother. High school educated groups were composed of 36 mothers. University educated groups were composed of 60 mothers including nine master educated mothers.

ANOVA results showed that there were significant differences in three groups of mothers for maternal age (F (2,142) = 9.09, $p < .001$) and child's total years in kindergarten (F (2,142) =21.65, $p < .001$). Post-hoc analysis was conducted using a Tukey test. The university educated mothers' ages were found to be significantly different from high school educated mothers ($p < .01$) and primary school educated mothers' ages ($p < .001$). The mean age of university educated mothers were 35.40 years *(SD* = 4.32). Whereas high school educated mothers' ages (M = 32.31, SD = 5.01*)* were not different from primary school educated ones (M = 31.96, SD = 4.52) ($p > .05$)

Table 2

Characteristics of Sample (*N*= 144)

	Primary school educated mothers (*n*=48)	High school educated mothers (*n*=36)	University educated mothers (*n*=60)
Child's gender			
Boy	25 (52%)	17 (47%)	35 (58%)
Girl	23 (48%)	19 (53%)	25 (42%)
Birth of order			
First	26 (54%)	24 (67%)	40 (72%)
Second	16 (33%)	11 (31%)	15 (27%)
Third	4 (8%)	0 (0%)	0 (0%)
Fourth	1 (2%)	1 (3%)	0 (0%)
Fifth	1 (2%)	0 (0%)	0 (0%)

Table 2 Continued

Charateristics of Sample (*N*=144)

	Primary school educated mothers	High school educated mothers	University educated mothers
Child's schooling			
Yes	46 (96%)	35 (97%)	59 (98%)
No	2 (4%)	1 (3%)	1 (2%)
Maternal work status			
Working	7 (15%)	8 (22%)	44 (73%)
Not working	41 (85%)	28 (78%)	16 (27%)
Mothers'marital status			
Married	45 (94%)	34 (94%)	58 (97%)
Divorced	2 (4%)	1 (3%)	2 (3%)
Widowed	1 (2%)	1 (3%)	0 (0%)

In terms of child's total years in kindergarten, the university educated mothers were significantly differentiated from high school educated mothers ($p < .001$) and primary school educated mothers ($p < .001$). The mean years of children in kindergarten was 2.10 for university educated mothers (SD = 1.06). However, mean years of children in kindergarten was 1.38 (SD = 0.64) for high school educated mother, whereas it was 1.10 (SD = 0.47) for primary school educated mothers. These two groups were not different from each other in terms of child's total school years ($p > .05$).

The three educational groups were also significantly different for maternal work status (χ^2 (2, N=144) = 45.03, $p < .01$). While 73 % of university educated mothers were working, 22 % of high school educated mothers were working and 15 % of primary school educated mothers were working.

Furthermore, the three groups were significantly different for family income level (χ^2(2, N=144) = 67.11, $p < .01$). While 71% of university educated mother had high income level, 26% of high school educated mothers had high income level and 10% of primary school educated mothers had high income level.

2.2. Materials

2.2.1. Sociodemographic Questionnaire: This form included questions about the target child and family characteristics. It had questions about the target child's date of birth, sex and order of birth. In addition to that, child's total years in kindergarten was asked. As family characteristics, maternal and paternal age, educational level, occupational status, marital status, and

family income are asked in the form. Furthermore, there were questions about pregnancy, birth and postpartum problems for the target child. It was also expected to indicate any developmental delay or disability in this form. It was also expected to indicate any psychiatric diagnosis.

2.2.2. Developmental Expectations Questionnaire: For this study we wanted to develop a questionnaire that assessed mothers' age expectations for developmental achievements in different domains that included social, emotional and cognitive domains. We also wanted to assess mothers' expectations in the area of social compliance as it was found to be an important domain for Turkish mothers (Yağmurlu et al., 2009). In order to explore the important domains for Turkish mothers from different educational backgrounds a pilot study was conducted where 4 mothers from different SES groups were interviewed with regard to their expectations for their children. The mothers were asked about expected developmental skills at certain age through open-ended questions. The important themes that emerged from these interviews were that lower educated mothers emphasized social compliance and behavioral autonomy more, whereas, higher educated ones emphasized self-assertiveness and social skills. A review of the literature and the present questionnaires led us to conclude that the Developmental Expectation Questionnaire used by Hess et al. (1980) was the most suitable one for our purposes. This questionnaire was adapted for the present study.

Hess et al's. (1980) original questionnaire was composed of 38 items. It included seven subscales: Emotional Maturity, Compliance,

Politeness, Independence, Social Skills, School-related Skills,Verbal Assertiveness and Miscellaneous. This questionnaire is administered mothers by asking them to indicate expected ages for mastery of each developmental skills.

For this study the subscales of Behavioral Autonomy, Emotional Maturity, Social Compliance, Social Skills and Assertiveness from the Hess questionnaire were kept. On the other hand, the items that were grouped under the Miscellaneous and School-related Skills subscales were not used. A subscale on cognitive skills was created for our questionnaire. Some items from the Behavioral Autonomy, Social Skills, Emotional Maturity, Social Compliance and Assertiveness subscales were not used as they were not evaluated to be relevant for our social and cultural norms. Furthermore, new items were added to examine maternal expectations extensively. For Behavioral Autonomy, two of items were kept (items 3 and 8) and six new items were added (items 1, 2, 4, 5, 6 and 7) to our questionnaire (see Appendix C for final version of the questtionnaire). For Emotional Maturity, three of items were kept (items 17, 18 and 19) and two new items (items 15 and 16) were created for our questionnaire. In Social Compliance subcategory, two of items were used (items 20 and 21) and five new items (items 22, 23, 24, 25 and 26) were created for our study. For Social Skills, four of items were kept (items 9, 11, 13 and 14) and two new items were added (items 10 and 12) for our questionnaire. In Assertiveness, two of items were used (items 28 and 29) and two new item (items 27 and 30) was created. In Cognitive Skills subcategory, seven new items were created

(items 31, 32, 33, 34, 35, 36 and 37). The final questionnaire consists of 37 items.

