

**THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY**

**INTERNALIZING AND EXTERNALIZING
BEHAVIOR PROBLEMS IN MIDDLE
CHILDHOOD: ROLES OF ATTACHMENT AND
SELF PERCEPTION**

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ABSTRACT

INTERNALIZING AND EXTERNALIZING BEHAVIOR PROBLEMS IN MIDDLE CHILDHOOD: ROLES OF ATTACHMENT AND SELF PERCEPTION

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This study aimed to examine the relationships between parental attachment security, self perception and behavior problems of children in middle childhood. The main purpose was to test the mediator roles of self perceptions, specifically, perceived popularity and perceived physical appearance, in the relationship between perceived parental attachment security and behavior problems. Gender differences in these pathways were emphasized; hence, boys and girls were investigated separately. The sample consists of primary and secondary school students (Males = 70, Females = 80). Boys and girls compared by conducting one-way analysis of variance and mediator roles were for tested by conducting series of regression analysis. According to results, (1) perceived popularity is a partial mediator in the relationship between attachment security with father and internalizing problems for girls; and (2)

perceived physical appearance is a full mediator in the relationship between attachment security with father and internalizing problems for boys. In the case of the mother, the results yielded that perceived attachment security with mother was accounted most of the variance; so that, self perception could not operate as a mediator. In addition, one-way analysis of variance test revealed that girls demonstrate higher levels of attachment security to mother, and higher levels of positive attributions towards self, than boys. These results suggest that there are differential pathways for boys and girls, which lead to internalizing and externalizing problems. Although attachment security to mother was more effective in explaining the variance, the role of attachment to father was also highlighted by the findings. It is concluded that, perceived popularity and physical appearance has key roles within the relationship between the attachment to father and internalizing problems.

Keywords: attachment security, self perception, physical appearance, popularity, internalizing behavior problems, externalizing behavior problems.

ÖZ

ORTA ÇOCUKLUKTA İÇSELLEŞTİRİLMİŞ VE DIŞSALLAŞTIRILMIŞ PROBLEM DAVRANIŞLAR: BAĞLANMA VE KENDİLİK ALGISININ ROLÜ

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Bu çalışmanın amacı, orta çocukluk döneminde ana-babaya bağlanma güvenliği, kendilik algısı ve davranış problemleri arasındaki ilişkiyi incelemektir. Çalışmanın temel hedefi, algılanan popülerite ve algılanan fiziksel görünümün ana-babaya bağlanma güvenliği ve davranış problemleri arasındaki ilişkide aracı rollerini test etmektir. İncelemeler, bu ilişkilerin işleyişinde cinsiyetin rolüne de vurgu yapılarak, kızlar ve erkekler için ayrı ayrı gerçekleştirilmiştir. Araştırmanın örneklemini, ilk ve orta öğrenime devam eden 80’i kız, 70’i erkek 150 katılımcı oluşturmaktadır. Tek yönlü varyans analizleri yapılarak cinsiyet karşılaştırmaları yapılmıştır; ve regresyon analizleri yapılarak da aracı roller test edilmiştir. Sonuçlara göre, (1) kızlarda, algılanan popülerite, babaya olan bağlanma güvenliği ve içselleştirilmiş problem davranışlar arasındaki ilişkiye kısmen aracılık etmektedir; ve (2) erkeklerde,

algılanan fiziksel görünüm, babaya olan bağlanma güvenliği ve içselleştirilmiş problem davranışlar arasındaki ilişkiye tümüyle aracılık etmektedir. Anne ele alındığında ise, sonuçlar anneye olan bağlanma güvenliğinin problem davranışlar için varyansın çoğunu açıkladığını ve kendilik algısının herhangi bir aracı rolü olmadığını göstermektedir. Bunlara ek olarak, tek-yönlü varyans analizi sonuçları, kızların erkeklerden daha yüksek düzeylerde anneye bağlanma güvenliğine sahip olduğunu ve kendilerine yönelik daha olumlu atıfların daha yüksek düzeyde olduğunu göstermektedir. Tüm bu sonuçlar, orta çocuklukta içselleştirilmiş ve dışsallaştırılmış problem davranışlara giden yolların kızlar ve erkekler için farklılaştığını ortaya koymaktadır. Değişkenler arası ilişkilerde, anneye olan bağlanma güvenliği varyansın büyük çoğunluğunu açıklıyor olsa da, babaya bağlanmanın da bu ilişkilerde rolü olduğu vurgulanmıştır. Sonuç olarak, algılanan popülerite, sosyal olarak beğenilme ve fiziksel görünüm ve atıfların babaya olan bağlanma güvenliği ve içselleştirilmiş problem davranışlar arasındaki ilişkide kilit bir rol oynadıkları vurgulanmıştır.

Anahtar sözcükler: bağlanma güvenliği, kendilik algısı, fiziksel görünüm, popülerite, içselleştirilmiş davranış problemleri, dışsallaştırılmış davranış problemleri.

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CHAPTER 1

INTRODUCTION

1.1 Behavioral Problems in Children

Behavior problems in children across all spans, from infancy to adolescence, are well studied through years, in psychological research. Understanding how problem behaviors develop is one of the main purposes of those researches because they proceed over time, hence they construct the pathway to understand psychopathology in later years. There are numerous longitudinal studies showing that behavior problems in early childhood are predictors of later behavioral problems and psychological disturbances (Bornstein, Hahn & Suwalsky, 2013; Broidy et al., 2003, Mantymaa et al., 2012; Mesman & Koot, 2001); and there is continuity in the way that problem behaviors are manifested in different stages of children development (Oord & Rowe, 1997). In a longitudinal study, children were followed up in a 8 years period; and it is reported that early preschool internalizing and externalizing problems reported by parents are parallel with these children's DSM-IV based psychological problems 8 years later (Mesman & Koot, 2001). Another study, which very comprehensively investigates adulthood reflections of childhood behavior problems, found that intrusive, aggressive and rule-breaking behaviors in adulthood

are predicted by the childhood externalizing behavior symptoms (Reef, Diamantopoulou, Meurs, Verhulst & Ende, 2010).

Achenbach (1966) primarily classified psychiatric symptoms of children and found two main clusters as internalizing and externalizing behavior problems as a result of a factor analytic study. Hyperactivity, delinquent and hostile behaviors are the main defining factors of externalizing behavior problems. Obsessions, compulsions, phobias, somatic complaints and moods like sorrow, guilt and loneliness comprise the internalizing behavior problems. Externalized behavior problems are characterized as detrimental and dangerous. Aggressive behaviors, antisocial characteristics, hyperactivity and destructivity are the main themes which are externally oriented; and they influence social surroundings of the child (Achenbach & Edelbroch, 1981). On contrary, internalized behavior symptoms are inner-directed, relatively implicit and unobservable, therefore they are harder to detect and evaluate (Reynolds, 1990). The concept of bullying in childhood is also considered under the umbrella of externalizing and internalizing behavior problems. Ttofi, Bowes, Farrington and Lösel (2014) noted that bullying is also an externalizing behavior symptom and it implicates as a high risk factor for future antisocial behavior, violence and delinquency; whereas being the victim of bullying might be precursor for future internalizing problems like anxiety and depression.

The prognosis about the internalizing problems are quite poor because symptoms like depressed mood and anxiety are likely to be stable over time; and when they occur in childhood, it might be a crucial risk factor for future outcomes (Le Compte, Moss, Cry & Pascuzzo, 2014). Longitudinal studies supported the fact

that symptoms of mood disorders and/or being taken to professional help in childhood are highly predictive about anxiety and depression symptoms in adulthood (e.g. Dingle et al., 2010; Gregory et al., 2005; Reinherz, Giaconia, Hauf, Wasserman & Paradis, 2000). Turning to externalizing problems, empirical evidences showed that, for majority of the population aggression and conduct problems in early childhood tend to lose severity across time (Kjeldsen, Janson, Stoolmiller, Torgersen & Mathiesen, 2014). Cote, Vaillancourt, Le Blanc, Nagin and Tremblay (2004), reported in their national wide longitudinal study, with Canadian children, that only one sixth of the children showed frequent use of physical aggression in both their toddlerhood and adolescence. The majority of the children demonstrate a diminishing pattern about their physical aggression symptoms through adolescence; however, there is a minority of children coming more disadvantaged family environment whom cannot inhibit physical aggression and anti-social behaviors as they grow up. Continuity of the problem behaviors from childhood to consequent phases is notably critical because, each developmental phase has its own typical behavior patterns and atypical patterns are signs of risky psychological outcomes. As Campbell (1989) noted, the definition of problem behavior is based on the particular development phase that child is in; for instance, anxiety towards a stranger may be typical for 1 or 2 year olds, however it should be considered as a problem behavior for an adolescent. Therefore, it is critical to approach the behavior problems within the context and age period that they occurred in and examine their nature accordingly.

1.1.1 Behavioral Problems and Parental Risk Factors

In literature, there is comprehensive evidence about the relationship between the parental characteristics and/or psychopathology and the children's internalizing and externalizing types of behavior problems. There are wide range of studies which showed parental stress, maternal and paternal depression and having parents with specific personality disorders have strong relationship with internalizing and externalizing behavior problems in children from different developmental stages such as early and middle childhood and adolescence (Bartlett, 2001; Dubois-Comtois, Moss, Cyr & Pascuzzo, 2013; Dutton, Denny-Keys & Sells, 2011; Marchand & Hock, 1998).

Before pregnancy, the mother starts to have an influence on baby's future outcomes. A recent study reported that mother's mental health problems, such as a psychopathology or high level of stress before pregnancy is a strong predictor of child's outcomes at age 5. Children of these kinds of parents have higher degrees of externalizing behavior problems (Martymaa, 2012). Paternal mental health was also issued in the same study; similar results obtained for fathers too. Parallel results also fit to preadolescent children; parental psychopathology, which they call familial loadings, across lifetime, predicted internalizing and externalizing behavior problems of their children (Ormel et al., 2005). The researchers additionally investigated the unique contribution of children's own temperaments and characteristics by following up them between 2 to 10 years old. Although the influence of familial mental health is mediated by the child's temperament, familial internalizing symptoms significantly predicts offspring's internalizing symptoms, just as the externalizing symptoms predicting externalizing behavior problems of the child. Apart from the

risk factors, there are some protective personality traits for minimizing the chance of externalizing symptoms; for instance, Prinzie, Onghena and Hellinckx (2005) found that as the parents demonstrate more conscientiousness and emotional stability, the children are least likely to show behavior problems.

The relationship between parenting styles and children's behavior is also a frequently studied issue (e.g. Akhter, Hanif, Tariq & Atta, 2011; Brotman et al., 2009; Paulussen-Hoogeboom, Stams, Hermanns, Peetsma & van den Wittenboer, 2008; Wasserman, Miller, Pinner & Jaramillo, 1996). According to Baumrind's parenting style model theory, authoritative style, which refers to high responsiveness and high demanding parenting behavior, has been shown to be directly related to less children's misbehavior and symptoms (Baumrind, 1991). Children of parents with authoritative style have higher rates of academic achievement; moreover, have less internalizing and externalizing symptoms than children of permissive and authoritarian parents (Alizadeh, 2011). Another salient evidence for the relationship between parenting styles and internalizing symptoms is a study by Greening, Stoppelbein and Luebke (2010) where they revealed that authoritarian parenting has a moderating role in extinguishing the link between depressive symptoms and suicidal behavior.

Previous studies also showed that any neglectful and ignorant attitude on the part of parents may lead to damaging effects on children's psychological growth and may create behavior problems in children. Factor analytic study which examines the dimensions of neglectful parenting and its relationship with delinquency reported

that, poor supervision and a disorganized, chaotic home environment can predict future adult delinquency (Maughan & Moore, 2010).

Socio-cultural and socio-economical context which the child is being raised have significant influence on occurrence of behavior problems in childhood (Baumrind, 1991). Östberg and Hagekull (2013) reported that demographic conditions, family stressors including inadequate social support, have significant relationship with maternal ratings of externalizing and internalizing child problems. Antisocial behavior history in the family, poor family management, parent's drug use or favoring attitude towards drug use are also regarded as high risk factors (Maguire, 2013; Monahan, Oesterle, Rhew & Hawkins, 2014).

Just as being raised in a disadvantaged family context and having more problem behaviors are related; there are also some resilience factors for minimizing the risk for future behavior problems. Ttofi et al. (2014) concluded in their systematic review that stable family environment, adequate parental monitoring and secure attachment bond within the family protect children from adverse internalizing and externalizing effects of the bullying at school. Monahan et al. (2014) also found that family context which encourages and positively reinforces the prosocial behaviors is a protective factor for both internalizing and externalizing behavior problems.

1.1.2 Behavioral Problems and Individual Risk Factors

Along with the family related factors there are some individual differences which are related to occurrence of behavioral problems in children, such as

personality, traits and attitudes. Rutter (1987) argued that one's personality is constructed by these differences in early childhood, as they form the basic structure of the way that individual acquires and interprets the world (as cited in, Prinzie, Onghena & Hellinckx 2005, p. 336). Similarly, McCrae and Costa (1996) theorized a model in which individual personality differences shape one's behavioral outcomes in later life.

There is empirical evidence supporting these arguments, Ehrler and Evans (1999), in a study with middle childhood participants, reported that based on the Big Five personality factors, children who have less Agreeableness and Conscientiousness are more prone to display social difficulties, conduct problems and attentional problems similar to ADHD symptoms. Additionally, emotional instability that is characterized by Neuroticism is also found to be linked with social problems and internalizing behavior symptoms. Likewise, extraversion is found to be related to externalizing behavior problems such that, in a sample of preschoolers, extraverts are more prone to exhibit hyperactivity and aggression, according to reports of teachers and peers (Berdan, Keane & Calkins, 2008).

Impulsivity is another characteristic that is found to be related with behavior problems. Prinzie, Onghena and Hellinckx (2005) concluded in their study that deficiencies in self regulation and relevantly higher levels of impulsiveness are correlated with externalizing behavior problems. They emphasized that levels of externalizing problems gradually decreases with age, however children with emotional instability needs more time to outpace those problems than their peers. Parallel finding were presented with children as young as preschool age; and it is

found that a more impulsive cognitive style brings along the problems in social interaction with their peers and aggressiveness (Seçer, Çeliköz, Koçyiğit, Seçer & Kayılı, 2010).

Ability to regulate and tolerate the negative emotions is yet another factor that modulates the emergence of behavior problems (e.g. Deming & Lochman, 2008; Eisenberg et al., 2000). A study with preschoolers drew attention to issue by demonstrating that either being inexpressive or highly expressive within a negative mood, were risk factors for having internalizing and externalizing behavior problems (Cole et al., 1996). Less expressive children biologically demonstrate specific pattern of behaviors in response to a stimulus causing a negative mood, such that they have the higher heart rate and smaller autonomous nervous system as opposed to highly expressive children. The inexpressive pattern is identified with social difficulties and oppositional defiant behavior patterns. Besides, for the individuals who are prone to focus on internal distress rather than revealing it outside, anxiety disturbances and depression symptoms are also common.

1.1.3 Behavior Problems and Gender Differences

As childhood behavior problems are considered in two main clusters, internalizing and externalizing, the pathways leading to these problems were studied for both genders across these clusters. When examining the literature on internalizing behavior problems, it is evident that the studies emphasize the girls as having greater tendency to exhibit depressive symptoms, both in childhood and adulthood (e.g. Brenning, Bosmans, Braet & Theuwis, 2012; Nolen-Hoeksema & Girgus, 1994).

There are several studies in which investigate the occurrence and progress of depression in childhood. Cole et al. (2009) proposed a model arguing that girls and boys have differences in the course of the development of depression. They assessed children's negative cognitions, self perceptions and depressive symptoms accordingly, in a period from grade 4 to 9. The results showed that the gender difference in terms of depression is not due to a general vulnerability peculiar to girls but it was more about the stable nature of negative cognitions and perceptions in girls. It is concluded that, especially middle childhood is a critical period for girls to be influenced from societal expectations and feedbacks about their physical appearance; and any adverse effects stemming from these influences increase the likelihood of later depressive symptoms which will be more stable and trait-like for girls, than boys.

Empirical evidences about the issue also lead to arguments about the impact of social roles and gender identity. Gender intensification hypothesis (Hill & Lynch, 1983) and relevant research suggest that, societal pressures from environment have negative impact on children, especially girls, by pushing them to acknowledge that there are certain ways and attitudes that they were supposed to adopt, or they would be out of the norms. From preadolescence onwards, girls adopt attitudes and styles which mostly rely on interpersonal and verbal skills, whereas boys tend towards more physical and concrete areas. Literature mostly support the idea that gender intensification is mostly valid for girls in a disadvantageous way (Eberhart, Shih, Hammen, & Brennan, 2006); with the bringings of the adolescence, such as more socialization and relational conflicts with peers, girls were put in a more risky position for exhibiting emotional problems in this period (Nolen-Hoeksema &

Girgus, 1994; Rudolph, 2002); because they might not be able to carry the burden of expectations. As a contribution to this model Eberhart, Shih, Hammen, and Brennan (2006) reported that girls' attributed value on interpersonal relationships can also be a protective factor against internalizing problems under eligible circumstances. The data regarding the problem behaviors based on anxiety is similar. Stassart, Dardenne and Etienne (2014) recently examining the impact of gender role orientation and anxiety sensitivity, reported that girls, as they scored higher in the dimension of femininity, were more prone to exhibit anxiety sensitivity, on the other hand, boys scored higher on masculinity dimension and presented to be less prone to depict anxiety.

For the case of externalizing problems, the literature from past to present is quite agreed upon the fact that boys have higher levels of aggression and they tend to have more conduct and delinquency problems (Card, Stucky, Sawalani & Little, 2008; Hyde, 1984; Lussier, Corrado & Tzoumakis, 2012; Owens, 1995). Card et al. (2008) in their meta-analytic study concluded that boys have higher tendency to express their aggression in direct ways, such as physical aggression, hitting or verbal assault; and girls use mostly indirect ways of showing their aggression, which is called relational aggression, for instance harming a friend emotionally by manipulating or threatening in the peer relationship.

However, there are studies which find trivial results regarding the difference between boys' and girls' aggression levels. For instance, it has been demonstrated that boys scored higher in initial levels of physical aggression than girls; however the course of development of aggression did not significantly differentiate across

genders (Sangwon, Kamphaus, Orpinas, & Kelder, 2010). Interestingly, there is evidence supporting that existence of physical aggression in childhood is more risky for girls to develop anti-social behaviors in future than boys (McEachern & Snyder, 2012).

