

**A Follow-Up Study of the Effectiveness of  
the Mother Training Program on Mothers**

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**by**

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**Boğaziçi University**

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*To the memory of  
Prof. Dr. N. Ayvaliođlu*

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## ABSTRACT

### A Follow-Up Study of the Effectiveness of the Mother Training Program on Mothers

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The present study was an attempt to evaluate the effectiveness of the mother training program which was applied as a part of the Turkish Early Enrichment Project (TEEP) in 1982-1986 (Kağıtçıbaşı, Sunar, and Bekman, 1988). It aimed to determine whether the mother training program helped the mothers change their traditional point of view into a more modern perspective. In other words, the expectation was that the perceptions and attitudes of the more traditional lower SES groups would be changed by the program in the direction of the more modern, urban, well-educated middle SES group.

Three groups of mothers made up the sample of the study:

1. low SES trained mothers (the experimental group)
2. low SES untrained mothers (the first control group)
3. middle SES untrained mothers (the second control group).

These groups were compared on five basic subscales of the Follow-Up Study Mother Interview Form: the life satisfaction scale, the woman's intrafamily status and decision-making power scale, the communication with the child scale,

the family reinforcement of student role scale, and the mother's positive evaluation of her child scale.

Only on the family reinforcement of student role scale was a significant difference found among the groups; differences on the other scales were not significant:

Generally, the significant difference among the groups on the family reinforcement of student role scale could be explained by the consideration given to parent behavior related to child's cognitive development during the program and the insignificant differences among the groups could be explained by the mothers' own traditional upbringing and persisting environmental circumstances. As given circumstances endure, their effects become more and more difficult to change. Unless the negative influences of living in disadvantaged areas are counteracted in long-term and the nonformal parent education programs are supported by informal activities (e.g. TV/radio programs, mass-media instruments), they will not be as effective as expected.

## ÖZET

### Anne Eğitim Programının Anneler Üzerindeki Etkinliğini İzleme Çalışması

GÜL ÇÖRÜŞ

Bu çalışma, 1982-1986 yılları arasında Erken Destek Projesi'nin bir bölümü olarak uygulanan Anne Eğitim Programı'nın (Kağıtçıbaşı, Sunar ve Bekman, 1988) uzun vadedeki etkilerini değerlendirme çabasıdır. Çalışma, annelerin geleneksel bakış açılarını modern bir perspektife çevirmede, Anne Eğitim Programının yardımının olup olmadığını belirlemeyi amaçlamıştır. Diğer bir ifadeyle beklenti, geleneksel yapıya sahip düşük sosyo-ekonomik seviyedeki grubun algı ve tutumlarının, program aracılığıyla, daha çağdaş, kentli, iyi eğitilmiş orta sosyo-ekonomik seviyedeki grup doğrultusunda değişeceğidir.

Araştırmanın örneklemini üç grup anneden oluşmaktadır:

1. düşük sosyo-ekonomik düzey eğitilmiş anneler  
(deney grubu)
2. düşük sosyo-ekonomik düzey eğitilmemiş anneler  
(birinci kontrol grubu)
3. orta sosyo-ekonomik düzey eğitilmemiş anneler  
(ikinci kontrol grubu)

Bu gruplar, İzleme Çalışması Anne Görüşme Formu'nun beş temel alt ölçeği üzerinde karşılaştırılmışlardır: yaşam tatmini ölçeği, kadının aile içi statüsü ve karar verme gücü ölçeği, çocukla iletişim ölçeği, ailenin çocuğun öğrenci

rolünü desteklemesi ölçeđi ve annenin çocuđu olumlu deđerlendirmesi ölçeđi.

Arařtırma sonucunda yalnızca ailenin çocuđun öđrenci rolünü desteklemesi ölçeđinde gruplar arasında anlamlı bir fark bulunmuř olup, diđer ölçekler de anlamlılık saptanmamıřtır.