Behavioral autonomy has eight items. These items include self-care skills such as *toilet training and dressing (‘he/she can dress by himself/herself’*). It also involves ability to do things by oneself such as *playing by oneself for a half hour.* It also includes taking responsibility at home. *Social skills* has six items referring to behaviors involving other children such as *sharing toys with friends* and *waiting for turn in games* (‘*he/she can share his/her toys with his/her friends’)*. *Emotional maturity* has five items referring to emotional regulation and emotional expression such as *controlling the anger* and *expressing emotions (‘he/she can express his/her emotions’). Social compliance* category has seven items. It *includes* socially appropriate behaviors and moral behaviors (‘*he/she can thank or apologize when needed). Assertiveness* group has four items referring to behaviors such as *stating own desires* and *standing up for own rights (*‘*he/she can state his/her desires*’). *Cognitive skills* group has seven items referring to mental activities such as *knowing seasons* or *writing own name* (‘*he/she can count from one to ten’).*

The question; *at what age do you expect children to able to do these skills for the first time?* is printed at the top of the page in the questionnaire. Parents are expected to mark their age expectancy for each skill across five categories; namely; namely; at age 2 or younger, at age 3, at age 4, at age 5, at age 6 or later.

For the whole instrument, Cronbach's alpha was found to be .94 (37 items) in the present study. Cronbach's alpha was found to be .74 for Behavioral Autonomy subscale, .83 for Social Skills subscale, .81 for Emotional Maturity subscale, .87 for Social Compliance subscale, .85 for Assertiveness subscale, .87 for Cognitive Skills subscale.

2.2.3. The Importance of Developmental Skills Scale: This is another questionnaire that was designed for this study to examine how important each skill is for mothers. This questionnaire is composed of the same 37 items in the **Developmental Expectations Questionnaire**. Parents are expected to rate how important it is for them for a 5-year-old child to have mastered this skill on a likert scale of 1 to 5.

For the whole instrument, Cronbach's alpha was found to be .94 (37 items). Cronbach's alpha was found to be .81 for Behavioral Autonomy subscale, .83 for Social Skills subscale, .72 for Emotional Maturity subscale, .83 for Social Compliance subscale, .85 for Assertiveness subscale, .86 for Cognitive Skills subscale.

2.3. Procedure

The participating mothers were asked to fill out the questionnaires in the order; demographic questionnaire, Developmental Expectations questionnaires and the Importance of Developmental Expectations Questionnaire.

The author and another trained research assistant assisted the lower educated mothers in filling out the questionnaires. Mothers were given information about the study and the questionnaires were filled out in

participants' houses or in children's schools. The completion of the questionnaires took about 20 minutes.

For higher educated mothers, questionnaires were sent to the mothers in an envelope through the schools of the children. In case of any questions by mothers, there was a telephone number which the mothers could contact with the interviewers and ask their questions. These questionnaires were collected in sealed envelopes.

3. Results

3.1. Developmental Expectations

The five age category was coded by assigning scores of 1, 2, 3, 4 and 5. While lower numbers indicate earlier age expectations, higher numbers indicate later age expectations. For instance; '*Younger than 2 or 2 years old'* was coded with 1, '*6 and older than 6 years old'* was coded with 5.

The mean of scores was calculated for each subcategory in developmental expectations questionnaire. The mean of scores in each category was compared across three educational groups in the analyses.

The correlation analysis was conducted to determine associations across six subcategories. Each subcategory was found to be positively correlated with other subcategories in developmental expectations questionnaire (see Table E1).

Furthermore, correlation analysis was conducted to determine association between demographic variables and dependent variables. Maternal age was found to have negative correlation with developmental expectations for assertiveness and cognitive skills. Furthermore, total years

of child in kindergarten were also found to be negatively correlated with developmental expectations for social skills, emotional maturity, social compliance, assertiveness and cognitive skills (see Table E1).

In order to test one of hypotheses which expected to find significant difference across three educational groups in terms of age expectations for six developmental domains, MANCOVA was carried out. Due to association between maternal age and total school years with age expectations, we used multiple analyses of covariance (MANCOVA) to analyze differences in six subcategories in three education groups, while taking maternal age and total school years as covariates. It was found that there was significant difference in three education groups in terms of age expectations (*Wilks' Λ* = .74, *F* (6,128) = 3.21, *p* <.001, η^2 = .14*).*

Table 3

MANCOVA (Controlling for Maternal Age and Total Years at Kindergarten) Results for Developmental Expectations of Three Educational Groups

Variables	MANCOVA			
	df	F	*p*	η^2
Behavioral Autonomy	2	0.60	.54	.00
Social Skills	2	3.44	.03	.05
Emotional Maturity	2	0.54	.58	.00
Social Compliance	2	4.31	.01	.06
Assertiveness	2	4.95	.00	.07
Cognitive Skills	2	10.17	.00	.13

There was a significant difference in three educational groups in terms of expectations for Social Skills (F (2,131) = 3.44, $p < .05$, $\eta^2 = .05$), Social Compliance (F (2,131) = 4.31, $p < .05$, $\eta^2 = .06$), Assertiveness (F (2,131) = 4.95, $p < .01$, $\eta^2 = .07$), Cognitive Skills (F (2,131) = 10.17, $p < .01$, $\eta^2 = .13$). However, there was no significant difference in three educational groups for expectations of Behavioral Autonomy (F (2, 131) = 0.60, *ns.*) and Emotional Maturity (F (2, 131) = 0.54, *ns.*) (see Table 3).

Post-hoc analysis, LSD test was conducted to determine group difference for each developmental domain. In terms of social skills, primary school educated mothers were found to expect their children to achieve social skills at later ages (M = 3.44, SD = 0.59), when compared to high school educated mothers (M = 3.03, SD = 0.68*)* and university educated mothers (M = 2.93, SD = 0.66). However, high school educated mothers and university educated mothers were found to expect their children to acquire social skills at similar ages (see Table 4).

In terms of emotional maturity, there was no significant difference across three educational groups (F(2,131*)* = 0.54, *ns.*). Three educational groups of mothers were found to expect their children to achieve emotional skills such as emotional expression, emotional regulation and self-control at similar ages (see Table 4).

Contrary to our hypotheses, primary school educated mothers had later age expectations for social compliance (M = 3.30, SD = 0.62), when compared to high school educated mothers (M = 2.80, SD = 0.86) and university educated mothers (M = 2.71, SD = 0.74). However, high school

educated mothers and university educated mothers had similar age expectations for social compliance (see Table 4).

As hypothesized, primary school educated mothers were found to expect their children to acquire cognitive skills at later age (M = 3.76, SD = 0.54), when compared to high school educated mothers (M = 3.21, SD= 0.71) and university educated mothers (M = 2.95, SD =0.64). On the other hand, high school educated mothers and university educated mothers were not different from each other in terms of age expectations for cognitive skills (see Table 4).