The research to date has tended to focus on few etiological frameworks about the gender differences in external behavior problems. First, there is the sexual selection theory which consist of evolutionary basis by concluding that the ‘reproductive competition’ is higher and intensive in males compared to females, such that, males mostly invest their energy on remaining alive and being able to raise their descendance; therefore males are more prone to situate themselves in aggressive circumstances whereas females avoid from risky situations (Archer, 2009). Secondly, there are psychosocial theories which rely more on the way that society shapes and indirectly orients children to behave in certain ways, and expression of aggression is one of the topics where there are clear stereotypic attitudes for girls and boys across social spheres (Underwood, Galen & Paquette, 2001).

1.2 Attachment Theory

Attachment theory is considered as one of the most remarkable milestones in psychology. For decades, the nature of the infant-mother relationship and culminations of this relationship in child’s psychic world were discussed by prominent figures in psychology. Bowlby’s contributions formed a basis in the field, as he helped conceptualizing links between psychoanalysis, biology, anthropology and ethology by conducting research on child and family (Mitchell & Black, 1995). As Bowlby stated, there is a strong emotional bond between the infant and the caregiver, usually the mother, which lasts through one’s whole life.

From very early stages of the development, the infant recognizes the mother and attempts to sustain the intimacy with her. If the infant shows protest behaviors in the absence of the caregiver or when left with a stranger, then it means that attachment is formed between them (Bowlby, 1969; Bowlby, 1977). Unlike the other theoreticians before him, Bowlby stated that attachment of the infant to mother is not instinctually acquired from the role of the mother who provides satisfaction to basic needs like nourishment. As he made observations on animal species and infants, he concluded that a strong and intimate tie formed between the baby and the mother increases the likelihood of survival of the baby. Additionally, Bowlby's works provide evidence that, beyond the need for food and shelter both human and animals show signs of mourning and psychological trauma in case of an early loss of attachment figures (Bowlby, 1977).

According to Bowlby (1982) attachment behavior is "any form of behavior that results in a person attaining or maintaining proximity to some other clearly identified individual who is conceived as better able to cope with the world" (p. 668). This form of behavior is most evident in situations when individual feels in some kind of alarm situations, such as being sick, exhausted or fearful, as the attachment figure provide the caregiving and soothing. In other situations it might be less evident, however the sense that the caregiver will be available and responsive in case of necessity brings the feeling of security. This powerful sense of security renders motivation and continuity about leaning on that relationship (Bowlby, 1982).

Bowlby (1973) concluded the responses of the children due to separation in three stages as his observational study with the children in a residential nursery: first, there is a protest against the loss of the caregiver which contains feelings of anger and fear and expressed as crying and/or screaming; secondly, there is the phase of despair and sorrow, specified by Bowlby as a mourning after the loss of the caregiver. Expressions of anger and fear (e.g. crying, screaming) are no longer evident at this stage, in fact the child does not respond to environment nearly at all. Final phase is the reunion process with detachment and characterized by the indifferent attitude of the children. The underlying argument from Bowlby is that the attitude of indifference serves as a defensive process helping the child to feel protection against destructive effects of another separation possibility.

Bowlby emphasized that there are a group of children greeting the caregiver with an affectionate attitude. He clearly made a distinction between the infants who intensely and distinctively go through each of these steps and the infants who pass these stages smoother with excluding the last stage of detachment. Based on the positive conditions, intimate and responsive style of the mother prior to the separation, the child tends to sooth himself after the separation and protestation phase, these infants also showed signs of joy and they tend to cling to mother again during the reunion.

Attachment theory is based on few basic elements as Bowlby deducted from his early work. First one is the proximity seeking which refers to infant's need for being physically close to attachment figure especially in situations concerning security and comfort. By protecting the proximity, the infant ensures the safety and

survival (Bowlby, 1969). For the newborns, this mechanism of seeking and maintaining the attachment, works for all caregivers around them indiscriminately, then these behaviors are directed towards one specific person who is the most responsive to infant's need and provides the care giving services (Schaffer & Emerson, 1964). As Bowlby (1973) noted, once the attachment is served between the infant and primary caregiver, all circumstances with the threat of loss causes anxiety, anger and sorrow.

Contributions of Ainsworth elaborated the concept to proximity maintenance, meaning that even if there is not a current risky situation; the infant would always look for a close physical tie with the caregiver. Moreover, if the proximity seems to decrease (e.g. when the mother disappears from eye sight) there are some basic behavior patterns for increasing the activation and enhancing the closeness again. Drawing attention by vocal signaling, crying or locomotion that is seen in second half of the first year (muscle activities like grasping or hand movements) are some of the tools used by the infant in order to regain the physical closeness (Ainsworth, Blehar, Waters & Wall, 1978).

The second element, secure base, is constructed as Ainsworth (1974) draw links between the attachment behavior and child's intention to exploration. She observed this phenomenon with infants as young as one month and their mother in her pioneering work called Strange Situation Experiment. She concluded that the infants identify their mothers as a secure base while they discover the world and attachment is shaped depending on their reactions towards the mother after brief separations or alarm situations. According to those reactions, babies are classified into three categories as securely attached, insecurely attached, and not yet attached

infants who manifested no differential behavior to the mother. Ainsworth's findings are closely related to notion of self while considering the fact that exploring the outer world with the secure base enabled by the caregiver equips the child with autonomy and self-reliance.

1.2.1 Internal Working Models

The concept of internal working models was brought by Bowlby as another fundamental element in attachment theory. Bowlby (1973) argued that communication patterns between infant and caregiver are internalized by the infant as 'internal working models' of self and other. If the attachment figure fulfill the needs for comfort and protection while respecting infant's exploration of the world at the same time, then s/he is likely to develop a valued and self-reliant internal working model of self. Otherwise, the child is likely to construct an internal working model of self as unworthy or incompetent. In the light of this model, it can be stated that what type of model a child constructs is drastically important in determining the child's responses to environment (Bretherton, 1992).

Internal working models serve as a matrix for relationship between the self and the other. One can interpret the other's response, anticipate the next step and use those cues as guidance for one's own behavior. Development of internal working models is based on the qualifications of the attachment relationship between the child and the caregiver. Although child's experiences with the caregiver serve as an index for making predictions about self and others, these models are not static and constant; on the contrary, they are dynamic (Prior & Glaser, 2006). Bowlby used the term 'working' on purpose to highlight that these models are first shaped by the

primary attachment relationships, then they progressively enhanced by other relationships. There might be alterations in the model within the process; however the foundation of early attachment is always conserved.

1.2.2 Development of Attachment

Ainsworth (1989) precisely explained the significance of the following stages, by arguing that alterations in the nature of attachment across lifetime do not solely depend on the socio-emotional experiences with the attachment figures, but also hormonal, neurophysiological and cognitive changes are effective. In this respect, (1) the formation of object permanence around 8 months; (2) advanced level locomotion around 1 year; and (3) hormonal changes in adolescence are critical milestones for attachment developmentally.

The basic premises of the attachment theory explain that there are some newborn behaviors specific to our species; accordingly infants are instinctually seeking for proximity from a more powerful person, who is usually the caregiver, by babbling and primarily by crying. According to Bowlby's categorization of the phases, first 6 weeks constitute the pre-attachment phase where the infant does not considering any specific person as a focus of security. Primary goal at this stage is to gain the attention of adults and keeping them close (Ainsworth, 1989). After the first 6 months, the infant gets new abilities which Bowlby specified as locomotion. Grasping and reaching are the basic goal directed movements for the infants to keep the caregiver nearby. Along with the development of object permanence in 8 months, as Piaget (1963) noted, the infant can now has an inner representation of the

caregiver. It means that the infant can comprehend that, even being out of sight, the caregiver still exists; hence the infant is able to tolerate the stress of the separation.

Around 1 year, internal working models begin to operate and the child can form expectations based on the earlier relationship patterns with the caregiver. Moreover, the term 'secure base' comes to prominence as the child begins to explore the outer world physically. In secure attachment the caregiver provides this base and enables the child to discover the environment (Ainsworth, 1989). During the 3rd and 4th years, the term called 'goal-corrected partnership' evolves by means of the cognitive development. Bowlby presented the concepts as a mutual understanding between the child and the caregiver. It gives resistance for separation anxiety, because the child now has the ability to intellectualize the separation process. Most remarkably, the child can understand parents' plans and motivations; moreover it is possible to interfere with those plans by taking actions. As the language skills develop, wishes and plans can be expressed more directly (Bowlby, 1977).

Middle childhood is a noteworthy developmental phase that it is between the early childhood and adolescence. With age, the strength of the attachment may decrease, however during the middle childhood the child is still bound to parents while simultaneously having a social life at school with their peers (Kerns, 2008). According to Bowlby (1987), in early childhood intimacy to attachment figures is important, whereas in middle childhood the accessibility and responsiveness of the attachment figures if called for help becomes more important. Bowlby proposed a model arguing that children in middle childhood undergo an influence of several contexts; and various different attachment bonds emerge, such as peers and teachers.

He noted that the child organizes these significant others in a hierarchical model where the children has preference about organizing the order of importance (as cited in, Kobak, Rosenthal & Serwik, 2005).

Adolescence is the phase that the connections with playmates and also strangers in the outer world are the most frequent. Usually, the search for a partnership with a peer in opposite sex is significant in adolescence. Parental presence is less needful during adolescence; in fact, the needs for emotional isolation, individuation and desire for independence attract attention (Weiss, 1991). Although the emphasis on attachment figures seems to decrease with age, Bowlby (1982) regarded attachment as a lifelong concept which is an integral part of human. On these grounds, he argued that, regardless of the age, in cases of emergency accessibility of a safe haven is obviously an insurance policy.

1.2.3 Attachment and Gender Differences

Regarding the gender differences and attachment, a considerable amount of literature has been focused specifically on the contrast between boys and girls in the way that they are influenced from maladaptive attachment patterns as a function of their gender.

In one of the recent meta-analytic studies, gender differences about the occurrence of externalizing behavior problems in relation to insecure attachment were found. Particularly, boys showed greater tendency to display externalizing behavior problems in relation with the insecurity to their primary attachment figure

(Fearon, Bakermans-Kranenburg, Ijzendoorn, Lapsley & Roisman, 2010). Another study aimed to test maternal attachment model of behavior problems in early childhood as a part of NICHD (National Institute of Child Health and Human Development) Study of Early Child Care, reported insecure attachment in three years old toddlers predicted internalizing and externalizing behavior symptoms; specifically insecure attachment poses a risk for boys' externalizing behaviors than girls (McCartney, Owen, Booth, Clarke-Stewart, Lowe Vandell, 2004).

A study on mother-child dyad conflicts and attachment in terms of gender with preschoolers carried out by Panfile, Laible and Eye (2012) concluded that attachment insecurity predicts the occurrence of conflict in relationship differently for boys and girls. They reported that attachment insecurity predicts conflict for girls' relationship with their mother but not boys'. Parallel findings were also found for peer relationships; boys who were insecurely attached to caregiver present more aggressive, assertive and attention seeking attitudes than girls, during free play observations in preschool (Turner, 1991).

Frequent interest in mothers as primary caregiver in attachment literature has been conclusively shown that girls compared to boys have higher levels of perceived maternal attachment security based on the self report attachment scales (Song, Thomson & Ferrer, 2009); and this conclusion is bound cultural structure in particular, as in Argentinean culture mother-daughter relationship is dominantly significant, the results for their sample yielded parallel findings (Minzi, 2010). With respect to different dimensions of attachment, boys present some diversity; for boys, availability of father is more critical for better psychological outcomes. Girls'

tendency to perceive more attachment security to caregivers than boys is also valid for substitute caregivers. In a study with toddlers who have been raised by foster caregivers, as young as 3 years old, it is reported that girls demonstrated higher degrees of attachment security during the observations of Strange Situation, compared to boys (Altenhofen, Clyman, Litle, Baker & Biringen, 2013).

Contrary to these findings, there are also studies which found no significant between boys' and girls' perceived attachment security levels to caregivers based on the separation-reunion procedure evaluations or self report attachment measures (e.g., LeCompte & Moss, 2014; Raja, McGee & Stanton, 1992; Ryan & Lynch, 1989).

1.2.4 Attachment Security and Behavioral Problems

It is widely acknowledged that attachment insecurity operates as a risk factor when considering behavior problems in children. Influences of attachment styles were found to be important precursors for adaptation among peer and school contexts. Granot and Mayselles (2001) reported that among the children in middle childhood, securely attached ones were better in adjusting to school in multiple domains, such as academic achievement, social and behavioral adjustment; They also rated more positive in peer status as opposed to their insecurely attached counterparts.

One of the most prominent longitudinal studies about attachment concerning the children's psychosocial outcomes was conducted by Sroufe, Egeland, Carlson and Collins. They followed infants from 12 months to preschool; and the results have

shown that children who are securely attached to caregivers scored lower than insecurely attached children on assessments of behavioral problems; and specifically, avoidantly attached children tended to have a more risk of developing problem behaviors than securely attached children (as cited in, Grossman & Grossman, 2005). Another longitudinal study with preschoolers reported that, children's perception of security to primary caregivers predicted more positive scores on self reported emotional and behavioral well being at 6 years of age (Anan and Barnett, 1999); and it is argued that insecurely attached children might not be able to adjust their behaviors to rules during the absence of the primary attachment figures because of the fact that there is no immediate threat of sanction. Likewise, internalizing problems, defined under the variable of emotional well being in this study, were found to be related to belief of significant others are unavailable and careless into their needs. These perceptions of self as unlovable and worthless are argued to be related to negative emotions such as sadness and withdrawal (Anan and Barnett, 1999).

There are also studies which compares detailed classifications of insecure attachment such as disorganized, avoidant and resistant. Children with a disorganized attachment representation found to have higher externalizing symptoms scores than secure and avoidant children (Bureau and Moss, 2010). It is argued that caregiver's repeated failure to protect the child and satisfy the attachment needs may direct the child to experience fear, inability to self-regulate and result in vulnerability to internalizing psychopathology. Yet another study displayed that disorganization in attachment was positively correlated with somatic symptoms, social phobia, and school phobia, which are classified under the umbrella of internalizing symptoms of

problem behavior (Brumariu & Kerns, 2010). When examining more about internalizing behavior problems, the literature support the relationship between attachment security and anxiety. Muris, Meesters, Merckelbach, and Hülßenbeck (2000) investigated the basis of worry in middle childhood. Results revealed that along with the parental rearing behaviors, especially rejection and overprotection, and insecure attachment explained a considerable amount of variance in children's scores of anxiety.

In general, studies concerning attachment and behavioral adjustment of children consider attachment security based on only the primary caregiver, the mother. There are few studies regarding fathers as important figures in attachment security in relation to problem behaviors of their children.

1.3 Self Perception

Throughout the history, the notion of self was always an attractive and well-studied topic since its roots date back to ancient philosophy and reached out to modern psychology today. Numerous theorists addressed issues about the definition, formation and development of self and other related terms such as self esteem, self concept or self perception. Especially, self concept and self perception are nested terms; and sometimes they are used interchangeably in research (Margerison, 2001). Notwithstanding the affiliation, for the sake of clarity it is useful to note that self perception will be the main variable of the present study. Basically, self perception is described as a person looking to himself from outside, with the eye of the others, in the process of communication (Cüceloğlu, 1993). More concisely, Harter (1999) defined self perception as the answer to question of "Who I am?" Similarly, self

concept is also explained as one's perceptions and beliefs about him or herself (Jopling, 2002; Shavelson & Bolus, 1982). What self perception integrates to this definition is the emphasis on the individual's beliefs about how other people see him or her. The formation of self perception relies heavily on the ideas one deduces from other people in the environment; thereby, one produces a representation of self image based on the inferences about others' view (Burns, 1982; Shavelson & Bolus, 1982). In literature, there is wide range of studies which attach importance on self perception, signifying the critical role of social environment and social interaction with others during the formation of a self concept (e.g., Cooley, 1902; James, 1910; Kağıtçıbaşı, 2000; Mitchell & Black 1995; Sullivan, 1954).

James (1910) has one of the very early works on the issue as he considered the self from two different aspects. One of them is the self as a knower, or the 'pure ego', which he did not evaluate as a tool for understanding behavior; but only, a stable and conscious dimension of self, expressed as 'I'. On contrary, the self as known, 'empirical ego', is identified as everything that one considers as belonging to him/herself. It is the self as an object and consists of material self, social self and spiritual self (James, 1910). Especially, the social self, defined as the views owned by other people about the individual, draws a connection with the notion of self perception. Cooley (1902), also noted social self as referring to a concept formed by one's imagination of how others perceive him/her; remarkably he used the term 'looking glass self'. He argued that everybody has a perceived picture of how others see and evaluate the appearance, attitudes, actions and aim of them; moreover, this perceived picture of the other's mind has an influence the individual. Mead (1934) elaborated these arguments by suggesting an internal regulation system where the

individual adjusts a set of behaviors and actions depending of the estimates of how others react to him or her. Perceiving the world from the other's eyes and anticipating the reactions function as a guide for internalizing and maintaining those behaviors even when there is no external pressure (as cited in Epstein, 1973, p. 405).

Baldwin (1897) also adopted a social interaction based perspective about self; and he argued that self is shaped by the dialectic process with others. Family is considered as the first influential figure, as the child attaches importance to their approval and tries to accommodate the self accordingly. As the child moves to more different social spheres such as school, peers and teachers take over a similar role. How they view and respond to individual has a considerable effect on shaping the self perception (as cited in, Harter, 1999, p. 19).

Sullivan (1953) suggested a concept of self system characterized as an informative process in which one adjusts his/her self accordingly in interaction with others. According to Sullivan it would be insufficient to consider self as a singular entity; rather self is a product of dynamism where the individual organizes collection of self perceptions based on communications with others. This experience of organizing begins in the relationship with mother during late infancy. It has a fundamental duty in refraining from or minimizing the possible anxiety inducing situations, such as sanctions for inappropriate behaviors, originated from interpersonal situations (Sullivan, 1953). Similarly, Kohut also based his theory of self on the mother-infant interaction at first years of life. Mother is the primary person to help the infant to build a healthy sense of self by providing the function of mirror and reflecting all the positive skills of the infant (as cited in, Mitchell &

Black, 1995, p. 165). Kohut regards parents as the very first and fundamental providers of a social environment where the child begins to build a sense of self by internalizing the positive mirroring and encouragements. As a result, the child can have a sense of self that is capable and valuable.