Genel olarak, ailenin çocuđun öđrenci rolünü desteklemesi ölçeđinde ortaya çıkan gruplar arasındaki anlamlı fark, çocuđun biliřsel yapısıyla ilgili ebeveyn tutumlarına program süresince verilen önemle açıklanabilir. Gruplar arasındaki anlamsız farklar ise annelerin kendilerinin geleneksel yapıda büyütölmeleri ve deđiřmeyen/kalıcı çevresel kořulların etkileri ile açıklanabilir. Bu kořullar sürdükçe, onlardan dođan olumsuz etkilerin ortadan kaldırılabilmesi çok daha güç olacaktır. Dezavantajlı çevrelerde yařamanın getirdiđi olumsuz etkiler uzun vadede yok edilmedikçe ve nonformal ebeveyn eđitim programları informal aktivitelerle (örn. TV/radio programları, kitle-iletiřim araçları) desteklenmedikçe, beklenildiđi kadar etkin olamayacaklardır.

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## INTRODUCTION

Today, education seems to be one of the most important unsolved problems and one of the most influential factors in our developing world. It is an unsolved problem because of unequal educational conditions in different countries. It is an influential factor because of its major role in forming and modifying people's beliefs, values, attitudes, and social status.

Formal (school) education alone cannot be seen as an adequate source for managing these problems and training people, but nonformal (or out of school) and informal educational activities must also be taken into consideration as the additional sources.

Formal education is defined as

"the highly institutionalized, chronologically graded and hierarchically structured 'education system', spanning lower primary school and the upper reaches of the university" (Coombs and Ahmed, 1974, quoted in Kline, 1982, p.84).

Nonformal education is defined as

"any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children. Thus defined, nonformal education includes, for example, agricultural extension and farmer training programs, adult

literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programs with instruction in health, nutrition, family planning, cooperatives, and the like" (Coombs and Ahmed, 1974, quoted in Kline, 1982, p.84).

Informal education is defined as

"the life-long process by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning - including that of even a highly 'schooled' person" (Coombs and Ahmed, 1974, quoted in Kline, 1982, p.84).

The present study focuses on the longitudinal effects of the mother training program as a part of the Turkish Early Enrichment Project (TEEP). The project, carried out in 1982-1986 (Kağıtçıbaşı, Sunar, and Bekman, 1988) aimed to investigate the role of early intervention on the development of children living in disadvantaged areas. One

variable in this early intervention was a mother training program, and the second was type of preschool environment.

The purpose of this follow-up study is to investigate whether the mother training program as a nonformal educational activity had longitudinal effects on mothers in terms of their life satisfaction, intrafamily status and decision-making power, communication with the child, family reinforcement of student role, and positive evaluation of the child. By the definition of nonformal education concept, it is obvious that the mother training program was an organized, systematic, and educational activity carried on outside the framework of the formal system to provide early enrichment for the child by using a cognitive program to develop his/her mental abilities and by helping the mother strengthen her feelings of control over her life and her child's development.

Parenthood is generally considered more a way to influence the growth and the development of children than as a process of growth and development for parents. In this difficult period, for the troubles of children or the troubles that young people appear to be causing in the society parents are seen as having as much responsibility as the children themselves. But, in this life-long task, who is helping parents? How much effort is being made to assist parents to become more effective in raising their children? Where can parents learn what they are doing wrong and what they might do differently? Without answering these questions parents are blamed, but not trained.

Gordon (1975) commented on this situation as follows:

"Millions of new mothers and fathers take on a job each year that ranks among the most difficult anyone can have, taking an infant, a little person who is almost totally helpless, assuming full responsibility for his physical and psychological health and raising him so he will become more productive, cooperative, and contributing citizen. What more difficult and demanding job is there? Yet, how many parents are trained for it?" (p.2)

Although more systematic studies are necessary to answer these questions, the critical role of parents in the development of their children can not be ignored. This role brings parent education programs into focus. But it is obvious from the literature review that, although parents are involved in early intervention programs, the main target of evaluation is usually child-related variables such as scholastic achievement, teachers' ratings, school grades, and IQ scores, all focusing on the cognitive domain. There has been very little measurement done on parent-related variables and the longitudinal effects of such programs on parents. Therefore, this follow-up study is intended to investigate some of the longitudinal effects of the mother training program on mothers.