Contrary to our hypotheses, results showed that there was no significant difference across educational groups in terms of age expectations for behavioral autonomy (F (2,131) = 0.60, *ns.*).

Each group of mothers had similar age expectations for behavioral autonomy. However, primary school educated mothers was found to have earlier expectations for item '*he/she can use toilet by himself/herself and be cleaned after toilet'* (M = 2.51, SD = 0.97), compared to high school educated mothers (M=3.00, SD=0.79) and university educated mothers (M = 2.87, SD = 1.02) (see Table 4).

As hypothesized, the results showed that there was significant difference in three education groups in terms of age expectations for assertiveness (F (2, 131) = 4.95, p <.01, η^2 = .07).

Table 4

Means, Standard Deviations, Minimum and Maximum Values for Developmental Expectations as a Function of Maternal Education

	Primary school educated mothers (*n*=48)				High school educated mothers (*n*=36)				University educated mothers (*n*=60)			
Developmental Expectations (1= earliest age,5 = latest age)	M	(SD)	Min.	Max.	M	(SD)	Min.	Max.	M	(SD)	Min.	Max.
Behavioral Autonomy	2.56	(0.53)	1.13	3.88	2.52	(0.57)	1.63	4.25	2.51	(0.66)	1.25	3.63
Social Skills[a,b]	3.44	(0.59)	2.33	4.50	3.03	(0.68)	1.50	4.50	2.93	(0.66)	1.33	4.67
Emotional Maturity	3.26	(0.86)	1.60	4.80	3.00	(1.03)	1.00	4.80	2.95	(0.83)	1.20	4.60
Social Compliance[a,b]	3.30	(0.62)	1.86	4.43	2.80	(0.86)	1.29	4.43	2.71	(0.74)	1.29	4.14
Assertiveness[a,b]	3.36	(0.77)	1.75	5.00	2.87	(0.85)	1.50	4.75	2.61	(0.78)	1.00	4.50
Cognitive Skills[a,b]	3.76	(0.54)	2.43	5.00	3.21	(0.71)	1.86	4.43	2.95	(0.64)	1.43	4.43

Notes. Higher mean scores refer to later age expectations for developmental skills, [a] $p<.05$ difference between primary school educated mothers and high school educated mothers, [b] $p<.05$ difference between primary school educated mothers and university educated mothers.

Primary school educated mothers were found to expect their children to achieve assertiveness skills at later ages (M= 3.36, SD= 0.77), when compared to high school educated mothers (M = 2.87, SD= 0.85) and university educated mothers (M = 2.61, SD = 0.78). However, there was no difference in age expectations for assertiveness between high school educated mothers and university educated mothers (see Table 4).

Overall, primary school educated mothers seem to be a unique group differentiated from other two groups in terms of their age expectations for social skills, social compliance, assertiveness and cognitive skills, while they seem to have similar age expectations for behavioral autonomy and emotional maturity with other two groups.

3.2. Importance of Developmental Skills

Correlation analysis was conducted to determine association between demographic variables and importance of developmental skills. Child's age was found to be positively correlated with importance given to cognitive skills (r (142) =.19 p < .01). However, there was no correlation found between other demographic variables and importance of developmental skills (see Table E2). Therefore, MANOVA was carried out to test our hypotheses which stated that there would be significant difference in three educational groups in terms of importance of developmental skills.

The results showed that there was significant difference across educational groups in terms of importance given to developmental skills ($Wilks'\ \Lambda$ = .82, F (6,138) = 2.35, p < .01, η^2 = .09). However, when each

developmental category was evaluated in detail, it was found that there was only significant difference across groups for Social Compliance ($F(2,141)= 4.15$, $p < .05$, $\eta^2 = .05$). There was no significant difference found across groups for Behavioral Autonomy ($F(2,141)= 1.08$, *ns.*), Social Skills ($F(2,141) = 0.17$, *ns.*), Emotional Maturity ($F(2,141) = 0.24$, *ns.*), Assertiveness ($F(2,141) = 1.41$, *ns.*), Cognitive Skills ($F(2,141) = 0.40$, *ns.*) (see Table 5).

Table 5

MANOVA Results for Importance of Developmental Skills for Three Educational Groups

Variables	MANOVA			
	df	F	*p*	η^2
Behavioral Autonomy	2	1.08	.34	.01
Social Skills	2	0.17	.83	.00
Emotional Maturity	2	0.24	.78	.00
Social Compliance	2	4.15	.01	.05
Assertiveness	2	1.41	.24	.02
Cognitive Skills	2	0.40	.66	.00

Tukey's test was conducted to identify source of difference across groups in terms of social compliance. It was found that primary school educated mothers gave more importance to social compliance ($M = 4.53$, $SD = 0.07$), compared to university educated mothers ($M = 4.27$, $SD =$

0.06). However, there was no significant difference between primary school educated and high school educated mothers in terms of importance given to social compliance (see Table 6).

3.3. Additional Analyses

Correlation analysis was conducted to determine association between developmental expectations and importance of developmental skills. Developmental expectation for cognitive skills was found to be significantly correlated with importance given to assertiveness ($r(142) = -.30$, $p < .01$). However, there was no significant correlation between other developmental expectations and importance of developmental skills (see Table E3).

In order to determine whether mothers' expectations are different for boys and girls in three education groups, 2x3 MANOVA was carried out. There was no main effect of gender on developmental expectations (*Wilk's* $\Lambda = .94$, $F(5,128) = 2.94$, *ns.*). Furthermore, there was no interaction effect of gender and mothers' educational level on developmental expectations (*Wilk's* $\Lambda = .93$, $F(5,128) = 0.73$, *ns.*).