Kağıtçıbaşı (2000) noted self is the synthesis of one's idiosyncratic physical and psychological characteristics, whereas self concept is one's whole perception self. Self concept is a dynamic construct which is a collection of various images, schemas, prototypes, understandings, theories, purposes and tasks. Correspondingly, it coheres with individual's purposes and values in interpersonal relationships. Formation of the self concept is related to feedbacks about academic, social and physical selves. It is appraising one's own physical, social and academic competencies.

As a contribution to perspectives of theorists who highlighted the critical role of significant others and social interactions on constructing a self concept, Harter (1999) emphasized the normative developmental changes of childhood regarding the issue. She argued that cognitive abilities in each stage are also determining factors about the nature of the self perception of the child. There is a wide range of differences across the very early stages where the infant makes only plain judgments of good and bad to adolescence where the child starts to have an opinion of a more domain specific and sophisticated sense of self in different relational domains. The role of developmental changes on self perception is one of the highlights of present study, since the middle childhood, one of the main themes of the study, is a critical transition period from early childhood to adolescence.

1.3.1 Multidimensionality of Self Perception

The traditional view about self perception suggests it is unidimensional, global factor where the individual accumulates ideas about self from different points in life and the totality serves as a general sense of self worth (Coopersmith, 1967; Rosenberg, 1979). Rosenberg (1979) is one of the prominent figures in literature on self; he defines it as the integration of emotions and thoughts which an individual manages by him/her self. Although Rosenberg focused on both general self worth and the details it is composed of, his argument of approaching self worth as a “single dimension construct” is contrasted with many of the researchers in the field.

The argument about the presence of various dimensions about self perception and their independence has become more popular in time (Harter, Waters & Whitesell, 1998). There is evidence supporting the idea that self concept has a multifaceted structure with different self perception domains, such as behavioral, academic, non academic, and a general perception of self (Bracken, Bunch, Keith & Keith, 2000; Marsh, 1990; Marsh & Shavelson, 1985; Piers & Harris, 1984); and these domains have a hierarchical structure (Shavelson, Hubner & Stanton, 1976). These factor analytic studies demonstrated that measuring the self concept across distinct domains is much useful and explanatory rather than measuring on a uni-dimension.

Research has shown that children have a differentiated view of their competencies in several domains and contexts in their lives (Harter & Pike, 1984; Harter, Waters & Whitesell, 1998); they do not evaluate themselves as equally

adequate in all areas. The relationship between the global self perception and other domains yet has been another subject of research in literature. There are numerous theorists who agreed upon the fact that the global self worth, or the global perception, is substantial in preserving from the possible negative effects of having a poor self image in specific domains. In other words, the negative effect of the perception of failure in a given context can be compensated by the magnitude of positiveness in the global self worth perception (Harter & Whitesell, 1996). Arens and Hasselhorn (2014) pointed out to more detailed arguments which is perceived peer acceptance and physical appearance have the strongest relation to global self esteem. The developmental phase of the child is shown to be a predictor in which specific domain is going to be determinant and effective on global self esteem (Harter, 1999). Cognitive developments and attributed values on specific issues across different periods of life are the main determinants. Towards the adolescence, social perception, which is the answer of “Who I am?” in the eye of the others, and especially peer relations gains importance for children; therefore, threat of perceived failure on these topics might cause serious negative effects on global self esteem (Arens & Hasselhorn, 2014).

Another point emphasized about the multidimensional structure of self is the fact that differentiation between different domains of self perception comes to have more evident boundaries with age (Shavelson et al. 1976; Van den Bergh & Rycke, 2003). Especially the middle childhood, transition to adolescence, is considered to be a beginning for this distinction across various facets; moreover, towards the adolescence and through the adulthood it becomes increasingly evident that one can

have very different sense of self worth in various domains of life (Marsh & Ayotte, 2003; Marsh & Shavelson, 1985).

1.3.1.1 Social Self Perception

The literature has comprehensive and wide range of studies which try to understand the nature of psychopathology. In this regard, the construct of self perception presents a unique way of understanding the psychological abnormalities and behavior problems. There are several theoretical models which help in understanding the pathways from self perception to behavior problems. Views rely heavily on the idea that deficiencies in forming beneficial internal working models (Bowlby, 1969), cognitive distortions about self (Beck, 1976), and positive illusionary bias (Owens & Hoza, 2003) or inflated/unrealistic perceptions about self might be related to depressive symptoms, anxiety and/or aggression.

In the field of child psychology, there are a number of studies implying the significance of how much an individual perceives him/her self socially accepted among peer context, in association with internalizing and externalizing behavior problems (e.g. Henricsson & Rydell, 2006; Rudolph & Clark, 2000; Pardini, Barry, Barth, Lochman & Wells, 2006). Research data concluded that having a negative view about social self concept might lead to internalizing behavior symptoms such as depressed mood, isolation and withdrawal. In the case of social self concept and externalizing problems there are some diverse arguments and evidences about their relationship. There are studies confirming the positive illusory bias where the inflated social self perception found to be liked with ADHD symptoms

(Evangelista, Owens, Golden & Pelham, 2008) and aggression (Berdan, Keane & Calkins, 2008). These findings were interpreted as, when a child who has inflated perceived self competence encounters with an inhibition from others about a desired action, reactions that contain frustration; aggression and violence might come into place. On the other hand, there is also evidence reporting that having a negative social self perception and aggressiveness and/or conduct problems are related to each other (Pardini et al., 2006).

1.3.1.2 Physical Self Perception

Among all the domains of self perception, such as social, academic, emotional and behavioral, perception of physical appearance and relevant attributes hold an important place in research, because of their direct and indirect linkages with psychological wellbeing. Studies generally report that self reported physical attractiveness and happiness/life satisfaction is positively correlated; however, the power of the correlation might differentiate across different age groups. Holder and Coleman (2007) noted as people get cognitively more mature, factors influencing psychological wellbeing undergo a change, for instance, concepts like job satisfaction and spousal happiness start to contribute more, instead of physical appearance.

Unlike the adults, perceived physical attractiveness has considerable significance for children especially from the preadolescence onwards. It is hypothesized that people who are perceived as more physically attractive are also identified with more positively biased attributes by others; moreover, Clifford and Walster (1973) noted that this bias effect is also validated for children. With a sample

of middle childhood participants, the results showed that there is a relationship between self reported physical attractiveness and overall happiness and satisfaction with life (Holder and Coleman, 2007). The researchers concluded that positive bias of peers' and teachers' towards these children might be enhancing their satisfaction and happiness about themselves.

Research on the field concerning the associations between physical self perceptions and internalizing problems, mostly rely on the concepts such as discrepancies between ideal and actual body sizes, perceptions about weight status/body image and their relationship with societal expectations and media. The data from these researches revealed that any deficiencies and negative perception in related areas are strongly associated with internalizing behavior problems (e.g. Dohnt and Marika Tiggemann, 2006; Kwak et al., 2008; Sung 2005). Parallel with cross national findings, in a Turkish adolescent sample, Ozmen et al. (2007) conclusively showed that negative perceptions about body is significantly related to deficiencies in overall self esteem, and additionally, children who report more negative bodily satisfaction have increased levels of depressive symptoms.

As opposed to data about body size perceptions of children about themselves, there has been relatively little literature published about other dimensions of physical self perception and/or their influences on other variables rather than internalizing symptoms. A comparative study by Sweitzer (2005) found that adolescents who are diagnosed with conduct disorder significantly scored lower on self reports about their satisfaction of bodily attractiveness and satisfaction with their appearance than their counterparts in the control group. Another study takes one step further in

emphasizing the power of self perceptions by revealing that, among overweight adolescents, participants who have more positive weight perceptions not only have more favorable psychological outcomes, but also their physical competencies, for instance athletic performance, is better than the others (Fuchs, Eschenbeck, Krug, Schlaud & Kohlmann, 2012).

1.3.2 Development of Self

Development of self is a continuous journey which originates during very early stages of life, and goes through the adulthood by passing through various phases. In literature it is widely concluded that a baby, even in the first months of life, has a sense of boundary between his/her own body and the world outside (Allport, 1961; Butterworth, as cited in, Zahavi, 2000; Lindon, 2012). On contrary, there is the evidence that newborns do not have a sense of self until around 10 months to 1 year of age (Hattie, 1992). Mirror recognition experiment by Gallup (1968) showed that babies below age 10 months were not able to recognize themselves in mirror and treated the reflection as another person (as cited in, Epstein, 1973, p.412). Besides, Lewis & Brooks-Gunn (1975) found that babies from 9 to 24 months were able to give reactions when a dot had been put on their noses, in other words, they recognized their 'self' in the mirror.

Newborns have the tendency for smiling, babbling, or screaming in order to have an interaction with people around them, and also for gaining their attention. At this early stage, the urge to be seen and heard is not focused on any significant person such as the caregiver, but it is a general attitude that the baby shows to adults

indiscriminately (Cooley, 1902). Cooley interpreted these actions as first signs of a need to be seen and heard, basically a self-feeling. Also, it is a widely accepted view that the reaction of the caregiver implies that the baby is an active agent with an entity, and has an impact on the 'other'; which is critical for gaining a self concept (Hattie, 1992; Quinton, 2004).

Around their first year, the focus of actions become directed towards significant others. Simultaneously, a specific connection with their possessions can be observed; their toys or their organs such as eyes and nose are visibly prominent for them. By observing toddlers around 2 years of age, Cooley (1902) concluded that, with language acquisition they grasp the notions of "I, me, and mine" from other people around. Even if they experience the sense of self and identity, they are not able to verbalize it until the lingual and cognitive aspects of development enable them to use those words in interaction with others. Lewis and Brooks-Gunn (1979), in their conceptualization of the development of self, indicate the phase between 12 to 24 months with the consolidation of basic categories of self such as age and gender and the improvements in language regarding the use of symbolic representations and verbal labeling of self (as cited in, Hattie, 1992, p. 56).

Between 2 to 4 years of ages, the period of early childhood, sense of self in children is still very shallow. Self awareness is primarily based on bodily self, concrete and observable behaviors (Harter, 1999; Quinton, 2004). Toddlers adopt an all-or-none thinking style and they define themselves with imbalanced attributions, such as "My teacher thinks I'm perfect at everything"; which also indicates their deficiency in taking others perspective. Similarly, Alpay (2000) remarked that during

preschool years, a child has a self-image based on overt behaviors, belongings and specific skills, such as ability to jump from a stair or having the fastest toy car. Early childhood is characterized by the child's performance for attracting attention and preoccupation about what others think of him/her (Cooley, 1902). Self evaluation based on the peers and other people in the environment is a subsequent stage that coincides with middle childhood. In preschool years, age 4 to 6 children enter into more complex social situation in kindergartens and other playgrounds, and role taking plays are the most often way of socializing with peers (Hattie, 1992). This kind of an interaction is indicated as important because first, it enables the recognition of other's perspective as distinct from self; secondly, it is a beginning for the formation of self based on social roles. Confirming this hypothesis, in a study with preschoolers, it is revealed that girls as young as 4 years old tend to adopt the mother role when they were asked to play an enactment with an infant; they are more likely become prominent with their warm and caring connection with the infant. Boys demonstrated a more distant father figure and do not smiled as much as the girls during the interaction with the infant (Reid, Tate & Berman, 1989).

Harter (1999) emphasized that cognitive limitations do not allow the child to build a coherent and integrated portrait of self until preadolescence. However, through the end of early childhood, language developments take place which enable more elaborated definitions of self in different domains; moreover, contrast between boys and girls starts to emerge slowly towards the end of this period.

Although the self concept goes through a set of changes in the transition period to middle childhood, some elements of the previous stage are still significant

(Harter, 1999). As before, the way that the child represents him/herself can be imbalancedly positive and overestimated, however, distinctively from the previous phases there are several competency areas in which the child defines and appraises him/herself. Considering the contrast between boys and girls, social skills, cognitive abilities, and physical talents are some of the areas commonly used. Girls have a sense of self primarily based on relational and social features such as having lots of friends or having a close intimate relationship with a friend, whereas boys choose to qualify themselves on issues about physical activities and skills such as athletic talents (Harter, 1999). Although different domains of competencies become prominent for each gender, children do not have an adequate capacity and consciousness to conceive their varying performance on those domains (Harter & Pike, 1984).

Another point to be highlighted about self perception in preadolescence is that children become able to integrate negative and positive aspects of self; expressions of the children in middle childhood reported by Harter (1999) serve as an example for their ability to contain both good and bad adjectives they attached to themselves. For instance, a child might evaluate himself incompetent at mathematics but skillful in arts; and the significant issue to be noted is that he acknowledges that doing bad in mathematics does not makes him an unsuccessful and a worthless person as a whole.

The acquired ability in distinguishing the gap between the idealized self and real self is another risk factor that emerges in middle childhood (Harter, 1999). Toddlerhood and early childhood are the periods where usually the individual has a more optimistic view of self; however, perceived competencies show a decrease with

age (Eccles et al., 1993; Folmer et al., 2008; Nicholls, 1979). Throughout the middle childhood, with cognitive developments, perception of the reality improved and the child might realize the gap between the idealized self and the current self. Subsequently, it is quite often that devaluation about the perception of global self worth arises. Accordingly, it is reported by several researchers that the content of the self perception becomes increasingly negative with age; and it can be signified with growing reality testing skills (Cantin & Boivin, 2004; Harter, 1983, 1999; Rosenberg, as cited in, Hattie, 1992, p. 71). Empirical data shows that perception on academic competency tends decrease more than the other areas (Cantin & Boivin, 2004; Eccles et al., 1993).

1.3.3 Self Perception and Gender Differences

The relationship between gender and domain-specific self perception in children is a much debated issue with regards to two basic factors; (1) the effect of gender on general self worth, and (2) the variance among boys' and girls' self perception levels. Considering the first issue, there is some evidence supporting that girls' perceived self perception about physical appearance has an impact on general self worth; the same effect is not as salient for boys (Allgood-Merten, Lewinsohn & Hops, 1990; Scalas & Marsh, 2008). Cooley (1902) proposed his arguments about the construction of self, by taking into consideration that there are sex role differences. His theory of self built upon the fact that self is a socially created concept, so that even from the first years of life, girls care more of their social image in the eye of the others, whereas boys care about muscular activity and physical features.

The literature is controversial while considering the variance among boys and girls in terms of self perception scores on different domains. According to researchers who agreed upon the variance in perceived competence for boys and girls is related to society's gender roles and expectations (Eccles, Wigfield, Harrold & Blumenfeld, 1993; Wilgenbusch & Merrell, 1999). Eccles et al. (1993) reported that children score higher in a given domain if it is coherent with their gender's role expectations in the society. Consequently, they found that girls have more positive evaluations of their competency in music activities and verbal skills, whereas boys have more positive attitude towards their competency in physical activities and success in math.

Academic self concept is a well studied in the field, accordingly, Marsh, Smith, and Barnes (1985) found that girls have poorer academic self perception than boys, especially in mathematics. Hagger, Biddle and Wang (2005), examining the physical self concept across boys and girls, found similar results. Boys have higher levels of perceived sport competence, body attractiveness and physical strength. Considering the effect of gender identity in a society, Thomson and Zand (2007) analyzed the variance among boys and girls with regards to domain specific self perceptions in an African American sample. Results yielded that the gender roles in a given culture might have an influence on children's perceived competencies. They found that boys tend to have higher levels of perceived leadership qualities and general self worth than do girls. However, they found no difference between perceived athletic competency levels across genders, contrary to previous findings in the area. Similarly, there are other studies in literature which found no significant difference across boys and girls in terms of their domain-specific perceived

competence scores (Arens & Hasselhorn, 2014; Marsh, 1993). Besides these, an extensive study where adolescent boys and girls compared in terms of 8 different domains of self concept, results showed that boys scored slightly higher in most of the domains such as athletic competence, general self worth and personal mastery (Quatman & Watson, 2001).

When viewed these aspects, data gender differences about self perception areas is a controversial topic; moreover, most of the studies lack the information about various domains of self perception other than academic and physical features.

1.3.4 Self Perception and Internal Working Models

There is the significance of internal working models for the development of self, as they constitute the first representations about self as a child. There are numerous studies showed that children's attitudes, beliefs and perception about self and attachment are related to each other (Bretherton, 1985; Cassidy, 1990; Kobak & Sceery, 1988). Cassidy (1990) noted that research on attachment suggests a relationship between social interaction and formation of self; in this regard, the most influential and instinctive social interaction is the early mother-child interaction. Bowlby concluded that securely attached children, whose mothers are more responsive and sensitive to affective signals of their child, perceive themselves as capable of self-help and worth being helped by other when difficulties occur that they cannot resolve on their own (as cited in Cassidy, 1990, p. 89). Also, securely attached children seemed to have internal working models which prepare them to have more positive expectations on social relationship with others, such that they

anticipate warm, responsive and nurturing attitudes from peers similar to their caregiver (Ladd, 1992). Similarly, Harter (1999) noted the critical connection between attachment and self perception during early childhood. Communication style with the primary caregiver matters a lot, in case it helps to child to form an idea about self value as a person. Confusing and irresponsive styles instead of genuine and open styles which characterized by secure attachment, might lead to negative perceptions or ideas such as “I am worthless”, “My needs are not important”, if they are pervasive and consistent (Ainsworth, 1974). Positive models formed during early childhood enable the child to be more competent in starting a relationship with peers and in responding other’s attempts in a cooperative manner. Complimentary influences of supportive parental attitudes and positive social self perception ensure fewer internalizing and externalizing symptoms in adolescence (Rubin et al., 2004).

Further research results yielded that the nature of early mother-child interaction is a significant predictor for later academic self perception in elementary school. Securely attached children have more positive sense of academic competency; consequently their academic achievement is higher than the insecurely attached children (Verschuere, Doumen & Buyse, 2012). They found this connection by revealing its link to relationship with the teacher; it is implied that having a secure attachment helps the child to build a more harmonious and close relationship with the teacher, which in turn provides a better psychological adjustment to school and a positive academic self concept. In another study, Kobak and Sceery (1988), in a research conducted with late-adolescents, found that children in either of the two kinds of insecurely attached groups, dismissing and preoccupied, evaluate themselves as more incompetent socially and they perceive greater

loneliness. Regarding the preschool children, Cassidy's Story Completion Task demonstrates evidence that children specified as securely attached based on the reunion in Strange Situation Process, depicted the doll with more positive adjectives such as worthy and warm (Bretherton, 1990). On contrary, insecurely attached children labeled the doll as isolated and rejected. Another study showed that attachment security at age 4 predicted the perceived support from mother at age 8 (Booth, Rubin & Rose-Krasnor, 1998). Participants, when they reached age 8, ranked their mother as a source support, relatively higher than other people in their social network. It suggests that perceived attachment security comprises a kind of continuity in child's internal working model of self with regard to mother, especially through the middle childhood.