To determine whether the importance of developmental skills is different for boys and girls in three education groups, 2x3 MANOVA was carried out. There was no main effect of gender on importance of developmental skills (*Wilk's* $\Lambda = .97$, $F(5,137) = 0.58$, *ns.*). Moreover, there was no interaction effect of gender and mothers' educational level on importance of developmental skills (*Wilk's* $\Lambda = .91$, $F(5,137) = 1.00$, *ns.).*

Table 6

Means, Standard Deviations, Minimum and Maximum Values for Importance of Developmental Skills as a function of Maternal Education

Importance of Skills	Primary school educated mothers (*n*=48)				High school educated mothers (*n*=36)				University educated mothers (*n*=60)			
(1=unimportant,5=most important)	M	(SD)	Min.	Max.	M	(SD)	Min.	Max.	M	(SD)	Min.	Max.
Behavioral Autonomy	4.36	(0.52)	2.38	5.00	4.24	(0.52)	2.75	5.00	4.23	(0.49)	3.25	5.00
Social Skills	4.53	(0.50)	3.17	5.00	4.47	(0.45)	3.33	5.00	4.48	(0.47)	3.00	5.00
Emotional Maturity	4.59	(0.43)	3.20	5.00	4.63	(0.33)	3.80	4.86	4.57	(0.46)	2.80	5.00
Social Compliance[a]	4.53	(0.52)	2.14	5.00	4.32	(0.45)	3.29	5.00	4.26	(0.48)	2.71	5.00
Assertiveness	4.60	(0.61)	1.25	5.00	4.63	(0.49)	3.25	5.00	4.75	(0.36)	3.75	5.00
Cognitive Skills	4.33	(0.55)	2.57	5.00	4.25	(0.57)	2.86	5.00	4.24	(0.60)	2.71	5.00

[a] $p<.05$ difference between primary school educated mothers and university educated mothers.

4. Discussion

In the literature, parental expectations are thought to reflect parental beliefs, values and perceptions about child development (Durgel et al., 2013; Goodnow et al., 1984, Hess et al., 1980; Mansbach & Greenbaum, 1999; Nacak et al., 2011; Ninnio, 1979; Rosenthal &Roer- Strier, 2001). These expectations are indirectly related to the way how parents raise their children (Goodnow et al., 1984; Durgel et al., 2013; Williams & Williams, 2000). It was emphasized that these expectations are thought to be shaped by cultural and socioeconomic factors (Goodnow et al., 1984; Hess et al., 1980; Keller et al., 1984; Rosenthal & Roer- Strier, 2001; Willemsen & van de Vijyer, 1997;Winskel et al., 2013).

The present study involved mothers from different neighborhoods in a metropolis, Istanbul. The present study aimed to investigate how parental expectations are shaped by different social environments in Istanbul by taking maternal education as a variable. Due to distribution of the sample, there were three education groups of mothers compared in terms of age expectations. While primary school educated mothers were regarded as lower educated group, high school educated and university educated mothers were regarded as higher educated group. The present study found support for main hypotheses which stated that there is a significant difference between lower educated and higher educated mothers for developmental expectations. High school educated and university educated mothers were found to have similar age expectations from their children.However, primary school educated mothers were found to be

differentiated from higher educated mothers. This group's differentiation lends support for that maternal expectations are shaped in socioeconomic environment. This result is compatible with other studies on parental expectations in Turkey (Durgel et al., 2012, Nacak et al., 2011).

The present study showed that while education groups mainly differentiated from each other for four developmental domains, they were also close to each other for two developmental domains. It is important to discuss each developmental domain in detail to interpret results accurately.

As hypothesized, primary educated mothers have later expectations for cognitive skills compared to high school educated mothers and university educated mothers. These results are compatible with previous studies. Previous studies showed that expectations for cognitive skills are primarily influenced by parental socioeconomic status and parental education (Mansbach & Greenbaum, 1999; Ninnio,1979; Nacak et al., 2011).

In the literature, maternal education is found to be related with child's cognitive development (Harding, 2015, Magnuson, Sexton, Davis-Kean, & Huston, 2009; Schady, 2011) Studies showed that increase in maternal education is related to increase in learning materials and cognitively stimulative activities in home environment (Harding, 2015; Magnuson et al., 2009). It is possible that higher educated mothers make more investment in the intellectual domain and they design learning environment of children to achieve these skills (Şengönül, 2011). Kohn's theory emphasized that higher educated and middle class people work with

more abstract concepts. They are required to use complex intellectual skills. They are aware of importance of these skills in working environment. Therefore, they might expect their children to achieve these skills earlier. As shown in the present study, it is meaningful to find that higher educated mothers also expect their children to acquire cognitive skills earlier.

In addition, university educated mothers are found to send their children to kindergarten earlier compared to other two groups. Although there were only a few children not going to kindergarten, total years of a child in kindergarten differentiated university educated mothers from the other two groups. Therefore, it is also possible that mothers sending their children to kindergarten earlier also become aware of expectations for cognitive skills in kindergarten. Therefore, they tend to introduce cognitive activities to their children and expect them to succeed in these activities. However, it might be that the parents being aware of importance of these skills send their children to kindergarten earlier. It is difficult to estimate direction of the relationship between the two. However, it should be noted that the present study still found significant difference across the three education groups for expectations of cognitive skills by controlling the child's total years in kindergarten.

In terms of social skills, primary school educated mothers have later expectations when compared to high school educated and university educated mothers. On the other hand, high school educated mothers and university educated mothers had similar expectations for social skills. This result seems to be compatible with other studies. Past studies found that

higher educated mothers have earlier expectations for acquistion of social skills (Nacak et al., 2011; Williams & Williams, 2000; Williams & Williams, 2000).

On the other hand, university educated mothers differentiated from other two groups in terms of their children's total years in kindergarten as mentioned before. One study showed that mothers who have earlier expectations for social skills also send their children to good quality kindergartens (Holloway & Reichhart-Erickson, 1989). It showed that mothers actually expect their children to develop their social skills by sending them to kindergarten. It is possible that higher educated mothers expect their children to achieve social skills earlier, therefore, they send their children to kindergarten at earlier age.

Contrary to our hypotheses, the present study showed that primary educated mothers have later expectations compared to higher educated mothers for social compliance. However,when mothers were also asked how much important social compliance is, primary school educated mothers were to give more importance to social compliance compared to other groups. Therefore, it is important to note that lower educated mothers expect later developmental age but give more value on social compliance. It is possible that lower educated mothers might be tolerant to noncompliant behaviors of their children until certain age, but then they might have more expectations for compliance.

The studies in Turkey also showed similar result in terms of social compliance. One study comparing expectations of higher educated and

lower educated mothers for social compliance in Istanbul found that higher educated mothers had earlier expectations (Nacak et al., 2011). Similarly, Yagmurlu et al. (2009) compared lower educated and higher educated mothers'socialization goals in Turkey. Both groups of mothers emphasized proper demeanour and social compliance as important goals for their children. Furthermore, Durgel et al. (2009) investigated Turkish immigrant mothers' socialization goals. It was shown that Turkish immigrant mothers want their children to follow moral rules. Although social compliance is regarded as a value that is more related to collectivistic value orientation and to be endorsed highly by lower educated mothers as a socialization goal (Durgel et al., 2009; Yagmurlu. et al., 2009), higher educated mothers expect these skills to develop earlier.