1.3.5 Self Perception and Behavior Problems

Theoretical background about the relationship between attachment and self perception has also some critical underpinnings on behavior problems. Through the agency of a secure attachment with caregivers, having positive representations about self, provide the child internal working models which will guide him/her to be more psychologically adjusted in later life (Cassidy, 1990). Parallel to this theoretical framework, literature also comprises evidence concerning the relationship between children's perception of themselves and their psychological and behavioral problems. As well as the deficiencies in internal working model adopted from attachment bonds, social information processing is also theorized to be associated with self perception and behavior problems (Hughes, Cavell & Grossman 1997). It is argued that behaviors which deviate from normal, such as excessive aggression or anxiety,

are stemming from the deficiencies in understanding social cues in their worlds and acting correspondingly.

Self perception is a very broad topic that it contains self esteem, self perceived social acceptance, perception of physical appearance and any other evaluations and attitudes about one's own presence. In a comparative study, which considers self esteem as a single dimension construct, it is reported that the children in the behavior problem group had more negative perceptions about themselves and were experiencing more conflicts in peer relations compared to normal population group (Grizenko, Archambault & Pawliuk, 1992).

Specifically, there are studies which examine perceived social acceptance and behavior problems in detail (e.g. Berdan, Keane & Calkins, 2008; Cillessen & Bellmore 1999). In a study examines children's perception of their social acceptance and disruptive behavior problems, it is reported that poorer self-perceived social acceptance was associated with increased oppositional behaviors and conduct problems. Additionally, these children also rated increased levels of depressive symptoms, even when they were relatively well liked in their peer reports of social standing (Pardini et al., 2006). Zimmer-Gembeck, Hunter and Pronk (2007) similarly noted that children either who are genuinely rejected by peers or perceived to be rejected by peers do not differ in terms of their depression levels; they are more depressed than children who perceive themselves as socially accepted. Berdan, Keane and Calkins (2008) found empirical evidence that proved, for girls, having an accurate perception about social acceptance, which indicates congruence between self reported and peer reported social acceptance, is a protective factor against

behavior problems. Similarly, Owens and Hoza (2003) concluded that children whose self perceived and teacher reported competency scores have more discrepancy have higher levels of attention problems and impulsivity. Contrary to these associations, there are also studies which argue that higher levels of perceived social admiration might lead to behavior problems (Hughes, Cavell & Grossman 1997). These data confirm the significance of self perceived competencies and the pathways which lead to behavior problems as a result of an illusory bias in self perception.

Studies on adolescents' aggressive behavior problems also give support to importance of self perception. Results of a study with adolescents at risk of substance use, highlights the importance of perceived social acceptance (Raboteg-Saric, Rijavec & Brajsa-Zganec, 2001). They report perceived social acceptance positively related to conduct problems; and it was hypothesized that higher levels of perceived affiliation might lead to externalizing behavior problems, as children take the risk of smoking, drug usage of delinquent behaviors in order to feel themselves identified with that group.

1.4 Aims of the Study

The current study was designed to examine different pathways leading to internalizing and externalizing problems across genders, by also taking the role of attachment and self perception into account. Attachment security, self perception and behavior problems in childhood are well studied concepts independently or in pairs. However, there are few studies which investigate them together. Pioneering attachment theorists, Bretherton (1992) and Cassidy (1990), argued that there is evidence supporting the theoretical foundation of the mechanisms through

attachment security, self perception and behavior problems; secure attachment yields to a more positive self worth by means of internal working models, as described earlier, and healthier sense of self is a vehicle for behavioral adaptation. Childhood behavior problems are critical precursors for adult psychological outcomes and attachment representations play a considerable role in determining children's behavioral and psychological responses via internal working models.

Empirical findings also show evidence; a study done by 8-year olds demonstrated significant relations between ease of access to self and behavioral adjustment. Children with secure attachment patterns and greater ease of access about self had fewer internalizing, externalizing and total behavior problems as is children with greater self worth were rated to have less problem behaviors by their mothers and teachers (Easterbrooks & Abeles, 2000). Similarly, in another study it was found that perceived parental support was associated with global self worth; and this relationship was critical for psychological adjustment of children in middle childhood (Rubin et al, 2004). Secure attachment was also found to be important in terms of coping with problems of transitional stages, such as moving from childhood to adolescence or school adaptation problems (Granot & Mayselles, 2001).

Previous studies noted that attachment to mother and father are relatively independent from each other, hence they need to be examined separately (Bretherton, 2010; Sümer & Şendağ, 2009). In a longitudinal study Grossmann and colleagues (2002) found that attachment security to mother based on the Strange Situation Procedure and Separation-Anxiety evaluations is more powerful in early childhood whereas attachment security to father based on these evaluations gains significance

during middle childhood. When we consider attachment security and self concept together, there is some credible evidence that attachment to mother and father operates differently for different dimensions of self concept in children. For instance, attachment to mother explains more of variance in scholastic self competency which refers to perceived success at school and perceived social competency for children more than attachment to father (Minzi, 2010). Therefore, it is more explanatory to examine attachment security on two separate dimensions as attachment to mother and father.

As a major goal, it is aimed to demonstrate the roles of some specific areas in self perception in exhibiting internalizing and externalizing behavior problems. When children come to middle childhood, their autonomy domains get wider as they spend more time in school, simultaneously parents are still in the role of primary attachment figure (Sümer & Şendağ, 2009). Lieberman, Doyle and Markiewicz (1999) demonstrated that the even the significance of the attachment relationship is prominent through all of the life span, as the child moves on to adolescence the nature of the attachment starts to modify as a function of increased cognitive skills and more adaptive coping mechanisms. They compare children in early adolescence and late adolescence depending on perceived availability and dependency to attachment figures. The results revealed that as the age increases perceived dependency to parents decrease whereas perceived availability remain the same. As the availability of the caregivers is still critical, the context and the relationships they deal with go under a set of changes (Margerison, 2001). During the preschool years, children are massively cared by teachers at nursery centers, kindergartens or by parents and babysitters at home. Transition to primary school is a critical point where

they start to spend a considerable time at school with peers; but none the less, parents are still the most prominent figures whom they attached to (Bowlby, 1987; Kerns, 2008). With middle childhood there is a dramatic alteration about the allocation of attributed importance to parents and peers. Peers become the center of social interaction; and children attach far too much importance on how their friends view them rather than their family (Hattie, 1992; Kerns, 2008; McGuire & McGuire, 1982; Song & Hattie, 1984).

As children start to place value on how their peers view them, internal working models about self and others get elaborated; therefore, self perception on different dimensions increase in importance, and social sphere is one of those domains which become critical in middle childhood. Harter (1999) noted that cognitive acquisitions in middle childhood enable a more specified perception of self across different domains. Remarkably, the issues about comparison come into stage during this period. The child compares his/her self among various domains such as academic, physical appearance or sociability; more importantly, social comparison between peers takes effect. Study by Hay, Ashman and van Kraayenoord (1997) might be an example in demonstrating the power of social comparison among peers. It was reported that children's academic self perception tend to rise or decrease depending on the feedback they have about being above or below average in a group (as cited in, Margerison, 2001, p.142). In sum, perceiving one's self negatively in terms of social standing between peers may raise threats to global self worth. Therefore, the role of the perceived social attributions and perceived popularity will be investigated in the relationship between attachment security and behavior problems.

Another domain in self perception which be examined specifically is perceived physical appearance and attributions about body image. The literature support the fact that perceived physical appearance is mostly associated with both global self worth (Ozmen et al., 2007) and depression (Kwak et al., 2008). However, position of perceived body image in the pathway between the attachment and psychological disturbances are not much clear. Evidence for gender differences in the way that children perceive their physical appearance and how they are influenced accordingly (Allgood-Merten, Lewinsohn & Hops, 1990) lead some questions about in which ways these perceptions operate differently between boys and girls. When taking into account that self perceptions in this domain gain importance for children as they move through adolescence (Holder and Coleman, 2007), the mediator role of perceived physical appearance in the relationship between attachment security and both internalizing and externalizing behavior problems will be investigated.

Furthermore, gender also plays a significant role in terms of different dimensions of self perception (Al-Srouf & Al-Ali, 2013; Kenny & McEachern, 2009; Marcic & Grum, 2011; Özkan, 1994). Especially, in the domains of physical appearance and anxiety, girls have relatively poor self perception than boys (Sümer & Şendağ, 2009). Gabay (1996) found that boys in the primary school report higher athletic competency than girls. There are also findings showed the nature of self perception differs across males and females in general terms, without depending on distinct dimensions (Hagger, Biddle & Wang, 2005; Marsh, Smith, & Barnes, 1985). Based on the literature it is apparent that there would be differences between the pathways for problem behaviors of boys and girls.

Taken together, major aim of the study is to investigate differential pathways that go to internalizing and externalizing problems for girls and boys, by evaluating the roles of perceived popularity and physical appearance in that pathway. Until now, researchers have provided evidence for relationships between attachment bonds, self concept and their relationships with many aspects of psychological well-being. However, differential role of mother and father across different genders is a relatively new and a less studied area (Bretherton, 2010). In literature, attachment was primarily investigated regarding the mother, in many aspects in both child and adult psychology (e.g. Anan and Barnett, 1999; Muris, Meesters, Merckelbach, & Hülsenbeck, 2000). Attachment to primary caregiver, which is usually the mother, was found highly critical in predicting depression, anxiety and aggression; however, there are other contributors which get involve in consequent phases of development are also associated with psychological adjustment; and self perception is one of them as it gets more influential through adolescence. In the current study, attachment security is aimed to be focused on children's perceived responsivity and availability of their parents and the nature of the relationship between them as perceived by children.

As previous findings and theoretical background on attachment security and self perception in children showed, the present study aims to reveal the variables that played critical role on development of behavior problems in middle childhood in a nonclinical Turkish sample. The dependent variable, children's behavior problems, will be investigated on two separate dimensions as; internalizing and externalizing, behavior problems. Maternal and paternal attachment security, based on the availability and responsivity of the parents and the quality of the relationship

between parents and the child; and self-perception in domains of (a) Physical Appearance and Attributes, and (b) Popularity are expected to be significant predictors of children's externalizing and internalizing behavior problem scores. This study will examine males and females independent from each other about how well the self perceptions in different dimensions predict externalizing and internalizing behavior problem scores even after controlling for attachment security to mother and father.

Main objective of this study was to test the potential mediator role of self perception domains (a) Popularity and (b) Physical Attributions, in the relationship between attachment security with mother and father, and internalizing and externalizing behavior problems. Accordingly, following research questions were examined for boys and girls independently:

(1) Does perceived popularity mediates the relationship between attachment security and behavior problems?

(a) Does the relationship between attachment security to mother and internalizing behavior problems deteriorates or disappears, after controlling for the effects of perceived popularity?

(b) Does the relationship between attachment security to father and internalizing behavior problems will deteriorate or disappear after controlling for the effects of perceived popularity?

(c) Does the relationship between attachment security to mother and externalizing behavior problems deteriorates or disappears, after controlling for the effects of perceived popularity?

(d) Does the relationship between attachment security to father and externalizing behavior problems deteriorates or disappears, after controlling for the effects of perceived popularity?

(2) Does perceived physical appearance mediates the relationship between attachment security and behavior problems?

(a) Does the relationship between attachment security to mother and internalizing behavior problems deteriorates or disappears, after controlling for the effects of physical appearance?

(b) Does the relationship between attachment security to father and internalizing behavior problems will deteriorate or disappear after controlling for the effects of physical appearance?

(c) Does the relationship between attachment security to mother and externalizing behavior problems deteriorates or disappears, after controlling for the effects of physical appearance?

(d) Does the relationship between attachment security to father and externalizing behavior problems deteriorates or disappears, after controlling for the effects of physical appearance?

1.5 Significance of the Study

There are some theoretical and practical implications which can be driven from this study. In general, understanding the nature of problem behaviors in childhood is crucial for possible psychopathology in future, as literature reported earlier.

As the views about self become highly solidified and resistant to change, starting from the middle childhood onwards (Marsh & Shavelson, 1985), it might be critical for school setting practitioners, as well as private practice, to identify the implications about self perception and make use of them in intervention programs.

Thus, potential grounds for future psychological impairments related with low self worth, such as depression, might be worked on as early as possible. Considering the significance of preadolescence, as reported earlier, the data utilized from children who fall between this age range can be useful for taking preventions about future, as also reported in literature (Arens & Hasselhorn, 2014).

Another possible contribution might be the emphasis made on the role of father in etiology of problem behaviors. The findings are expected to solidify the limited data about the role of father in influencing both internalizing and externalizing problems in childhood. Supportive data about the need for including fathers in clinical interventions, as well as mothers, might be also driven from this study. From a more detailed perspective, separate examinations from boys and girls can bring out more sophisticated suggestions about those interventions: For instance, enlightening the nature of mother-son or father-daughter relationships and their impacts on how children perceive themselves might help practitioners in child psychology and family therapies in formulating the problem and planning the intervention steps.

CHAPTER 2

METHOD

2.1 Participants

The sample consists of 150 participants ($M_{age} = 9.19$, age range: 7-12), 80 girls ($M_{age} = 9.02$, $SD = 1.18$) and 70 boys ($M_{age} = 9.39$, $SD = 1.19$), who were recruited from 3 to 6 grade students in three different primary schools in İstanbul.

2.2 Instruments

Children were asked to complete Kerns Security Scale Mother Form and Father Form separately to evaluate attachment security towards each of them; Pier-Harris Self Concept Scale to examine their attributions and evaluations about self in different domains; State-Trait Anxiety Inventory (STAI-C) for Children to assess their internalizing behavior and Aggression Scale for Children to assess externalizing behavior problems. Family information forms were sent to parents in order to reach basic demographic information about the child and the family.

2.2.1 Kerns Security Scale

Kerns, Klepac and Cole (1996) developed this scale for assessing children's perceptions of attachment security in parent-child relationships in middle childhood and early adolescence. There are 15 items each for mother and father (See Appendix A). The scale assesses attachment security based on three dimensions: (a) the degree to which children believe a particular attachment figure is responsive and available (e.g., whether a child worries that a parent will not be there when needed); (b) the children's tendency to rely on the attachment figure in times of stress (e.g., whether a child goes to a parent when upset); and (c) children's reported ease and interest in communicating with the attachment figure (e.g., whether a child likes to tell a parent what she or he is thinking and feeling).

The scale is rated on a 4-point scale using a sentence format as "Some kids . . . Other kids. . ." format. Children read statements such as, "Some kids find it easy to trust their mom BUT other kids are not sure if they can trust their mom." They were told to indicate which statement was more characteristic of them and then to indicate whether this statement was really true for them or sort of true for them. The highest score that can be obtained from each form is 60, and lowest score was 15. Higher scores indicate more secure attachment to caregiver.

Internal consistency ($\alpha = .84$) and test retest reliability of the original form was very good. Turkish adaptation study by Sümer and Şendağ (2009) showed that the scale is a reliable and a valid instrument for measuring secure attachment to parents; Cronbach alpha values are, .84 for mother form and .88 for father form.

2.2.2 Piers-Harris Children's Self Concept Scale

The scale was developed by Piers and Harris (1984) for assessing self-esteem based on the self-evaluations in terms of different domains of children from 9 to 16 years old. Children give responses to each item as 'Yes' or 'No'. It contains 80 items based on children's emotions, thoughts and attitudes towards themselves and reveals how they perceive themselves on 6 subscales as: (a) Physical Appearance and Attributes, (b) Anxiety, (c) Intellectual and School Status, (d) Behavior, (e) Happiness and Satisfaction, and (f) Popularity (See Appendix B). The scores that can be obtained from the scale range from 0 to 80; higher scores indicating more positive thoughts and emotions about themselves. The alpha reliability coefficient for the Piers-Harris Children's Self-Concept Scale ranges from .88 to .93. Test-retest reliabilities were found to vary between .79 to .89 (Piers & Harris, 1984).

Adaptation study in Turkey found have credible reliability and validity Kuder Richardson values for subscales ranged between .78 to .93 and factor analysis yielded parallel result to original study (Öner, 1996).

2.2.3 State-Trait Anxiety Inventory (STAI) for Children

The scale originally developed by Spielberger (1973) for measuring anxiety levels of children based on two conditions: (1) State Anxiety, and (2) Trait Anxiety. The instrument is designed to be used with upper elementary or junior high school aged children and consists of two twenty-item scales. It is a three-point Likert scale where the individuals response as, 'Almost never', 'Sometimes', and 'Often' (See

Appendix C). The scores that can be obtained from the scale range from 20 to 60; higher scores indicating higher levels of anxiety.

Adaptation study with Turkish sample comprises children aged 9 to 12 and carried out by Özusta (1993). Internal consistency measures supported that the adapted scale is a reliable instrument for children in Turkish sample ($\alpha = .89$).

The items mainly target to assess feelings of anxiousness, sadness, fearfulness, somatic complaints, obsessive nature of thoughts. In the current study, the Trait Anxiety form was used in order to assess internalizing behavior problems, as it is one of the dependent variables of the study.

2.2.4 Aggression Scale for Children

The scale is constructed by Şahin (2004) for the purpose of measuring aggression and relevant behavior problems in middle childhood by having the children as informants. There are 18 items which 5 of them are neutral items for balancing any probable negative perception of the item on children. The items assess aggressive attitudes, rule breaking behaviors and conduct problems. It is a three-point scale where participants choose between ‘Always’, ‘Often’, and ‘Never’ (See Appendix D). The scores that can be obtained from the scale range from 18 to 54; higher scores indicating higher aggression levels and more of behavior problems.

The reliability analysis gave sufficient values; the Cronbach alpha coefficient is found .77. Additionally, test-retest technique was applied and found .71 ($p < .01$).

In the current study, Aggresiveness Scale was used to measure externalizing behavior problems, which is one of the dependent variables. The scale covers aggression, rule-breaking and destructive behaviors which are classified as anti-social.

2.2.5 Family Information Form

Family information form is the short form that is prepared for gathering basic information about the primary caregiver and the child. It contains items based on the age, education level of the mother, and socioeconomic status of the family (See Appendix E).

2.3 Procedure

Before the application of questionnaires, required permissions were taken from school principals and necessary arrangements were set with the cooperation with counseling department in each school. Informed consents were sent to homes via students; and related permissions were taken from each family, by briefing them about the scope and the application of the study. After the informed consents were returned, the administration of the questionnaires took place with the children whose parents authorized. The questionnaires were applied paper-and-pencil based and took approximately 40 minutes, which is a one course period, to be answered. Informed consent was taken from students and instructions were given briefly at the beginning of each scale. Especially for the younger children in primary school, one to one directions were given if necessary.

CHAPTER 3

RESULTS

3.1 Descriptives and Gender Differences

Means, standard deviations and ranges of measures for attachment security with mother and father, self perception, internalizing and externalizing behavior problems were displayed in Table 3.1.

One way analysis of variance was conducted to evaluate differences between boys and girls in terms of their attachment security to parents, overall self perception, perceived popularity, perceived physical appearance and behavior problems. There is a significant difference between boys and girls in terms of attachment security to mother, $F(1, 148) = 5.93, p < .05$, self perception, $F(1, 148) = 4.07, p < .05$, and externalizing behavior problems, $F(1, 148) = 16.1, p < .001$. Results indicated that the girls' total scores in attachment security with mother is significantly higher ($M = 47.84, SD = 7.30$) than boys' ($M = 45.07, SD = 6.49$). Girls also had significantly higher scores ($M = 64.18, SD = 8.68$) than boys ($M = 61.17, SD = 9.54$) in terms of their total self perception scores. Finally, boys significantly scored higher ($M = 16.17, SD = 3.33$) in total externalizing behavior problem scores than girls ($M =$

14.29, $SD = 2.37$). There is not significant differences between girls and boys, in terms of their total scores for perceived popularity, $F(1, 148) = .09, p > .05$, perceived physical appearance, $F(1, 148) = .44, p > .05$, attachment security with father $F(1, 148) = 2.87, p > .05$, and internalizing behavior problems, $F(1, 148) = .31, p > .05$.

Table 3.1 Descriptive Statistics for all study variables

	Males ($N = 70$)				Females ($N = 80$)				Total ($N = 150$)			
	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Att-M	45.07	6.49	29	76	47.84	7.30	31	59	46.55	7.05	31	59
Att-F	46.53	7.38	31	60	48.56	7.28	29	59	47.61	7.38	29	60
S-total	61.17	9.54	29	76	64.18	8.68	35	79	62.77	9.19	29	79
S-Pop	8.66	2.27	1	11	8.76	1.98	2	11	8.71	2.11	1	11
S-Phys	7.59	2.18	1	10	7.36	1.93	2	10	7.47	2.04	1	10
Int-P	34.63	6.58	22	49	35.27	7.48	20	60	34.97	7.06	20	60
Ex-P	16.17	3.33	12	26	14.29	2.37	12	22	15.17	3.0	12	26

Att-M: Attachment security with mother, Att-F: Attachment security with father, S-total: Piers-Harris Total Scores, S-Pop: Popularity Subscale Scores, S-Phys: Physical Appearance and Attributes Subscale Scores, Int-P: Internalizing Problems, Ex-P: Externalizing Problems

3.2 Correlations

Correlations among the study variables were tested in two parts. First, the total scores on attachment security to parents, self perception, internalizing and externalizing behavior problems were examined. Secondly, for the purposes of further hypotheses, the correlations among Popularity Subscale, Physical Appearance and Attributes Subscale, attachment security with parents and behavior problems were examined in detailed for both genders.

3.2.1 Correlations among Attachment Security, Self Perception, and Behavior Problems

Correlations between the main variables are shown in Table 3.2. Attachment security with mother, father and self perception were significantly moderately correlated with each other. Precisely, as attachment security to mother and father of children increases, they perceive themselves with more positive attributes and more competent. Additionally, the correlations between attachment security with mother, father, self perception and internalizing behavior problems are significant. Children who had higher levels of attachment security to their parents, and more positive self perception have lower levels of anxiety and depressive symptoms. Finally, self perception and attachment security with mother, but not father, were significantly correlated with externalizing behavior symptoms; as children perceive more secure attachment to their mothers and perceive themselves in more positive terms, their externalizing behavior problems decreases.

Table 3. 2 Bivariate Correlations of the Predictor and Outcome Variables

	1	2	3	4	5
1. Att-M	-				
2. Att-F	.60*	-			
3. S-Total	.58*	.45*	-		
4. Int-P	-.39*	-.34*	-.51*	-	
5. Ex-P	-.30*	-.23	-.30*	.06	-

Att-M: Attachment security with mother, Att-F: Attachment security with father, S-total: Piers-Harris Total Scores, Int-P: Internalizing Problems, Ex-P: Externalizing Problems

* $p < .005$

3.2.2 Correlations among Popularity Subscale, Physical Appearance and Attributes Subscale, Attachment Security and Behavior problems

In Table 3.3, zero-order correlations among the main study variables of the study were presented across genders. Of particular interest, subscales of Popularity and Physical Appearance were significantly correlated with internalizing behavior problems for boys and girls; on the other hand, subscales of Popularity and Physical Appearance were not significantly correlated with externalizing behavior problems for neither of them.

Table 3. 3 Bivariate Correlations of the Predictor and Outcome Variables as Function of Gender

	1	2	3	4	5	6
1. S-Pop	-	.38*	.29*	.20	-.26*	.09
2. S-Phys	.23*	-	.27*	.30*	-.39*	.14
3. Att-M	.50**	.40**	-	.60**	-.12	-.26*
4. Att-F	.39**	.28*	.57**	-	-.23*	-.11
5. Int-P	-.39**	-.33*	-.60**	-.44	-	-.01
6. Ex-P	-.09	-.29*	-.27*	-.30*	.19	-

Att-M: Attachment security with mother, Att-F: Attachment security with father, S-total: Piers-Harris Total Scores, S-Pop: Popularity Subscale Scores, S-Phys: Physical Appearance and Attributes Subscale Scores, Int-P: Internalizing Problems, Ex-P: Externalizing Problems.

Note. Intercorrelations for boys ($n = 70$) are presented above the diagonal, and inter-correlations for girls ($n = 80$) is presented below the diagonal.

* $p < .05$

** $p < .001$

3.3 Mediation Analyses

Depending on the main hypotheses of the study, the mediator role of two subscales of Piers Harris Self Perception Scale, (a) Popularity, and (b) Physical

Appearance and Attributes, between the attachment patterns and behavior problems was examined in detail, for girls and boys independently.

3.3.1 Mediator Role of Self Perceived Popularity in the Relationship between Attachment Security and Behavior Problems

A series of hierarchical regression analyses were performed separately for boys and girls to test (1) the mediator role of self-perceived popularity in the relationship between the attachment security with mother and internalizing behavior problems, (2) the mediator role of self-perceived popularity in the relationship between the attachment security with father and internalizing behavior problems, (3) the mediator role of self-perceived popularity in the relationship between the attachment security with mother and externalizing behavior problems, and (4) the mediator role of self-perceived popularity in the relationship between the attachment security with father and externalizing behavior problems.

3.3.1.1 Mediator Role of Self Perceived Popularity in the Relationship between Attachment Security with Mother and Internalizing Problems

To test the four criteria for mediation (Baron & Kenny, 1986), first, a linear regression analysis was performed utilizing Popularity Subscale as the criterion and attachment security with mother as predictor variable. Secondly, a linear regression analysis was performed in which the internalizing problems were the criterion variable and Popularity Subscale was the predictor variable. To examine the last criteria for mediation attachment security with mother was entered on the first block

and Popularity Subscale Score was entered on the second block, as the mediator variable and the internalizing behavior problem scores were the criterion variable. All of these steps were applied separately for boys and girls.

Table 3. 4 Regression Analyses Examining Mediator Role of Perceived Popularity between Parental Attachment Security and Internalizing Behavior Problems

Outcome variable	Predictors	Girls			Boys		
		β	SE	R ²	β	SE	R ²
Internalizing	$x \rightarrow y$						
	Attachment Mother	-.60**	.09	.36	-.12	.12	.01
	$x \rightarrow m \rightarrow y$						
	Attachment Mother	-.54**	.10		-.05	.12	
	Popularity	-.12	.39	.36	-.25*	.35	.07
Popularity	$x \rightarrow m$						
	Attachment Mother	.50**	.02	.25	.29*	.04	.08
Internalizing	$x \rightarrow y$						
	Attachment Father	-.44**	.10	.19	-.23*	5.22	.05
	$x \rightarrow m \rightarrow y$						
	Attachment Father	-.34*	.11		-.19	.10	
	Popularity	-.26*	.40	.25	-.22	.34	.10
Popularity	$x \rightarrow m$						
	Attachment Father	.39**	.02	.15	.20	.03	.04

* $p < .05$

** $p < .01$

As depicted in Table 3.4, the first two criteria for mediation of self perceived popularity were met for both boys and girls: (a) Total scores on attachment security with mother was significantly related to self perceived popularity, for boys, ($\beta = .29$), $t = 2.50$, $p < .05$; and girls, ($\beta = .50$), $t = 5.14$, $p < .01$, and (b) Total scores on self perceived popularity was significantly related to internalizing behavior problems, for

boys, ($\beta = -.26$), $t = -2.27$, $p < .05$; and girls, ($\beta = -.39$), $t = -3.80$, $p < .01$. In the remaining steps, results were different from each other for boys and girls.

For girls, attachment security with mother significantly accounted for %36 of the variance, ($\beta = -.54$), $t = -5.24$, $p < .01$, and self perceived popularity was not significantly predicting internalizing problems after controlling for the effects of attachment to mother ($\beta = -.12$), $t = -1.16$, $p > .05$. For boys, attachment security with mother was not a significant predictor of internalizing problems in the full model, ($\beta = -.05$), $t = -.43$, $p > .05$; on contrary, perceived popularity significantly predicts internalizing problems, ($\beta = -.25$), $t = -2.04$, $p < .05$. Therefore, it is concluded that perceived popularity is not a significant mediator in the relationship between attachment security with mother and internalizing behavior problems neither boys nor girls.

3.3.1.2 Mediator Role of Self Perceived Popularity in the Relationship between Attachment Security with Father and Internalizing Problems

To test the mediator role of perceived popularity in the relationship between attachment security with father and internalizing problems, for the first criteria of mediation, regression analysis was performed utilizing Popularity Subscale as the criterion and attachment security with father as predictor variable. The second step, which the internalizing problems were the criterion variable and Popularity Subscale, was the predictor variable was performed in the initial analysis. To examine the last criteria for mediation attachment security with father was entered on the first block and Popularity Subscale Score was entered on the second block, as the mediator

variable and the internalizing behavior problem scores were the criterion variable. All of these steps were applied separately for boys and girls.

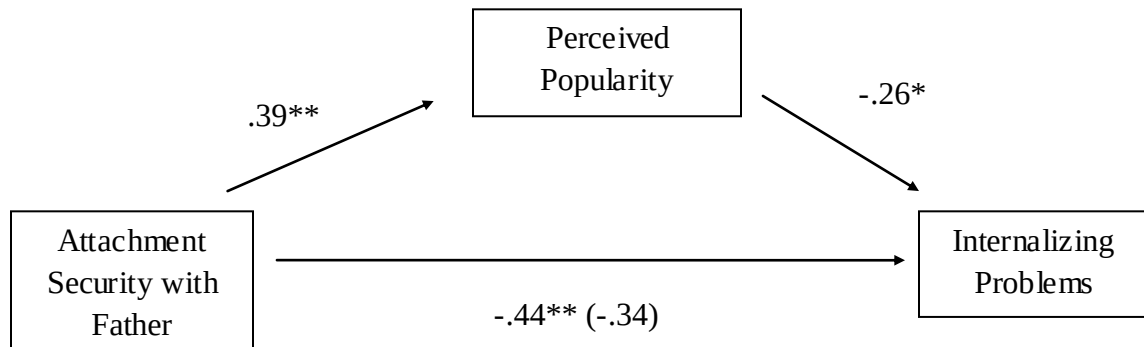


Figure 3.1 : A path diagram with standardised regression coefficients depicting the partial mediating effects of perceived popularity on the attachment security to father and internalizing behavior problems relationship for girls, * $p < .05$; ** $p < .001$.

As shown in Table 3.4, the first two criteria for mediation of perceived popularity were met for girls, but not boys: (1) Total scores on attachment security with father was significantly related to perceived popularity, only for girls, ($\beta = .39$), $t = 3.77$, $p < .01$ and (2) Total scores on perceived popularity was significantly related to internalizing behavior problems, for boys, ($\beta = -.26$), $t = -2.27$, $p < .05$; for girls, ($\beta = -.39$), $t = 3.80$, $p < .01$. In the remaining steps, results for girls showed that the attachment security with father on internalizing problems coefficient was significantly reduced from $\beta = -.44$ to $\beta = -.34$, $F(1, 77) = 6.00$, $p < .05$, after the inclusion of perceived popularity, which is still significant, ($\beta = -.26$), $t = -2.44$, $p < .05$, in the model, indicating a partial mediator role (See Figure 1). Results of the Sobel's significance test further confirmed the partial mediational model, $z = -2.06$, $p = .03$. For boys the criteria were not met; attachment security with father was significantly related to internalizing problems in the reduced model, ($\beta = -.23$), $t = -2.01$, $p < .05$; however perceived popularity was not significantly predicts internalizing problems.

3.3.1.3 Mediator Role of Perceived Popularity in the Relationship between Attachment Security with Mother and Externalizing Problems

Series of regression analysis for testing the mediator role of perceived popularity in the relationship between attachment security with mother and externalizing problems were conducted. For testing the criteria for mediation model, same analyses were performed as previous; however this time the dependent variable was the externalizing behavior problems.

Table 3. 5 Regression Analyses Examining Mediator Role of Perceived Popularity between Parental Attachment Security and Externalizing Behavior Problems

Outcome variable	Predictors	Girls			Boys		
		β	SE	R ²	β	SE	R ²
Externalizing	$x \rightarrow y$						
	Attachment Mother	-.27*	.03	.06	-.26*	.06	.06
	$x \rightarrow m \rightarrow y$						
	Attachment Mother	-.30*	.04	.07	-.31	.06	.10
	Popularity	.06	.15		.18	.17	
Popularity	$x \rightarrow m$						
	Attachment Mother	.50**	.02	.25	.29*	.04	.08
Externalizing	$x \rightarrow y$						
	Attachment Father	-.30**	.03	.08	-.11	.05	.01
	$x \rightarrow m \rightarrow y$						
	Attachment Father	-.31**	.03	.09	-.14	.05	.02
	Popularity	.03	.14		.12	.18	
Popularity	$x \rightarrow m$						
	Attachment Father	.39**	.02	.15	.20	.03	.04

* $p < .05$

** $p < .01$

As shown in Table 3.5, total scores on perceived popularity was not significantly related to externalizing behavior problems, in other words, criteria for

mediation model were not met, for boys, ($\beta = .18$), $t = 1.51$, $p > .05$ and girls, ($\beta = .06$), $t = .47$, $p > .05$. Accordingly, it is concluded that perceived popularity is not a significant mediator in the relationship between attachment security with mother and externalizing problems.

3.3.1.4 Mediator Role of Perceived Popularity in the Relationship between Attachment Security with Father and Externalizing Problems

As the regression analyses steps conducted testing the mediator role of perceived popularity in the relationship between attachment security with mother and externalizing problems showed, the criteria for mediation model were not met (See Table 3.5). (1) Perceived popularity was not significantly related to externalizing behavior problems, for boys ($\beta = .12$), $t = .98$, $p > .05$, and girls, ($\beta = .03$), $t = .27$, $p > .05$; (2) Attachment security with father is a significant predictor of externalizing problems only for girls ($\beta = -.30$), $t = -2.82$, $p < .05$, but not for boys ($\beta = -.11$), $t = -.96$, $p > .05$.

3.3.2 Mediator Role of Self Perceived Physical Appearance in the Relationship between Attachment Security and Behavior Problems

A series of hierarchical regression analyses were performed separately for boys and girls to test (1) the mediator role of self-perceived physical appearance on the relationship between the attachment security with mother and internalizing behavior problems, (2) the mediator role of self-perceived physical appearance on the relationship between the attachment security with father and internalizing

behavior problems, (3) the mediator role of self-perceived physical appearance on the relationship between the attachment security with mother and externalizing behavior problems, and (4) the mediator role of self-perceived physical appearance on the relationship between the attachment security with father and externalizing behavior problems.

3.3.2.1 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment Security with Mother and Internalizing Problems

To assess the mediator role of perceived physical appearance in the relationship between attachment security with mother and internalizing problems, series of regression analysis was performed. In the first step, Physical Appearance and Attributes Subscale was the criterion and attachment security with mother was predictor variable. Secondly, another regression analysis was performed in which the internalizing problems were the criterion variable and Physical Appearance and Attributes Subscale was the predictor variable. To examine the last criteria for mediation attachment security with mother was entered on the first block and Physical Appearance and Attributes Subscale Score was entered on the second block, as the mediator variable and the internalizing behavior problem scores were the criterion variable. All of these steps were applied separately for boys and girls.

As presented in Table 3.6, attachment security with mother was significantly predicting the perceived physical appearance for boys, ($\beta = .27$), $t = 2.35$, $p < .01$; and for girls, ($\beta = .40$), $t = 3.85$, $p < .01$. Second criterion was also met; perceived

physical appearance was significantly related to internalizing behavior problems for both genders; boys, ($\beta = -.39$), $t = -3.50$, $p < .01$, and girls, ($\beta = -.33$), $t = -3.09$, $p < .01$.

Table 3. 6 Regression Analyses Examining Mediator Role of Perceived Physical Appearance between Parental Attachment Security and Internalizing Behavior Problems

Outcome variable	Predictors	Girls			Boys		
		β	<i>SE</i>	R^2	β	<i>SE</i>	R^2
Internalizing	$x \rightarrow y$						
	Attachment Mother	-.60**	.09	.36	-.126	.12	.01
	$x \rightarrow m \rightarrow y$						
	Attachment Mother	-.56**	.10	.37	-.02	.11	.15
	Physical App	-.10	.38		-.38*	.35	
Physical App	$x \rightarrow m$						
	Attachment Mother	.40**	.02	.16	.27*	.03	.07
Internalizing	$x \rightarrow y$						
	Attachment Father	-.44**	.10	.19	-.23*	5.22	.05
	$x \rightarrow m \rightarrow y$						
	Attachment Father	-.37**	.10	.22	-.23*	.10	.16
	Physical App	-.22*	.40		-.35**	.35	
Physical App	$x \rightarrow m$						
	Attachment Father	.28*	.02	.08	.30*	.03	.09

* $p < .05$

** $p < .01$

Finally, the hierarchical multiple regression showed that, for girls, attachment security with mother significantly accounted for most of the variance, %36, and perceived physical appearance was not significantly predicting internalizing problems, ($\beta = -.10$), $t = -1.06$, $p > .05$, after controlling for the effects of attachment security with mother. For boys, attachment security with mother was not a significant predictor of internalizing problems ($\beta = -.02$), $t = -.16$, $p > .05$; on contrary, perceived

physical appearance significantly predicts internalizing problems, ($\beta = -.38$), $t = -3.29$, $p < .05$. Therefore, a mediation model for self perceived popularity in the relationship between attachment security with mother and internalizing behavior problems is not valid.