On the other hand, university educated mothers send their children to kindergarten earlier as mentioned before. In kindergarten, children often begin to learn social rules and social behaviors so children going to kindergarten earlier begin to behave according to social rules. Parents can observe child's social behaviors; thus, they expect children to achieve these skills earlier. Therefore, this finding could be interpreted with school factor. It is important to note that maternal education was found to be significant factor for expectations of social compliance by controlling child's total years in kindergarten.

Child's total years in kindergarten could be a factor contributing relationship between maternal education and maternal expectations. It could be also a separate factor in shaping maternal expectations. Future studies

should focus on child's schooling to understand its relationship with maternal expectations.

In terms of emotional maturity, the present study has not mentioned any hypotheses. Results showed that each group of mothers had similar expectations for dealing with disappointments, controlling anger and coping with fears.

Past studies showed that there are differences across cultures in terms of emotional control (Hess et al., 1980; Rosenthal & Roer-Strier, 2001). For instance; Japanese mothers were found to expect their children to acquire self-control earlier compared to American mothers (Hess et al., 1980). In another study, Soviet born mothers in Israel were found to have earlier expectations for emotional control compared to Israel mothers (Rosenthal & Roer-Strier, 2001). These studies showed that emotional control could be expected and valued in some cultures. Emotional control could be also a desired characteristic for Turkish mothers.

The few studies on developmental expectations in Turkey showed that high educated mothers expect autonomy related skills to develop earlier when compared to low educated mothers (Nacak et al., 2011). As socialization goals, high educated mothers emphasized autonomy and self-enhancement more compared to lower educated mothers in Turkey (Yagmurlu et al., 2009). The present study found that high educated mothers expected assertiveness earlier compared to lower educated ones but there were no difference between two in terms of behavioral autonomy. Therefore, the results are compatible with other studies' findings in terms of

assertiveness. However, it should be tentative in comparing the present study with past studies due to the fact that definition of autonomy is different. Past researchers defined autonomy with both self-care and self-assertiveness. However, the present study investigated self care skills and assertiveness skills as different categories.

In our hypotheses, primary educated mothers would be expected to have earlier expectations for behavioral autonomy. On the contrary to our hypotheses, each educational group has similar age expectations for behavioral autonomy which is defined with ability to do things by himself and taking responsibility. Behavioral autonomy would be also important for higher educated groups, they would also expect their children to take responsibility and do things by themselves as lower educated group. On the other hand, this result might be also related to how they define behavioral autonomy in their cognitions. For instance; in one study, Israel mothers were compared with Japanese mothers in terms of their view on autonomy (Osterweil & Nagano, 1991). Although both groups of mothers emphasized instrumental independence defined with the childs' ability to do things by himself (getting dressed, washing, taking food, helping set the table), their cognitions on instrumental independence were different from each other. While Israeli mothers defined these behaviors as independence, Japanese mothers did not regard these behaviors as independence. Rather Japanese mothers mention that child's self care behaviors are associated with child's obedience (Osterweil & Nagano, 1991).

Similarly, Anglo mothers and Puerto Rican mothers were compared in terms of their behaviors toward self-feeding, toilet training and sleeping (Schulze et al., 2002). While Anglo mothers think that pushing child during toilet training would lead to frustration on the child and prefer to behave more patiently towards the child, Puerto Rican mothers see toilet training as essential for school and are more involved with toilet training. Puerto Rican mothers emphasized societal expectations from the child, whereas Anglo mothers emphasized child's psychological well-being (Schulze et al., 2002).

In this study, parents' rationale behind their expectations for behavioral autonomy was not studied. It is possible that lower educated mothers expected their children to do things by themselves to meet society's expectations (Schulze et al., 2002). Furthermore, they might regard these behaviors as obedience to parents (Osterweil & Nagano, 1991). Therefore, future studies should explore the meaning of behavioral autonomy for parents to get accurate information about parents' expectations of autonomy

As hypothesized, primary school educated mothers expected later acquisition of assertiveness skills compared to university educated and high school educated mothers. This result was compatible with Kagıtcıbası's conceptualization (Kagıtcıbası, 2005). As she emphasized that autonomy has become an important value especially for urban, high educated mothers compared to urban, low educated ones, the present study found significant difference between two groups.

Through social changes, there has become a pressure on people to be more competent and assertive in Turkey. People have begun to give more

value on these characteristics to adapt society (Kagıtcıbası & Ataca, 2005). These characteristics are highly demanded especially in career. High educated and working mothers might be more exposed to these demands in work conditions. Therefore, it is expected that they put more emphasize on assertiveness for themselves but also for their children as well. Although social changes expand its influences on each social structure, that is to say, on low educated mothers too, there might not be marked influence as happened for high educated mothers. As Kohn hypothesized, parental occupational status could be also related to parental values for their children (Kohn, 1963). Therefore, future studies should focus on maternal occupational status and work status in terms of autonomy expectations.

On the other hand, maternal expectations are found to be differentiated for behavioral autonomy and psychological autonomy. Although higher educated mothers had ealier expectations for skills in four developmental domain, their expectations were close to primary school educated mothers for behavioral autonomy. This finding showed that autonomy might have different dimensions. However, future studies are needed to support our findings.

It is important to note that higher educated mothers generally expected their children to achieve developmental skills at early ages. However, lower educated mothers had also earlier age expectations for some domains; behavioral autonomy and emotional maturity. The lower educated and higher educated mothers had similar age expectations for skills in these two domains. These developmental skills might have a

cultural value for Turkish mothers regardless of their education level. These skills could be a common concern for Turkish mothers, thus; these skills could be expected to be achieved at similar ages. Future studies should investigate Turkish mothers'concern for achievement of these developmental skills.

One limitation of the present study is that it is unknown whether each skill was understood in the same way for the mothers. In the present study, each skill was defined with specific examples, for instance, one item was 'he/she can dress by himself/herself (e. g. putting on t-shirt, trousers and shoes)'. However, there were a few items which could be understood in different way for the mothers. For instance, 'he/she knows shameful behaviors' is ambiguous item due to the fact that behaviors are not well-defined. This item is open to interpretations. Although there were a few items which can be ambiguous, future studies should define each skill with detailed descriptions and specific examples.