3.3.2.2 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment Security with Father and Internalizing Problems

To test the mediator role of perceived popularity in the relationship between attachment security with father and internalizing problems, for the first criteria of mediation, regression analysis was performed utilizing Physical Appearance and Attributes Subscale as the criterion and attachment security with father as predictor variable. The second step, which the internalizing problems were the criterion variable and Physical Appearance and Attributes Subscale, was the predictor variable was performed in the previous analysis. To examine the last criteria for mediation attachment security with father was entered on the first block and Physical Appearance and Attributes Subscale was entered on the second block, as the mediator variable, and the internalizing behavior problem scores were the criterion variable. All of these steps were applied separately for boys and girls.

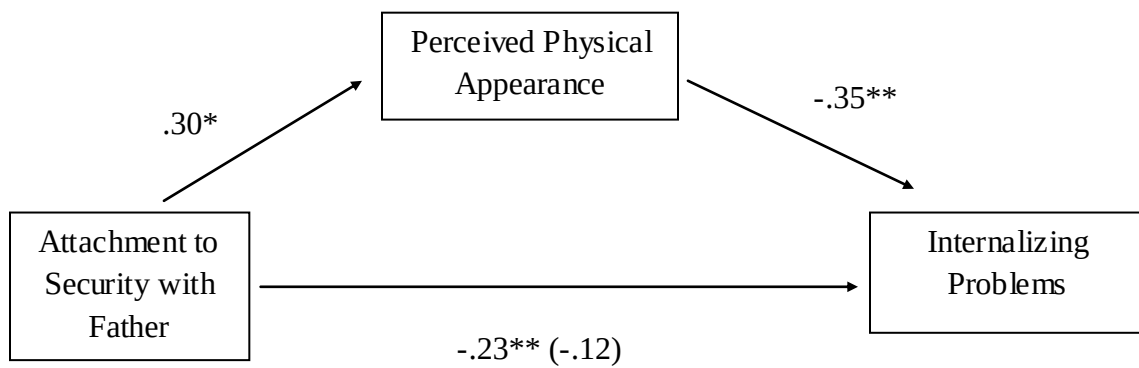


Figure 3.2 : A path diagram with standardised regression coefficients depicting the fully mediating effects of perceived physical appearance on the attachment security with father and internalizing behavior problems relationship for boys, * $p < .05$; ** $p < .01$.

The results revealed that first two criteria for mediation model were met (See Table 3.6); (1) attachment security with father is significantly related to perceived physical appearance, for boys, ($\beta = .28$), $t = 2.67$, $p < .01$, and girls, ($\beta = .30$), $t = 2.66$, $p < .05$; and (2) perceived physical appearance is significantly related to internalizing problems for both genders, as previously noted. In the remaining steps, results for boys showed that physical appearance significantly accounted for variations in internalizing problems, ($\beta = .28$), $t = 2.67$, $p < .01$, and the attachment security with father on internalizing problems coefficient was significantly reduced from $\beta = -.23$ to $\beta = -.12$, $F(1, 67) = 8.97$, $p < .01$, and was non-significant in predicting internalizing problems, indicating a full mediator role (See Figure 3.2). Results of the Sobel's significance test further confirmed the full mediation model, $z = -1.99$, $p = .04$. For girls, attachment security with father accounted for %19 of the variance in internalizing problems; and in the full model it was increased to %24, with the inclusion of perceived physical appearance. However, reduction in the coefficient of attachment security with father on internalizing problems was non-significant. Therefore, there is no significant mediator role of perceived physical

appearance in the relationship between attachment security with father and internalizing problems for girls.

3.3.2.3 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment Security with Mother and Externalizing Problems

Series of regression analysis for testing the mediator role of perceived physical appearance in the relationship between attachment security with mother and externalizing problems. For testing the criteria for mediation model, same analyses were performed as previous; however this time the dependent variable was the externalizing behavior problems.

As shown in Table 3.7, total scores on perceived physical appearance was significantly related to externalizing behavior problems for girls, ($\beta = -.29$), $t = -2.70$, $p < .01$, but not for boys, ($\beta = .14$), $t = 1.24$, $p > .05$. Accordingly, it is concluded that perceived physical appearance is not a significant mediator in the relationship between attachment security with mother and externalizing problems for boys. In the hierarchical multiple regression for girls, attachment security with mother on externalizing problems coefficient reduced from with $\beta = -.27$ to $\beta = -.18$, $F(1, 77) = 4.51$, $p > .05$, with the inclusion of perceived physical appearance, however, perceived physical appearance is not significantly related to externalizing problems, ($\beta = -.21$), $t = -1.86$, $p > .05$; there is not any significant mediation model for these variables.

3.3.2.4 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment Security with Father and Externalizing Problems

As the regression analysis steps for testing the mediator role of perceived physical appearance in the relationship between attachment security with father and externalizing problems showed, the first two criteria were met for only girls, but not for boys (See Table 3.7).

For girls, in the hierarchical multiple regression, relationship between attachment security with father and externalizing problems reduced from $\beta = -.30$ to $\beta = -.24$, $F(1, 77) = 4.10$, $p < .05$, with the inclusion of perceived physical appearance in the second block.

Table 3. 7 Regression Analyses Examining Mediator Role of Perceived Physical Appearance between Parental Attachment Security and Externalizing Behavior Problems

Outcome variable	Predictors	Girls			Boys		
		β	<i>SE</i>	R^2	β	<i>SE</i>	R^2
Externalizing	$x \rightarrow y$						
	Attachment Mother	-.27*	.03	.07	-.26*	.06	.06
	$x \rightarrow m \rightarrow y$						
	Attachment Mother	-.18	.03	.11	-.32*	.06	.12
	Physical App	-.21	.14		.24*	.18	
Physical App	$x \rightarrow m$						
	Attachment Mother	.40**	.02	.16	.27*	.03	.07
Externalizing	$x \rightarrow y$						
	Attachment Father	-.30**	.03	.09	-.11	.05	.01
	$x \rightarrow m \rightarrow y$						
	Attachment Father	-.24*	.03	.13	-.18	.05	.05
	Physical App	-.22*	.12		.20	.19	
Physical App	$x \rightarrow m$						
	Attachment Father	.28*	.02	.08	.30*	.03	.09

* $p < .05$

** $p < .01$

However, Sobel's test yielded that the reduction in the relationship was non-significant ($z = -1.61$, $p > .05$). To conclude, perceived physical appearance did not significantly mediated between the attachment security with father and externalizing behavior problems, either of boys and girls.

CHAPTER 4

DISCUSSION

The current study was conducted to examine the self perception regarding the social domain and physical attributions domain; and their roles in the relationship between attachment security, and internalizing and externalizing problems in middle childhood. Internalizing problems were evaluated based on anxiousness, sorrow, fearfulness, and somatic complaints; and externalizing problems were based on aggression and rule-breaking behaviors.

According to results, perceived popularity in girls partially; and perceived physical appearance in boys fully mediated the associations between attachment security to father and internalizing symptoms. These findings, which support theoretical developmental links between attachment security and development of internalizing symptoms, were discussed in greater detail below.

4.1 Gender Differences based on Attachment, Self Perception, and Behavior Problems

Before the main analyses of the study, boys and girls were compared in terms of their total scores from attachment security to mother and father, overall self perception, perceived popularity, perceived physical appearance, internalizing and externalizing behavior problems.

4.1.1 Gender Differences based on Attachment Security

One way analysis of variance test revealed that girls perceive higher levels of secure attachment to their mothers, than boys.

Attachment to mother was examined in numerous studies and found to be related to children's psychological well-being in various ways, especially with depression and anxiety, which is parallel to current findings. However, gender differences about these relationships were less clear. There are contradicting findings in literature about gender comparisons in maternal attachment. However, present results were parallel with most of the studies (Kerns, Tomich & Kim, 2006; Song, Thomson & Ferrer, 2009; Verschueren & Marcoen, 2005) which concluded girls as reporting higher levels of attachment to mother than boys. It suggests that girls in preadolescence feel more intimate to mother compared to boys, which might be related to higher need of assistance and intimacy with their mother, in issues such as romantic relationships, friendship, and biological changes related to sexuality.

As opposed to previous findings which indicate boys as being more attached to their fathers than girls, in the present study, comparisons of paternal attachment did not yield any significant changes for boys and girls. There are theoretical frameworks which argue that the relationship between the father and son has more unique features and fathers contribute more to their sons' psychosocial development compared to daughters' (Cabrera, Tamis-LeMonda, Bradley, Hofferth & Lamb, 2000). The inconsistency with this literature implied that the boys and girls in the present sample had more or less similar experiences with their fathers, in terms of perceived responsivity and availability, and the quality of their relationship. Kuzucu and Özdemir (2013) reported similar results with adolescents in Turkish culture; it might be useful to explore cultural patterns about the role of paternal attachment across genders in more detail. It might be the case that fathers in this culture are more concerned about the financial necessities about the child and leave the responsibility of psychological caregiving to the mother. These data were also in line with the literature about attachment hierarchy; at different developmental stages, individuals might place certain attachment figures in higher positions and the others would be lined in lower positions depending on their value in the hierarchy (Rosenthal & Kobak, 2010).

4.1.2 Gender Differences based on Overall Self Perception, Perceived Popularity and Perceived Physical Appearance

With respect to scores on overall self perception, girls scored higher, indicating that they perceive themselves more positively in general. Even if there might be contrasts in particular areas, their emotions, thoughts and attitudes about

global self was better than boys'. Quatman and Watson (2001) noted contradicting findings from literature review, in which they found boys being slightly more favorable in terms of global self esteem. There are numerous findings from literature which reported girls to have lower levels of self esteem. However, most of these studies took participants at the age of adolescence or older; and the results were interpreted based on the specificity of this developmental period (e.g. Maldonado, 2013; Van Damme, Colins & Vanderplasschen 2014). In the present study, the participants were not yet adolescents and it might be case that the gap between boys and girls will particularly rise from adolescence onwards.

When examined the gender differences, the literature yield studies which found negative social self perceptions were more critical for girls' internalizing problems than boys. Girls situated in high risk population for especially mood disorder symptoms (e.g. Brenning, Bosmans, Braet & Theuwis, 2012; Nolen-Hoeksema & Girgus, 1994); however, there were no significant differences between boy and girls internalizing behavior problems in present study. It can be also related to previous argument about the present developmental period of children.

Similarly, boys and girls did not significantly differ in their scores of perceived popularity and perceived physical appearance. As Eccles et al. (1993) noted, based on gender roles in society, differences in perceived social competencies and perceived physical appearance were anticipated. Contradicting with previous findings which noted boys to have higher levels of positive self perception based on physical appearance/physical attractiveness (Hagger, Biddle & Wang, 2005; Wilgenbusch & Merrell, 1999), there were not any significant differences between

boys and girls. This inconsistency might be due to the fact that they were not aged enough to experience the actual or perceived pressures from society about the importance of physical appearance in adults' world; because numerous studies showed that, predominantly women, have various psychological difficulties related to ideal body image in their minds and society's values (e.g. Helfert, & Warschburger, 2013; Kraye, Ingledew & Iphofen, 2008). It might be possible that gender differences disadvantaging the girls will occur in subsequent developmental stages.

4.1.3 Gender Differences based on Internalizing and Externalizing Behavior Problems

The difference between boys and girls regarding internalizing behavior problems in present study was non-significant, as opposed to predominant findings in literature (Brenning et al., 2012; Nolen-Hoeksema & Girgus, 1994). As it was mentioned earlier, girls indicated as being more susceptible to experience internalizing problems such as, depressive symptoms, sorrow, guilt, and somatic complaints.

However, boys scored significantly higher in externalizing behavior problems consistent with the literature (Card et al., 2008; Hyde, 1984; Lussier, Corrado & Tzoumakis, 2012; Owens, 1995; Salley, Vannatta & Gerhardt, 2010). Possible reasons for boys' higher levels of aggression and rule breaking behaviors were explained previously in literature review. Consistent with those findings and explanations, boys exhibit more of physical aggression and concrete problems of

conduct; however, it is important to remind that literature indicates a different way of aggression for girls, called relational aggression as explained before, which should be explored in more detail in order to make a more plausible comparison about the aggression.

4.2 Mediator Role of Perceived Popularity in the Relationship between Attachment Security and Behavior Problems

In particular, the study was mainly aimed to detect the mediator roles of self perception in the relationships between attachment security and behavior problems. Accordingly, mediator role of perceived popularity in the relationship between attachment and behavior problems were examined. Identical analyses were conducted for boys and girls independently; and the results will be discussed by emphasizing the contrasts and similarities between them.

4.2.1 Mediator Role of Perceived Popularity in the Relationship between Attachment to Mother and Internalizing Behavior Problems

First, the relationship between maternal attachment and internalizing behavior problems were investigated, considering the perceived popularity as a potential mediator. The results did not exhibit any mediator effects in neither girls nor boys.

In overall, perceptions regarding the self have been the topic of many studies; and primarily, self-esteem is apparently shown to be a predictor of internalizing problems, especially depression (e.g. Abela & Taylor, 2003; Grizenko, Archambault & Pawliuk, 1992). Studies examining perceived social acceptance in both late

adolescence (Kobak & Sceery, 1988) and early childhood (Bretherton, 1990), parallel with the results, found that positive social perception about self is predicting better psychological outcomes. However, these results lack the implications about gender comparisons and the mechanism in which they operate.

Current results showed that, the mediator role of self perceptions regarding popularity and social admiration among peers in the relationship between maternal attachment and internalizing problems was not significant for boys or girls. Recently, Lecompte et al. (2014) examined the mediator role of self esteem in a longitudinal design. Contradicting with the present results, they found that, children's global evaluations on self partially mediated the association between maternal attachment in preschool and depression symptoms in middle childhood. Their study did not compare these pathways between boys and girls; in a sense, present study elaborated the associations regarding both genders separately. The inconsistency in the results supports the idea that if boys and girls analyzed independently in detail, more information on childhood behavior problems can be manifested.

Rubin et al. (2004) investigated the relationships between maternal support, perceived social competence, perceived friendship quality, and internalizing problems. Their finding were quite parallel present study, as they found girls to be in a more risky position in terms of internalizing behavior problems, considering the impact of poor mother-child relationship on them. Maternal support was assessed based on the responsivity and availability of the mother, which implies the attachment security as in the current study. They found that, for girls, if the perceived attachment security was poor, then, even having an average quality of perceived

social competence in friendships cannot protect them from internalizing problems. Consistent with this literature, in the present study attachment to mother was much more dominant for girls in predicting internalizing behavior problems. It might be suggested that, maternal attachment in girls is a critical determinant for childhood behavior problems all by itself, and the other variables which might be related to girls' psychological well-being remain less influential.

When turning into boys, mediation model for perceived popularity did not reached to a conclusion because of the fact that maternal attachment for boys was not a significant predictor of internalizing behavior problems, whereas perceived popularity was. When referring back to Rubin et al. (2004), it is remarkable that, for boys, having a positive view of themselves in terms of sociability in their friendships, at least on average quality, is solely protecting them from internalizing behavior problems; and perceived maternal support was not related to this association in case. Present results were quite similar; and it is possible to argue that, boys' perceptions about how popular they are, the nature of their peer relations and their social standing in peer contexts were significant determining factors on their internalizing problems, regardless of the maternal attachment.

Considering the trajectories of attachment, there are clearly different pathways and differential outcomes for boys and girls; as it was also deduced from previous studies (Panfile, Laible & Eye, 2012; Turner, 1991). In addition to them, these findings present that boys and girls have variations in the way that they were affected from their mother. Girls demonstrate that they were highly dependent on their relationship with mother for the incidence of internalizing problems.

4.2.2 Mediator Role of Perceived Popularity in the Relationship between Attachment to Mother and Externalizing Behavior Problems

Perceived popularity did not have any mediating role between maternal attachment and externalizing behavior problems. As opposed to expectations, children's evaluations on perceived popularity, social admiration and their social standing in peer context did not demonstrate any significant relationship to externalizing behavior problems.

In terms of externalizing behavior problems, maternal attachment was found to explain most of the variance in both genders. For girls, the results were not unexpected when considering the conclusions which proposed for internalizing behavior problems previously. The results for girls were remarkable in a sense that maternal attachment was highly powerful in predicting developmental outcomes, compared to boys. However, in predicting externalizing behavior problems, boys' perceived maternal attachment was nearly as powerful as in the case of girls'. Together, these might be indicating that mothers, as the primary caregiver to the child, and as the person who spends more time with the children especially in early childhood, are more closely related to children's behavioral outcomes.

Accordingly, literature emphasized the role of mother in childhood behavior problems (Greenberg, Speltz & DeKlyen, 1993). These data can also be supported by basic premises of attachment theory; for instance, securely attached children usually experience more responsive and supportive style of communication which helps

them to build more positive representations of self and others (Cassidy, 1990); on the contrary, insecurity might be related to an unresolved aggression.

4.2.3 Mediator Role of Perceived Popularity in the Relationship between Attachment to Father and Internalizing Behavior Problems

The partial mediator role of perceived popularity was confirmed in the relationship between paternal attachment and internalizing behavior problems, only for girls. It implies that paternal attachment could not solely predicts internalizing behavior problems, but the inclusion of self perception in social domain mediates the relationship. Together with the previous discussions about maternal attachment, it might be argued that the role of the father for girls in middle childhood is less predictive in terms of psychological outcomes compared to role of the mother.