Another limitation of the present study is acquiescence bias for questionnaire asking importance of each skills. In this questionnaire, mothers were tend to rate each skills as 'very important'. The findings showed that there was not much variance across groups for importance given to each skill. Besides that, there is also a social desirability bias which could interfere with our findings for importance questionnaire. Therefore, it is important to be careful in interpreting findings of importance questionnaire. Furthermore, future studies should investigate importance of

developmental skills by asking open-ended questions. It would be give more accurate information about mothers' values for developmental skills.

One of the limitations of the present study is collecting data from mothers in Istanbul. Although Istanbul is a metropolis in which different socioeconomic structures can coexist together, it has unique features which could not be seen in other areas in Turkey. It is unknown whether Turkish mothers living in Istanbul represent all mothers living in Turkey. Therefore, it is difficult to generalize findings of the present study to entire Turkish mothers. The present study gives information about Turkish mothers' expectations from different educational level in Istanbul. Therefore, future studies should focus on investigating other places in Turkey to get accurate picture of Turkish mothers'expectations.

Another limitation of the present study is that there could be other factors contributing to the relationship between maternal education and maternal expectations. These factors which are parental stress, work satisfaction, life satisfaction, work status, social support, parental efficacy beliefs and child characteristics are shown to be related to parental cognitions and parenting behaviors (Abidin, 1992; Murphey, 1992). Therefore, it is difficult to estimate unique contribution of maternal education on maternal expectations. Rather it is more accurate to keep other factors in mind when interpreting findings of the present study. Although these factors are often related to each other and it is difficult to examine each one separately, future studies should focus on controlling possible

variables interfering in investigating relationship between maternal education and maternal expectations.

Furthermore, parental expectations are thought to be related to values placed on a developmental skill in a society (Hess et al., 1980). Especially, early expectations of parents are thought to reflect values of parents in a given society (Hess et al, 1980). The present study showed that maternal expectations for developmental skills are not related to importance given to developmental skills. Although parental expectations can give information about parental values in a given society, it could be misleading to think them as equal concepts (Goodnow et al., 1984). Rather parental expectations reflect parental beliefs and perceptions of child development in a particular society. Therefore, it is important to be careful in interpreting parental expectations as values.

The present study gives information about parents' perceptions, beliefs and values about child development. It does not investigate how these expectations are related to parental stimulative activities for children. In the literature, there were only few studies on investigating relationship between parental expectations and caregiving activities. Future studies should focus on how parental expectations related to stimulative activities of parents. Furthermore, another concern should be how parental underestimation or overestimation in terms of developmental skills is related to parenting behaviors and child developmental outcomes for future studies.

The present study investigated Turkish mothers' developmental expectations and autonomy expectations in metropolitan area, Istanbul.

Istanbul provided an opportunity to examine mothers'expectations from different educational background. The present study showed that maternal expectations were differentiated by maternal education. It emphasized that mothers' expectations are shaped in a socioeconomic environment. It showed the necessity to examine different socioeconomic contexts in a given culture. Furthermore, the present study emphasized that child's schooling can be an important factor in contributing maternal expectations. The necessity of examining relationship between school factor and maternal expectations are shown in the present study. Moreover, the present study showed that maternal expectations for behavioral and psychological autonomy could be different. It was shown that autonomy can be handled with two categories. The present study also emphasized that maternal expectations might not be a reflection of maternal values; thus, maternal expectations should be handled with a broader perspective by thinking of it as a comprehensive concept.

The findings of the present study emphasized that it is necessary to develop intervention programs to show parents the gap between parental expectations and a child's developmental abilities. Furthermore, it is important to show parents how their expectations influence their parental responses and interfere with their children development through intervention programs.

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APPENDICES

APPENDIX A

Informed Consent Form

İSTANBUL BİLGİ ÜNİVERSİTESİ

ANNELERİN OKUL ÖNCESİ YAŞTA ÇOCUKLARINDA ÖZERKLİK BECERİLERİNE DAİR BEKLENTİ VE TUTUMLARI ARAŞTIRMA PROJESİ

BİLGİLENDİRME FORMU

Değerli Katılımcı,

İstanbul Bilgi Üniversitesi Psikoloji Bölümü öğretim üyesi Yard. Doç Dr. Zeynep Çatay ve Klinik Psikoloji Yüksek Lisans öğrencisi Çağla Sedef Güngör'ün Annelerin Okul Öncesi Yaşta Çocuklarında Özerklik Becerilerine Dair Beklenti ve Tutumları konulu araştırma projesine katılımınızı rica ediyoruz.

Bu çalışma beş yaşında çocuğu olan anneleri kapsamaktadır. Annelerden çocuklarının farklı alanlardaki becerilerini değerlendiren ve bu becerilerin nasıl ve ne zaman geliştiğine dair düşüncelerini konu alan bazı anketler doldurmaları istenmektedir. Bu anketlerin doldurulmasının 20-30 dakikanızı alması beklenmektedir.

Katılımcı olarak kimliğiniz gizli tutulacaktır. Formların üstüne adınız ve soyadınız yazılmayacaktır ve çalışmanın sonuçları toplu bir şekilde değerlendirilecektir. Kimlik bilgileriniz sadece bu onay formu üstünde belirtilecektir ve bu form doldurduğunuz anketlerden ayrı bir şekilde saklanacaktır. Bu çalışmaya katılım gönüllülük esasına dayanmaktadır. Dilediğiniz noktada araştırmaya katılmaktan vazgeçebilirsiniz. Eğer çalışmaya katılmaya gönüllü olursanız bütün soruları olabildiğince samimi bir şekilde cevaplamaya çalışmanız sonuçların sağlıklı olması açısından çok önemlidir.

Çalışmayla ilgili sorularınız olursa Çağla Sedef Güngör'e csgngr@gmail.come-posta adresinden ya da Yard. Doç. Dr. Zeynep Çatay'a zeynep.catay@bilgi.edu.tr adresinden veya (212) 311 76 16 numaralı telefondan ulaşabilirsiniz. Çalışmanın sonuçları ile ilgili olarak bilgi almak isterseniz araştırmacı Sedef Güngör'le bağlantıya geçebilirsiniz.

Vereceğiniz dikkatli ve samimi cevaplar ve çalışmaya yapacağınız katkılardan dolayı size şimdiden teşekkür ederiz.

Çağla Sedef Güngör
İstanbul Bilgi Üniversitesi
Klinik Psikoloji Yüksek Lisans Programı Öğrencisi

Yard. Doç. Dr. Zeynep Çatay
İstanbul Bilgi Üniversitesi
Psikoloji Bölümü

Yukarıda bu araştırmayla ilgili verilen bilgileri okudum, anladım ve bu araştırmaya katılmayı kabul ediyorum.

Ad Soyad:_____

Tarih: _____

İmza: _____

APPENDIX B

Sociodemograhic Questionnaire

Katılımcı No:_ _ _

Demografik Bilgi Formu

Eğer birden fazla çocuğunuz varsa lütfen bu formu 5 yaşındaki bir çocuğunuzu düşünerek yanıtlayınız.

1. Çocuğunuzun doğum tarihi:____/____/____
2. Çocuğunuzun cinsiyeti: 1) Kız 2) Erkek
3. Çocuğunuzun kardeşi var mı? Var ise kardeş(ler)in yaş ve cinsiyetlerini belirtiniz:
   _____

   _____
4. Yaşınız: .....
5. Eğitim durumunuz 1) Okuryazar değil 2) İlköğretim 3) Lise
   4) Üniversite 5) Yüksek lisans
6. Çalışıyor musunuz? 1) Evet 2) Hayır
7. Mesleğiniz .....
8. Medeni durumunuz 1) Evli 2) Bekar 3) Boşanmış 4) Ayrı Yaşıyor
   5) Dul

*Eğer evli iseniz, lütfen soru 9, 10 ve 11'i cevaplayınız.

9. Eşinizin yaşı .....
10. Eşinizin eğitim durumu 1) Okuryazar değil 2) İlköğretim 3) Lise
    4) Üniversite 5) Yüksek lisans
11. Eşinizin mesleği .....
12. Ailenizin toplam aylık gelir seviyesi nedir?
    1) 0-1,000 aralığı 2) 1,000-3,000 aralığı 3) 3,000-5,000 aralığı
    4) 6,000-8,000 aralığı 5) 8,000 - 12,000 aralığı 6) 12,000 ve üstü
13. Hamilelik döneminde ve doğumda aşağıdaki sorunlardan birini yaşadınız mı? Uygun olan şıkları işaretleyiniz.

a) Gebelik döneminde sağlık sorunları, varsa açıklayınız_____
b) Erken doğum
c) Düşük doğum kilosu
d) Doğum sırasında sorunlar
e) Doğum sonrasında özel bakım gereksinimi, varsa açıklayınız:_____

13. Çocuğunuzun fiziksel engeli var mı? 1) Evet 2) Hayır

Var ise açıklayınız _____

14. Çocuğunuzun zihinsel engeli var mı? 1) Evet 2) Hayır

Var ise açıklayınız _____

15. Çocuğunuz gelişiminde herhangi bir gecikme ya da sorun yaşandı mı?

(Fiziksel gelişim, dil gelişimi, bilişsel ya da duygusal, sosyal alanda)

1) Evet 2) Hayır

Evet ise ne tür bir sorun olduğunu açıklayınız:

_____

_____

16. Çocuğunuz okula gidiyor mu? 1) Evet 2) Hayır

Evet ise, toplam kaç yıldır okula gittiğini belirtiniz:

_____

17. Annenin tanı almış herhangi bir psikiyatrik rahatsızlığı var mı?

1)Evet 2) Hayır

Evet ise açıklayınız:

_____

18. Çocuğunuz için daha önce hiç psikolojik yardım aldınız mı?

1) Evet 2) Hayır

Evet ise, hangi konularda, ne kadar süreyle yardım aldınız?

_____

_____

19. Anne-babalık konusunda hiç eğitim aldınız mı, seminerlere katıldınız mı?

1) Evet 2) Hayır

Evet ise kaç saatlik, hangi konular üstüne bir eğitim aldığınızı belirtiniz:

_____

_____

APPENDIX C

Developmental Expectations Questionnaire (with subtitles)

Katılımcı No: ____

Aşağıda çocukların gösterdikleri belli başlı becerilerle ilgili örnekler var. Size göre aşağıdaki becerileri çocukların <u>ilk kez</u> kaç yaşında yapabileceğini uygun şıkkı işaretleyerek belirtiniz.

(Davranışsal Özerklik)

1.Oyuncaklarını toplayabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

2.Tuvalet ihtiyaçlarını kendi başına karşılar. (Küçük tuvaletini kendi başını yapıp, altını silip, ellerini yıkayabiliyor olması)

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

3.Yemek zamanı boyunca masada oturup, kendi başına yiyebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

4.Giysilerini kendi kendine giyebilir.(Pantolon, tişört ve ayakkabısını kendi başına giyebiliyor olması)

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

5.Bütün gece kendi yatağında uyur.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

6.Ne giyeceğine kendi karar verebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

7.Yarım saat kendi başına oynayabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

8.Evde bazı sorumlulukları alabilir. (Masayı kurmaya yardım etmek gibi.)

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

(Sosyal Beceriler)

9. Arkadaşlarıyla oynarken sırasını bekleyebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

10. Oyunları kurallarına göre oynar.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

11. Oyuncaklarını arkadaşlarıyla paylaşabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

12. Arkadaşlarıyla beraber oyun kurabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

13. Arkadaşlarıyla olan tartışmalarını kendi başına çözebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

14. Diğer çocukların duygularına karşı duyarlılık gösterir. (Arkadaşının üzüleceğini anlayabilmesi, arkadaşını teselli edebilmesi gibi)

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

(Duygusal Beceriler)

15. Duygularını dile getirebilir.('Üzüldüm', 'sevindim', 'kızdım' diyebiliyor olması)

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

16. Bir şeyden korktuğu zaman büyüklerden destek alarak korkusunu yatıştırabilir ve sakin kalabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

17. Öfkesini kontrol edebilir.(Öfkesini vurup kırmadan, bağırıp çağırmadan gösterebiliyor olması)

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

18. Kolay ağlamaz.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

19. Bir şey elde edemediğinde ağlamadan başa çıkabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

(Sosyal Uyum Becerileri)

20. Evde kendisine seslenildiğinde meşgul olduğu aktiviteyi bırakıp cevap verir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

21. Uyarıldığında yanlış davranışı sonlandırır.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

22. Kendisinden istenildiğinde basit ev işlerine yardımcı olur.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

23. Ayıp davranışları bilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

24. Kendinden küçüklere karşı koruyucu davranır.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

25. Gelen misafirleri uygun şekilde karşılar.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

26. Gerektiği zaman 'özür dilerim' ve 'teşekkür ederim' diyebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

(Kendini Ortaya Koyma Becerileri)