There might be several explanations regarding the issue; firstly, having regard to the psychobiological changes in pre-pubertal period of girls, the nature of father-daughter relationship might also start to change (Youniss & Smollar, 1985), as girls tend to keep aloof from their fathers. Literature indicated a remittent type of relationship between fathers and daughters. In early childhood, mother supposed to spend most of the time with the child; both for emotional needs and caregiving necessities (Grossman et al., 2002). Then, as Sümer and Şendağ (2009) argued, when children enter the context of school, it occurs that more assistance from father is needed for concrete circumstances in daily life, especially for helping the academic issues. The process until to this period might be valid for both boys and girls, however, when it comes to pubertal period, biological and psychological changes in

girls might incline them to feel more distant from father (Lieberman, Doyle & Markiewicz, 1999); or it might be the fathers who stay one step back from their daughters and assign more responsibility to mother through this period (Harris & Morgan, 1991). Remarkably, literature supports these ideas empirically; gender comparison showed that girls' perception of availability to father significantly decreases in late adolescence while boys' remain the same, and girls felt greater attachment security to their mothers and boys felt greater attachment security to their fathers than the girls, in middle childhood (Diener, Isabella & Behunin, 2008; Kerns, Tomich & Kim, 2006). These data about the characteristics of the age group have implications about the changing nature of father-daughter relationships in childhood.

Second explanation about the finding is more directed to highlight the mediating effect of perceived popularity for girls. It can be implied from the mediation model, that perceived popularity is a critical component in the relationship between attachment and internalizing behavior problems. As girls attach more importance to social bonds since early childhood (Harter, 1999; Kenny & Gallagher, 2002); it might be the case that their internalizing problems show alterations based on the perceived popularity and acceptance from peers. For girls, it is apparent that their self perceptions about how others evaluate them in social context play an important role in the occurrence of internalizing behavior problems. This conclusion is consistent with the literature on theoretical framework of self perceptions which proved the increased allocation of importance attached to peer relations in middle childhood rather than parents is more dominant for girls (Cooley, 1902; Harter, 1999). Additionally, Hampell and Petermann (2006) supported the theories with empirical evidence by showing that adolescent girls have more have more

interpersonal stress, but also they make more use of social support than boys. It might be implicated that social adaptation and relationships are more critical for girls compared to boys. They can be either take advantage of it or be adversely affected from their social standing in a given context.

Also, it should be reminded that in case of the maternal attachment the results highlighted the role of mother predominantly, so the role of perceived popularity remained weak in the relationship with internalizing behavior problems. But with the paternal attachment, it is seen that the role of the relationship with the father, for girls, is not a sufficient predictor, hence, self perceptions in social domain get involved in the picture. It can be interpreted as; perceived attachment to father for girls might be weaker due to the cultural structure, as well as the developmental factors which discussed previously. A comprehensive study conducted across 30 nations, reported that the hierarchical values of the mother and father were found to be universal; mothers become more prominent in their child care roles, than fathers, whereas, fathers were more related to financial roles in child rearing (Georgas, Berry, van de Vijver, Kagitcibasi & Poortinga, 2009). It can be hypothesized that the same structure might fit to Turkish culture, especially for girls, so that the fathers were keeping themselves in the background in relationships with their daughters.

To conclude, while taking into account all of these possible explanations, the partial mediation model indicated that perceived popularity for girls had an influence in relation to internalizing problems, in concordance with the attachment theory. It can be interpreted as; the nature of attachment security helps children to build mental representations about themselves and they generalize these representations through

other relationships and other contexts. This interpretation fits to the concept of internal working models proposed by Bowlby (1973). For instance, if a child experiences secure attachment, it is more likely that internal working models in which they perceive themselves as competent and valuable will be developed. Then this model would also be valid in other social contexts, such as peer relationships.

According to results of the mediation analysis for boys, it turned out that perceived popularity did not have a mediator role in the relationship between attachment to father and internalizing problems. As clarified previously, boys and girls differentiated based on the different domains of self perception. As literature indicated, boys do not rely on their perceived competencies in social domains; rather they pay attention to academic and athletic self perceptions in childhood (e.g. Hagger, Biddle & Wang, 2005). It might be a reason for the absence of an association between perceived popularity and internalizing problems.

4.2.4 Mediator Role of Perceived Popularity in the Relationship between Attachment to Father and Externalizing Behavior Problems

As in the mediation model with maternal attachment, perceived popularity did not mediate the relationship between paternal attachment and externalizing problems. Contrary to case of internalizing behavior problems, perceived popularity did not significantly predicts externalizing problems for both genders. The results can be interpreted similar as previously; both maternal and paternal attachments were dominant predictors of externalizing behavior problems for boys and girls.

The only exclusion was the case of boys; for them, neither perceived popularity nor was paternal attachment significantly associated with externalizing behavior problems. The reason might be that, as discussed previously, attachment security with mother was predominant in relating to aggression and rule breaking behaviors of boys, parallel with the literature (Fearon, Bakermans-Kranenburg, Ijzendoorn, Lapsley & Roisman, 2010; McCartney, Owen, Booth, Clarke-Stewart, Lowe Vandell, 2004).

4.3 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment and Behavior Problems

In addition to perceived popularity, perceived physical appearance was considered as the second potential mediator between attachment security and behavior problems. To examine this model, maternal and paternal attachment was taken separately for internalizing and externalizing behavior problems for both genders. The results were discussed as follows.

4.3.1 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment to Mother and Internalizing Behavior Problems

The results revealed that mediation model for self perceived popularity in the relationship between attachment to mother and internalizing behavior problems is not valid. In the case of girls, maternal attachment accounted for most of the variance and perceived physical appearance did not demonstrate any significant influence on internalizing problems. As interpreted in previous discussions, mother-daughter

relationship has a unique nature in predicting behavior problems for girls. When considering the physical appearance, it can be concluded that girls' self representations about body image was highly related to the nature of attachment with their mothers; attachment security includes self perception as discussed earlier, so the mediator role could not be demonstrated. There are studies which emphasized critical role of negative perceptions about physical appearance for girls in relation to depression (Allgood-Merten, Lewinsohn & Hops, 1990). However, current study highlighted the role of primary relationship with the mother as the main predictor of emotional problems in childhood; and particular results supported it.

For boys, perceived physical appearance was not a mediator but a significant predictor of internalizing problems. As explained earlier, Holder and Coleman (2008) found that more positive perceived physical attractiveness and higher levels of happiness were related to each other. However, present study found parallel association only with boys.

4.3.2 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment to Mother and Externalizing Behavior Problems

Regression analyses did not yield any significant mediation models for perceived physical appearance. Previous discussions might also fit to this cluster of findings about the role of maternal attachment in externalizing behavior problems.

Sweitzer (2005) found that children with conduct problems had more negative self perception on physical appearance domain compared to control group, which suggest a negative correlation among them. However, present study strengthens the emphasis on the role of mother, because while examining these variables in a mediation model, the quality of mother-child attachment surpassed in most of the relationships which were tested. Again parallel with the arguments about maternal attachment as before, it is concluded that as the primary caregiver who spends most of the time with children and guiding their behavioral adaptation, mothers help children to build internal working models and behavioral adjustment is determined accordingly.

4.3.3 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment to Father and Internalizing Behavior Problems

For boys, perceived physical appearance was found to be a full mediator in the relationship between paternal attachment and internalizing behavior problems. It was one of the most remarkable findings in the study, which emphasized the importance of self perceptions in relation to psychological well-being of children in middle childhood. As noted earlier several times, father was considered to be secondary figure in child rearing compared to mother, however, this specific result highlighted the fact that attachment to father and physical self perception of boys share something in common and operate through each other.

Recently, Schaefer and Salafia (2014) conducted a study in which they examined children's reports on perceived pressures from parents about their physical appearance and their relationships with body dissatisfaction. It is concluded that for boys, perceived pressures from fathers about their physical appearance was positively correlated with body dissatisfaction. It implied that, as fathers impose their opinions based on the ideal body type and appearance to their sons; and tease their sons based on these opinions, boys' negative self perception about physical appearance escalates. In conjunction with present study, it might be suggested that the nature of the intimate relationship with father operates in accordance with self perceptions in physical domain and internalizing problems were shaped as an outcome.

It was discussed earlier that according to Bowlby, internal working models operate within attachment bonds and shape child's self representations. In addition, literature supports that parents play a primary role in conveying socio-cultural messages about ideal body images to children (Pike & Rodin, 1991). Bronstein (2006) noted that fathers, directly or indirectly, orient their sons to be physically competent and tough; in addition, the influences of the messages change as a function of the quality of that father-son relationship. Previous studies examined these relationships for boys, with regard to muscular body image (McCabe & Ricciardelli, 2003), however, present results extends those findings through other domains of physical self perception, (e.g. being handsome or specific physical characteristics like having beautiful eyes). Also, supporting to Bronstein (2006), paternal attachment and perceived physical appearance were positively correlated with each other. To conclude, it might be suggested that; (1) in middle childhood

boys rely on their perceptions of how others see their physical appearance; (2) the quality of perceptions predict their affective symptoms and anxiety; and (3) paternal attachment has a minor role in predicting this relationship, by reflecting negative or positive confidence in father-son relationship.

Mediator role of perceived physical appearance for girls was not significant in current results. Based on the literature, it can be expected that their ideal body image in the society would be critical for girls in predicting internalizing problems. However, self perception in this domain was not powerful enough to surpass the influence of paternal attachment in girls. As stated before, it attracts attention that girls value the nature of attachment bonds with both parents; and it might be the case that concept of attachment also embraces their self perceptions in physical appearance.

4.3.4 Mediator Role of Perceived Physical Appearance in the Relationship between Attachment to Father and Externalizing Behavior Problems

Within the last mediation model tested, perceived physical appearance did not mediate the relationship between paternal attachment and externalizing behavior problems.

Even though the former discussions and interpretation about paternal attachment and internalizing behavior problems were analogous in literature to externalizing behavior problems of girls, partial mediation model was not significant

as reported in results. In other words, the inclusion of the perceived physical appearance in the relationship between paternal attachment and externalizing problems did reduce the influence of paternal attachment; however, the reduction was not statistically significant.

While considering the boys, the links between externalizing behavior problems and attachment to mother was discussed earlier; in the light of those findings, it is apparent that the association between paternal attachment and aggressive and rule-breaking behaviors did not fit to the current mediation model because of the dominant influence of mothers. Especially for boys, it is salient that externalizing behavior problems were predicted mostly by the irresponsive and insensitive attitude of mother in the relationship with son. It was considered to be linked with the resolution of the aggression indirectly towards other subjects rather than the mother.

4.4 Strengths and Implications of the Study

Although the attachment and self perception have been topics of interest in research about children's psychological outcomes, there were relatively few efforts examining their relationship in terms maternal and paternal attachment differentially across genders. Research that has been published mostly considers the mother as the primary caregiver (e.g. Booth et al., 1998; Brumariu & Kerns, 2010; McCartney et al., 2004); and research based on self perception in childhood mostly investigates domains such as academic self concept or perceived athletic competencies, and gender differences based on them (Al-Srouf & Al-Ali, 2013; Fuchs, Eschenbeck, Krug, Schlaud & Kohlmann, 2012). Present study scrutinized two specific domains

of self perception, rather than examining all of the domains concomitantly. In addition, instead of adding the sex as a variable in the study, investigating boys and girls separately was supposed to be an advantageous way of analysis in order to identify independent pathways from attachment security to behavior problems.

Present study also contributed to the literature on attachment by including fathers in assessments. There were some limitations in the father involvement research literature. Many of the studies on father involvement focus exclusively on the quantity of time fathers spend with their children but not on the quality of their interactions (Paquette, Coyl-Shepherd & Newland, 2013). However, the assessment tool in the current study evaluated father-child relationship from a more detailed aspect, based on the concepts of responsiveness and availability of the father.

All of the assessments were based on children's self report, which might also be considered as strength. Moss et al. (2006) reported that there was a great discordance between the parent's reports and child's reports, especially in internalizing problems. It can be understood that children's self reports on their affective problems and anxiety symptoms were credible in reflecting their own inner experience.

These results also have important implications for intervention models. Intervention models should target both parents as well as psychosocial factors such as to self perception. Specifically in the domain of perceived social admiration and physical appearance in middle childhood might be critical issues which can be targeted in both individual and group interventions. Scharf (2014) noted that

enhancing children's weaknesses and equipping them with appropriate skills in particular domains might prevent future complications. In a similar vein, focusing on enhancement of domain specific self esteem can help to reduce the risks of internalizing and externalizing behavior problems cumulatively. In addition, the findings demonstrate some pathway differences for girls and boys, which might be indicating the importance of difference intervention targets across genders.

Attachment orientations can be resistant to change, however, it might be useful to apply group based intervention programs within peers and activities which will enhance prosocial communication styles; and help individuals to overcome the influence of negative self perceptions and share more positive experiences. Family therapies might also take into consideration of using interventions which will boost positive perception towards self, by collaborating with parents and siblings.

4.5 Limitations of the Study and Future Directions

Current study specifically emphasized the importance of self perceived social acceptance and social attributions about self in middle childhood. Considering the target population of the study, it was expected that children in middle childhood would attach critical importance to what peers think about them and how do they perceive them; literature also support these findings theoretically (Bowlby, 1987) and empirically (Kerns, 2008). The participants were preadolescents, it might be hypothesized, according to attachment theory, that they started to pay attention to peer context and their position in that context much more than previous developmental stages which they primarily value their caregivers. However, further research may enlighten the developmental pathways by longitudinal researches and

compare perceived popularity, social attributions and their influence on behavior problems specifically across stages.

Secondly, considering the sample size as a limitation of this study; in order to have more powerful and generalisable conclusions from gender comparisons, it might be important to increase the sample size and have equal numbers in each cell as possible. Also, more comprehensive tools which evaluate perceived social acceptance and physical appearance separately would help to examine the relationships in more detail. Another limitation of the study was comparisons based on parents or teachers reports. It was mentioned earlier that self report on internalizing problems were more credible, but it could also be advantageous to include other observer in all circumstances in future studies.

In addition, it might be useful to collect more information about the parents and the children on several aspects. As the current study assessed attachment security with mother and father, there might be some other influential figures in a child's life who hold a considerable position in their attachment hierarchy. Therefore, it would be useful to gather specific information about who is the primary caregiver of the child since the early childhood; and are there any other family members or caretakers who spend time with the child's nurturance. Other information that would be contributive to the study is the child's psychiatric history. Especially, children who were diagnosed as attention deficit and hyperactivity disorder could be excluded from the sample in order to assess behavior problems more clearly and making more accurate conclusions about the non-clinical population.

To extend the results about these concepts, it might be useful to explore and evaluate some other measures such as children's and parent's temperaments, and self perception of the parents. Temperament might play a key role in determining the nature of the self perceptions and behavior problems. Also, there might be some linkages between the parent's self perception and its transmission to the child.

Finally, although the perceived popularity and physical appearance acted as partial mediators of the association between paternal attachment and internalizing problems in present study, it might be remark of the need for investigating other potential mediator variables that may also contribute to the association. As well as novel variables, it might be useful to examine attachment security specifically for its dimensions, which are availability and responsiveness in the current assessment tool. In addition, investigating the mediation models regarding other attachment styles, such as disorganized, avoidant and resistant, can give way to more useful conclusions.

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APPENDIX A: KERNS SECURITY SCALE

Nasıl Biriyim? - 1

Şimdi sana seninle ve annenle ilgili bazı sorular soracağız. Her bir cümle için sadece bir tane kutucuğu işaretleyeceksin. Ancak bu anketin biraz farklı bir yolla doldurulması gerekiyor. Aşağıdaki sorularda, “AMA” yazan kutunun hemen sağında ve solunda iki çocuk tanımlanmaktadır. Önce bunları oku ve hangisine daha çok benzediğine karar ver. Sonra da seçtiğin tarafa git. Bu çocuğa çok benziyorsan “Bana çok benziyor” kutucuğunu”, biraz benziyorsan “Bana biraz benziyor” kutucuğunu işaretle.

1.

Bana çok benziyor ☐	Bana biraz benziyor or ☐	Bazı çocuklar annelerine kolayca güvenirler.	AMA	Bazı çocuklar annelerine güvenip güvenemeyecekleri konusunda emin değildirlir.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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2.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar yaptıkları her şeye annelerinin çok karıştığını düşünürler.	AMA	Bazı çocuklar kendi başlarına bir şeyler yapmalarına annelerinin izin verdiğini düşünürler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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3.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar için annelerinin yardım edeceğine inanmak kolaydır.	AMA	Bazı çocuklar için annelerinin yardım edeceğine inanmak zor dur.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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4.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar annelerinin onlarla yeterince zaman geçirdiğini düşünürler.	AMA	Bazı çocuklar annelerinin onlarla yeterince zaman geçirmediğini düşünürler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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5.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar annelerine ne düşündüklerini veya hissettiklerini söylemekten pek hoşlanmazlar.	AMA	Bazı çocuklar annelerine ne düşündüklerini veya hissettiklerini söylemekten hoşlanırlar.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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6.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar her şeyde annelerine ihtiyaç duymaz.	AMA	Bazı çocuklar hemen hemen her şey için annelerine ihtiyaç duyar.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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7.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar “Keşke anneme daha yakın olabilseydim” derler.	AMA	Bazı çocuklar annelerine olan yakınlıklarıyla mutludurlar.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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8.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar annelerinin onları gerçekten sevmediğinden endişe duyarlar.	AMA	Bazı çocuklar annelerinin onları sevdiğinden emindirler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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9.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar annelerinin onları anladığını hissederler.	AMA	Bazı çocuklar annelerinin onları anlamadığını hissederler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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10.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar annelerinin onları terk etmeyeceğinden gerçekten emindirler.	AMA	Bazı çocuklar annelerinin onları terk edebileceğinden bazen endişelenirler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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11.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar ihtiyaç duyduklarında annelerinin yanlarında olamayacağını düşünerek endişelenirler.	AMA	Bazı çocuklar ihtiyaç duyduklarında annelerinin yanlarında olacağından emindirler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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12.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar “Keşke annem sorunlarıyla daha çok ilgilense” derler.	AMA	Bazı çocuklar annelerinin onlara yeterince yardım ettiğini düşünürler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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13.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar annelerinin kendilerini dinlemediğini düşünürler.	AMA	Bazı çocuklar annelerinin onları gerçekten dinlediğini düşünürler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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14.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar üzgün olduklarında annelerinin yanına pek giderler.	AMA	Bazı çocuklar üzgün olduklarında annelerinin yanına pek gitmezler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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15.