27. İsteklerini net ifade edebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

28. Kendisine sorulan sorulara net cevap verebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

29. Kendi haklarını koruyabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

30. Bir konuda fikrini ifade edebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

(Bilişsel Beceriler)

31. Dikkatini en az yarım saat bir aktivite üstünde toplayabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

32. Kendisine okunan bir hikayeyi geri anlatabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

33. 1'den 10'a kadar sayabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

34. Hangi mevsimde olduğunu söyleyebilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

35.Haftanın günlerini bilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

36. Kendi adını yazabilir.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

37. 1'den 10'a kadar rakamları tanır.

a) 2 yaşında ya da daha erken **b)** 3 yaşında **c)** 4 yaşında **d)** 5 yaşında **e)** 6 yaşında ya da daha sonra

APPENDIX D

Importance of Developmental Skills Scale

Katılımcı No: ___

5 yaşına gelmiş bir çocuğun aşağıdaki davranışları yapabilmesi sizin için ne kadar önemlidir? Uygun düşen puanı sorunun yanında belirtiniz.

1 ☆	**2 ☆ ☆**	**3 ☆ ☆ ☆**	**4 ☆ ☆ ☆ ☆**	**5 ☆ ☆ ☆ ☆ ☆**
Hiç önemli değildir	**Biraz önemlidir**	**Orta önemdedir**	**Önemlidir**	**Çok önemlidir**

1. Oyuncaklarını toplaması _____
2. Tuvalet ihtiyaçlarını kendi başına karşılaması _____
3. Yemek zamanı boyunca masada oturup, kendi başına yemesi _____
4. Giysilerini kendi kendine giymesi _____
5. Bütün gece kendi yatağında uyuması _____
6. Ne giyeceğine karar verebilmesi_____
7. Yarım saat kendi başına oynayabilmesi _____
8. Evde bazı sorumlukları alabiliyor olması_____
9. Arkadaşlarıyla oynarken sırasını bekleyebilmesi_____
10. Oyunları kurallarına göre oynaması _____
11. Oyuncaklarını arkadaşlarıyla paylaşması _____
12. Arkadaşlarıyla beraber oyun kurabilmesi _____
13. Arkadaşlarıyla olan tartışmalarını kendi başına çözmesi_____
14. Diğer çocukların duygularına karşı duyarlı olması_____
15. Duygularını dile getirebilmesi_____
16. Bir şeyden korktuğu zaman büyüklerden destek alarak korkusunu yatıştırabilmesi ve sakin kalabilmesi _____
17. Öfkesini kontrol edebilmesi_____
18. Kolay ağlamaması_____
19. Bir şey elde edemediğinde ağlamadan başa çıkabilmesi_____
20. Evde kendisine seslenildiğinde meşgul olduğu aktiviteyi bırakıp cevap vermesi_____
21. Uyarıldığında yanlış davranışı sonlandırması_____
22. Kendisinden istenildiğinde basit ev işlerine yardımcı olması_____
23. Ayıp davranışları bilmesi_____
24. Kendinden küçüklere karşı koruyucu davranması_____
25. Gelen misafirleri uygun şekilde karşılaması_____
26. Gerektiği zaman ‘özür dilerim’ ve ‘teşekkür ederim’ diyebilmesi_____
27. İsteklerini net ifade edebilmesi_____
28. Kendisine sorulan sorulara net cevap verebilmesi_____
29. Kendi haklarını koruması_____
30. Bir konuda fikrini ifade edebilmesi_____

31.Dikkatini en az yarım saat bir aktivite üstünde toplayabilmesi_____
32.Kendisine okunan bir hikayeyi geri anlatabilmesi_____
33.1'den 10'a kadar sayabilmesi_____
34.Hangi mevsimde olduğunu bilmesi_____
35.Haftanın günlerini bilmesi_____
36.Kendi adını yazabilmesi_____
37.1'den 10'a kadar rakamları tanıması_____

APPENDIX E

Pearson Correlations between Demographic Variables, Developmental Expectations and Importance of Developmental Skills for Three Education Groups

Table E1

Pearson Correlations between Child Age, Maternal Age, Total Years in Kindergarten, and Maternal Developmental Expectations

	1.	2.	3.	4.	5.	6.	7.	8.	9.
1.Child age (months)									
2.Maternal age (years)	.26**								
3.Total years in kindergarten	.18*	.39**							
4.Behavioral Autonomy	.07	-.11	-.14						
5.Social Skills	.09	-.13	-.32**	.53**					
6.Emotional Maturity	.14	-.00	-.17*	.50**	.72**				
7.Social Compliance	.20*	-.14	-.25**	.50**	.71**	.75*			
8.Assertiveness	.07	-.22*	-.26**	.52**	.65**	.68**	.75**		
9.Cognitive Skills	.02	-.18*	-.38**	.43**	.59**	.48**	. 64**	.66**	

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

Table E2

Pearson Correlations between Child Age, Maternal Age, Total Years in Kindergarten, and Importance of Developmental Skills for Mothers

	1.	2.	3.	4.	5.	6.	7.	8.	9.
1.Child's age (months)									
2.Maternal age (years)	.26**								
3.Total years in kindergarten	.18*	.39**							
4.Behavioral Autonomy	.11	.02	.06						
5.Social Skills	.14	.05	.15	.62**					
6.Emotional Maturity	.07	-.03	.13	.57**	.59**				
7.Social Compliance	.03	-.11	-.01	.62**	.56**	.58**			
8.Assertiveness	.08	.08	.13	.55**	.55**	.62**	.57**		
9.Cognitive Skills	.19*	.06	.09	.60**	.51**	.43**	. 58**	.50**	

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

Table E3

Pearson Correlations between Maternal Developmental Expectations and Importance of Developmental Skills for Three Groups of Mothers

Importance of Developmental Skills	Behavioral Autonomy	Social Skills	Emotional Maturity	Social Compliance	Asssertiveness	Cognitive Skills
Developmental Expectations						
Behavioral Autonomy	-.11	.00	-.04	-.01	-.08	-.07
Social Skills	.06	-.08	.01	.12	-.06	.02
Emotional Maturity	.07	-.04	-.00	.08	-.03	.03
Social Compliance	.08	.00	.01	.15	-.04	.12
Assertiveness	.11	.04	.04	.15	-.11	-.03
Cognitive Skills	-.05	-.10	-.08	.00	-.30**	-.11

**$p<.01$