Bana çok benziyor ☐	Bana biraz benziyor ☐	Bazı çocuklar anneleri etrafta olduğunda kendilerini daha iyi hissederekler.	AMA	Bazı çocuklar anneleri etrafta olduğunda kendilerini daha iyi hissetmezler.	Bana biraz benziyor ☐	Bana çok benziyor ☐
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APPENDIX B: PIERS-HARRIS SELF CONCEPT SCALE

KENDİM HAKKIMDA DÜŞÜNCELERİM

AÇIKLAMA

Aşağıda 80 cümle var. Bunlardan sizi tanımlayanları “EVET” tanımlamayanları ise “HAYIR” olarak cevaplandırın. Bazı cümlelerde karar vermek zor olabilir. Yine de lütfen bütün cümleleri cevaplayın. Aynı cümleyi hem evet hem de hayır olarak cevaplamayın. Unutmayın, cümledeki ifade sizi anlatıyorsa “EVET”, genellikle sizi anlatmıyorsa “HAYIR” olarak işaretleyeceksiniz. Cümlelerin size uygun olup olmadığını en iyi siz kendiniz bilebilirsiniz. Bunun için kendinizi gerçekten nasıl görüyorsanız aynen öyle cevaplayın.

CÜMLELER	EVET	HAYIR
1. İyi resim çizerim.	()	()
2. Okul ödevlerimi bitirmem uzun sürer.	()	()
3. Ellerimi kullanmada becerikliyim.	()	()
4. Okulda başarılı bir öğrenciyim.	()	()
5. Aile içinde önemli bir yerim var.	()	()
6. Sınıf arkadaşlarım benimle alay eder.	()	()
7. Mutluyum.	()	()
8. Çoğunlukla neşesizim.	()	()
9. Akıllıyım.	()	()
10. Öğretmenler derse kaldırıncı heyecanlanırım.	()	()

11. Dış (fiziki) görünüşüm beni rahatsız ediyor.	()	()
12. Genellikle çekingenim.	()	()
13. Arkadaş edinmekte güçlük çekiyorum.	()	()
14. Büyüdüğümde önemli bir kimse olacağım.	()	()
15. Aileme sorun yaratırım.	()	()
16. Kuvvetli sayılırım.	()	()
17. Sınavlardan önce heyecanlanırım.	()	()
18. Okulda terbiyeli, uyumlu davranırım.	()	()
19. Herkes tarafından pek sevilen biri değilim.	()	()
20. Parlak, güzel fikirlerim var.	()	()
21. Genellikle kendi dediklerimin olmasını isterim.	()	()
22. İstediğim bir şeyden kolayca vazgeçerim.	()	()
23. Müzikte iyiyim.	()	()
24. Hep kötü şeyler yaparım.	()	()
25. Evde çoğu zaman huysuzluk ederim.	()	()
26. Sınıfta arkadaşlarım beni sayarlar.	()	()
27. Sinirli biriyim.	()	()
28. Gözlerim güzeldir.	()	()
29. Derse kalktığımda bildiklerimi sıkılmadan anlatırım.	()	()
30. Derslerde sık sık hayal kurarım.	()	()

31. (Kardeşiniz varsa) Kardeş(ler)ime sataşırım.	()	()
32. Arkadaşlarım fikirlerimi beğenir.	()	()
33. Başım sık sık belaya girer.	()	()
34. Evde büyüklerimin sözünü dinlerim.	()	()
35. Sık sık üzülür meraklanırım.	()	()
36. Ailem benden çok şey bekliyor.	()	()
37. Halimden memnunum.	()	()
38. Evde ve okulda pek çok şeyin dışında bırakıldığım hissine kapılırım.	()	()
39. Saçlarım güzeldir.	()	()
40. Çoğu zaman okul faaliyetlerine gönüllü olarak katılırım.	()	()
41. Şimdiki halimden daha başka olmayı isterdim.	()	()
42. Geceleri rahat uyuyorum.	()	()
43. Okuldan hiç hoşlanmıyorum.	()	()
44. Arkadaşlar arasında oyunlara katılmak bir seçim yapılırken, en son seçilenlerden biriyim.	()	()
45. Sık sık hasta olurum.	()	()
46. Başkalarına karşı iyi davranmam.	()	()
47. Okul arkadaşlarım güzel fikirlerim olduğunu söylerler.	()	()
48. Mutsuzum.	()	()
49. Çok arkadaşım var.	()	()
50. Neşeliyim.	()	()

51. Pek çok şeye aklım ermez.	()	()
52. Yakışıklıyım / Güzelim.	()	()
53. Hayat dolu bir insanım.	()	()
54. Sık sık kavgaya karışırlım.	()	()
55. Erkek arkadaşlarım arasında sevilirim.	()	()
56. Arkadaşlarım bana sık sık sataşırlar.	()	()
57. Ailemi düş kırıklığına uğrattırım.	()	()
58. Hoş bir yüzüm var.	()	()
59. Evde hep benimle uğraşırlar.	()	()
60. Oyunlarda ve sporda hep başı ben çekerim.	()	()
61. Ne zaman bir şeyi yapmaya kalksam her şey ters gider.	()	()
62. Hareketlerimde hantal ve beceriksizim.	()	()
63. Oyunlarda ve sporda, oynamak yerine seyredirim.	()	()
64. Öğrendiklerimi çabuk unuturum.	()	()
65. Herkesle iyi geçinirim.	()	()
66. Çabuk kızarım.	()	()
67. Kız arkadaşlarım arasında sevilirim.	()	()
68. Çok okurum.	()	()
69. Bir grupla birlikte çalışmaktansa tek başıma çalışmaktan hoşlanırım.	()	()
70. (Kardeşiniz varsa) Kardeş(ler)imi severim.	()	()

71. Vücutça güzel sayılırım.	()	()
72. Sık sık korkuya kapılırım.	()	()
73. Her zaman bir şeyler düşünür ve kırarım.	()	()
74. Güvenilir bir kimseyim.	()	()
75. Başkalarından farklıyım.	()	()
76. Kötü şeyler düşünürüm.	()	()
77. Kolay ağlarım.	()	()
78. İyi bir insanım.	()	()
79. İşler hep benim yüzümden ters gider.	()	()
80. Şanslı bir kimseyim.	()	()

APPENDIX C: STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN

Nasıl Hissediyorum Anketi

Kızların ve erkeklerin kendilerini anlattıkları bazı cümleler aşağıda verilmiştir. Her cümleyi okuyun ve hangisinin sizin için en doğru olduğuna karar verin. **‘Hemen hemen hiç’** mi , **‘ bazen’** mi yoksa **‘sık sık’** mı. Daha sonra sizi en doğru anlatan ifadenin önündeki kutucuğa (x) işareti koyun. Yanlış ya da doğru cevap diye bir şey yok. Herhangi bir cümle üzerinde fazla zaman geçirmeyin. Genellikle nasıl hissettiğinizi en iyi anlatan ifadeyi seçmeyi unutmayın.

Yanlış yapacağım diye endişelenirim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Ağlayacak gibi olurum	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Kendimi mutsuz hissederim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Karar vermekte güçlük çekerim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Sorunlarımla yüz yüze gelmek bana zor gelir	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Çok fazla endişelenirim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Evde sinirlerim bozulur	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Utangacım	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Sıkıntılıyım	☐ hemen hemen hiç	☐ bazen	☐ sık sık

Aklımdan engelleyemediğim önemsiz düşünceler geçer ve beni rahatsız eder	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Okul beni endişelendirir	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Ne yapacağıma karar vermekte zorluk çekerim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Kalbimin hızlı hızlı çarptığını farkederim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Nedenini bilmediğim korkularım var	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Annem ve babam için endişelenirim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Ellerim terler	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Kötü birşeyler olacak diye endişelenirim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Geceleri uykuya dalmakta güçlük çekerim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Karnımda bir rahatsızlık hissedirim	☐ hemen hemen hiç	☐ bazen	☐ sık sık
Başkalarının benim hakkımda ne düşündükleri beni endişelendirir	☐ hemen hemen hiç	☐ bazen	☐ sık sık

APPENDIX D: AGGRESSION SCALE FOR CHILDREN

DAVRANIŞ DEĞERLENDİRME ÖLÇEĞİ

AÇIKLAMA

Aşağıda bütün çocukların gösterebileceği davranışlar bulunmaktadır. Bu davranışları dikkatlice okuyunuz, her bir maddedeki davranışı gösteriyorsanız (yapıyorsanız) ; “Hep yaparım”, göstermiyorsanız,” “Hiç yapmam”, bazen gösteriyorsanız “Arasına yaparım ” seçeneğini işaretleyiniz. Aşağıda işaretlemenin nasıl yapılacağını gösteren bir örnek verilmiştir.

Örneğin: “Sınıfta yüksek sesle konuşurum”

Eğer sınıfta her zaman yüksek sesle konuşuyorsanız, Hep yaparım’ın altına, bazen yapıyorsanız, sürekli yaptığınız bir şey değilse Arasına yaparım’ın altına, eğer böyle davranmıyorsanız, Hiç yapmam’ın altındaki kutucuğa “X” işareti koyunuz.

	Hep yaparım	Arasına yaparım	Hiç yapmam
Sınıfta yüksek sesle konuşurum.	(X)	()	()

Bu soruların hiç birinin doğru cevabı yoktur. En doğru cevap size en uygun cevaptır. Bu yüzden arkadaşlarınızın etkisinde kalmadan, size en uygun olduğunu düşündüğünüz cevabı yukarıdaki örneğe göre işaretleyiniz. Hiçbir soruyu atlamayınız, boş bırakmayınız ve sadece bir seçeneği işaretleyiniz.

MADDELER			
1. Kedilere köpeklere oyun olsun diye taş atarım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
2. Bazen bile bile arkadaşlarımın canını acıtırım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
3. İstedğim şeyler yapılmadığında elime ne geçerse vurup kırarım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
4. Biri, elimden bana ait bir şeyi aldığımda ona vururum.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
5. Eğitsel kolların herhangi birinde görev almak hoşuma gider.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
6. Bağırıp çağırdığımda, vurup kırdığımda istediklerimi elde edebiliyorum.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
7. Beden eğitimi dersini çok severim.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
8. Söylediğim sözlerle arkadaşlarımı kızdırmak hoşuma gider.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
9. Çok kızdığım da arkadaşlarımı, kardeşimi ısırarak, saçlarını çekmek gibi canlarını acıtacak şeyler yaparım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
10. Zaman zaman çok ders çalışmaktan sıkılırım	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()

11. Bazen kavga etmek için bahane ararım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
12. Herhangi bir neden olmadan da başka birine vururum.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
13. Hakkımı korumak için şiddete başvurmak gerekirse çekinmem.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
14. Kızgın olduğum zaman, bazen kapıları çarparım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
15. Arkadaşlarımla kovalamaca oynamaktan hoşlanırım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
16. Bana zarar veren birine mutlaka ben de zarar vermeye çalışırım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
17. Bir arkadaşım bana yardım ettiğinde teşekkür etmeyi unuturum.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()
18. Kızıp sinirlendiğimde sopa ya da yumrukla beni kızdırana vurur veya taş atarım.	Hep yaparım ()	Arasıra yaparım ()	Hiç yapmam ()

APPENDIX E: FAMILY INFORMATION FORM

AİLE BİLGİ FORMU

1) Adınız Soyadınız:

.....

2) Çocuğunuzun adı soyadı:

.....

3) Çocuğunuzun cinsiyeti: Kız () Erkek ()

4) Çocuğunuzun doğum tarihi :

.....

5) Okulun adı :

.....

6) Çocuğunuzun devam ettiği sınıf:

7) Doğum tarihiniz:

8) Anne için:

Eğitim düzeyiniz (bitirdiğiniz okul):

- | | |
|-----------------|--------------------------------|
| () Okur yazar | () Lise |
| () İlkokul | () Üniversite |
| () Ortaokul | () Yüksek lisans veya doktora |
| () Açıköğretim | () Meslek Yüksek Okulu |

9) Baba için:

Eğitim düzeyi (bitirdiği okul):

- | | |
|----------------|----------|
| () Okur yazar | () Lise |
|----------------|----------|

- ☐ İlkokul ☐ Üniversite
☐ Ortaokul ☐ Yüksek lisans veya doktora
☐ Açıköğretim ☐ Meslek Yüksek Okulu

10) Kaç çocuğunuz var?

11) Ailenizin 1 aylık toplam geliri yaklaşık ne kadardır?

.....

12) Ekonomik durumunuzu nasıl algılıyorsunuz?

Düşük ()

Orta ()

Yüksek ()

APPENDIX F: INFORMED CONSENT FOR CHILDREN

Sevgili öğrenciler,

Bu araştırma Bahçeşehir Üniversitesi adına yürütülmektedir. Lütfen bu bilgilendirme formunu lütfen dikkatlice okuyup, aklınıza takılan her türlü soruyu sorunuz.

Araştırmanın amacı sizin yaşamınıza bakış açınızı, anneniz ve babanızla olan ilişkilerinizi daha iyi anlayabilmektir. Bu yüzden, sizlerden bazı anketler doldurmanızı isteyeceğim. Bu anketlerde yer alan soruları yanıtlamanız yaklaşık 1 ders saati sürecektir. **Verdiğiniz cevaplar annenizle, babanızla veya öğretmenlerinizle kesinlikle paylaşılmayacaktır.** Cevapları, sadece araştırmam için kullanacağım ve benden başka herhangi bir kişinin görmemesi için gizli tutacağım. Araştırmaya katılmayı kabul ettiğiniz takdirde annenize de doldurması için bazı anketler vereceğim. Sizlerden istediğim, anneniz onları doldurduktan sonra anketleri okula, geri getirmeniz ve öğretmeninize teslim etmeniz.

Sizlerin araştırmaya yapacağı katkı çok önemli, bu sebeple lütfen tüm soruları eksiksiz bir şekilde özenle cevaplamaya dikkat edin. Size yöneltilen soruların kesin doğru veya yanlış cevapları yoktur, önemli olan sizin kendinize en uygun yanıtları vermenizdir.

Katkılarınız için şimdiden çok teşekkür ederim,

Duygu Demirbaş

Eğer yukarıda yazılanları dikkatlice okuduysanız ve soruları cevaplayarak araştırmaya katılmayı kabul ediyorsanız aşağıya ADINIZI VE SOYADINIZI yazarak İMZALAYINIZ.

Adınız ve Soyadınız:

İMZANIZ:

APPENDIX G: INFORMED CONSENT FOR PARENTS

Değerli Veli,

Bu araştırmayı, devam etmekte olduğum Bahçeşehir Üniversitesi Psikoloji Bölümü yüksek lisans programı kapsamında yürüttüğüm tez çalışmasının bir parçası olarak yapmaktayım. Araştırmanın amacı, çocukların kendilerini ve ailelerini nasıl algıladıklarını ve davranışlarını kapsamlı bir şekilde değerlendirmektir. Bu amaç doğrultusunda, çalışmaya katılmayı kabul etmeniz halinde, ailenizle ve çocuğunuzla ilgili bazı formları doldurmanız beklenmektedir. Bu formları doldurmak yaklaşık 30-40 dakika kadar sürmektedir. Bu formlarda yer alan bilgiler çocuğunuzun devam etmekte olduğu okulun idaresi ve öğretmenleriyle paylaşılmayacak olup, bilgileriniz gizlilik esasına uygun olarak saklı tutulacaktır. Ad soyad bilgileri sadece sizin ve çocuğunuzun formunu belirlemek amacıyla alınmaktadır. Kimliğiniz herhangi 3. bir kişiyle paylaşılmayacaktır. Elde edilen bilgiler yalnızca araştırma amacına yönelik olarak kullanılacaktır. Bireysel herhangi bir değerlendirme yapılmayacak, yanıtlar toplu olarak değerlendirilecektir.

Araştırmanın objektif olması ve elde edilecek sonuçların güvenilirliği açısından soruları içtenlikle yanıtlamanız; anketi, tek başınıza doldurmanız ve soruları çocuğunuzla ilgili gözlemlerinizi tam olarak yansıtacak şekilde yanıtlamanız çok önemlidir.

Araştırmaya katılım tamamen gönüllülük esasına dayalıdır. Formlarda rahatsızlık uyandıracak herhangi bir soru bulunmamakla birlikte, eğer cevaplamak

istemediğiniz sorularla karşılaşsanız bunları atlayabilir veya anketi doldurmayı bırakabilirsiniz. Ancak, yarım kalmış ya da çoğu soruların cevapsız bırakıldığı anketlerden elde edilen verilerin kullanılması mümkün olmadığından, anketi mümkün olduğunca boş bırakmadan tamamlamanız çok önemlidir.

Çalışmaya katılmak istiyorsanız bu izin formunu ve beraberinde gönderilen iki formu doldurarak çocuğunuz aracılığıyla okula geri gönderiniz. Araştırmaya katılımı ilgili herhangi bir sorunuz olursa ddemirbas04@gmail.com adresinden iletişime geçebilirsiniz. Çalışmaya katılarak vereceğiniz destek ve ilginiz için şimdiden teşekkür ederim.

Araştırmayı Yürüten: Psk. Duygu Demirbaş

Tez Danışmanı: Yrd. Doç. Dr. İlke Sine Eğeci

Yapılan açıklamalar doğrultusunda bu araştırmaya gönüllü olarak katılmayı

() a. Kabul ediyorum.

() b.Kabul etmiyorum.

Adınız Soyadınız:

Tarih:

İmza:

APPENDIX H

CURRICULUM VITAE

Personal Information

Surname, Name: Demirbaş, Duygu
Nationality: Turkish
Date/Place of Birth: 9 September 1989, İstanbul
E- mail: ddemirbas04@gmail.com

Education

2012-2014 M.S in Clinical Psychology
Bahçeşehir University
Dissertation Title: “Internalizing and Externalizing Behavior Problems in Middle Childhood: Roles of Attachment and Self Perception.”

2006-2011 B.A in Psychology
Koç University

Work Experiences

2011-present Educational Volunteers (Türkiye Eğitim Gönüllüleri Vakfı)
Projects: “*Küçük Sanatçılar*”, “*Kendime Yolculuk*”

2012 Intern Psychologist in inpatient unit
The Yedikule Surp Pırgiç Armenian Hospital

2010 Intern Psychologist
Erenkoy Mental Health and Neurology Training & Research Hospital

Professional Trainings

2014	Wechsler Intelligence Scale for Children-Practitioner Training Turkish Psychological Association
2011-2012	Internship and Supervision Program Institute for Behavioral Studies
2011-2012	Cognitive Therapy Training Program CBT Istanbul-Dr. Emel Stroup

Awards/Scholarships

2011	Dean's Honor Roll (Vehbi Koç Honor Award)
2012	Partial Scholarship-Language Proficiency

Languages

Turkish (native)
English (advanced)