## BACKGROUND AND REVIEW OF THE LITERATURE

In the 1960's social scientists and social reformers started to pay attention to *early intervention programs* and several research projects (Deutsch, 1971; Klaus and Gray, 1968; Weikart, 1967, all cited in Schweinhart et al., 1980) were initiated at the local level at this time. In these years Bloom (1964) and Hunt (1969, cited in Sprinthall and Sprinthall, 1990) suggested that early life experiences are crucial in the formation of intelligence and cognitive development. The concept received main support from the studies which compared the IQ level and cognitive development of children growing up at home and in orphanages. In other words, the most important independent variable between the groups is whether they have parents or not. As widely known from the 1940's to 1990's several research findings provide the same evidence that motor, physical, verbal, and cognitive development, and IQ level of children raised at home are better than those of the children raised in orphanages (Paraskevopoulos and Hunt, 1971; Skeels and Dye, 1939; Skeels, 1966, all cited in Cancro, 1971 and Jersild, 1979; Skodak and Skeels, 1949, cited in Morgan 1984 and Sprinthall and Sprinthall, 1990; Dennis, 1960, 1969, and 1973; Winick et al., 1975, all cited in Rutter, 1980 and Sprinthall and Sprinthall, 1990; Bowlby, 1951; Spitz, 1950, both cited in Gökçe, 1971, Yavuzer, 1993, Özaydın, 1984, Öztürk, 1994, and Ziyalar, 1981). For instance, the orphanage children of Skeels and Dye (1939) and Skeels (1966, both cited in Cancro, 1971 and Jersild, 1979) gained in IQ from

an average of 64 at an average age of 19 months to 96 at an average age of 72 months (six-year old) as a result of being given social stimulation and placement in good homes at between two and three years of age. When these children were followed up as adults, they were found to be average people in their society. They had a median educational attainment of twelfth grade. Four had one or more years of college work; one received a bachelor's degree and went on to graduate school. On the other hand, when the study began, the contrast group children who were left in the orphanage had a mean IQ of 87. But retested after periods varying from 20 to 43 months, all of the contrast group children showed decreases that ranged from 8 to 45 points, and five of the decreases exceeded 35 points. They had a median educational attainment less than the third grade. At the time of follow-up, one had died in adolescence in a state institution for the mentally retarded; five were still in wards of state institutions; and all but one of the remaining six were employed in work calling for only the lowest of skills. The most important result of these studies is that disadvantaged environments can make a tremendous difference between the groups.

Similar findings were also obtained by some Turkish studies (Antikacıoğlu and İnciler, 1982; Arık and Çörüş, 1990a, 1990b; Çataloluk, 1994; Güçray, 1989; Öztürk, 1989). For instance, a study done by Arık and Çörüş (1990a, 1990b) concluded that eight to eleven-year old primary school children raised at home had better cognitive performance

than the children raised in orphanages in the same age groups and school grades. These dramatic findings bring *early intervention* and also *parent education*, as an inseparable part of this intervention, into focus.

## **PARENT EDUCATION AND REASONS FOR CONDUCTING PARENT EDUCATION**

"Parent education can be defined as a systematic and conceptually based program, intended to impart information, awareness, or skills to the participants on aspects of parenting" (Fine, 1980, p.5).

As has been discussed by many researchers (Fine, 1980; Mağden; 1993, Navaro, 1987) the main purpose of parent education programs is to train parents in order to provide early enrichment for their children's physical, mental, social, and emotional development.

Environmental stimulation has an important influence on the development of cognitive abilities of children. Many studies (Davaslıgil, 1980; Liebert and Wicks-Nelson, 1981, cited in Ergün, 1984; Goduka et al., 1992; Kağıtçıbaşı, 1979, Ataman and Epir, 1972, cited in Kağıtçıbaşı, 1990; Küşin, 1991; Terman and Oden, 1959, cited in Morgan, 1984, Şemin, 1972, 1975; Undheim and Nordvick, 1992) demonstrate that children's intellectual performance and IQ level depend on their families' SES. Generally the children of high SES families have better intellectual performance and IQ scores than the children of low SES families. These findings mean that persisting environmental circumstances can make a tre-

mendous difference between two different SES. The effects of circumstances are reversible in early life (Dennis, 1969, cited in Rutter, 1980 and Sprinthall and Sprinthall, 1990; Skodak and Skeels, 1949, cited in Morgan, 1984); but as given conditions endure, their effects become more and more difficult to change. Therefore, breaking this vicious cycle and minimizing the gap between the groups is the basic reason for conducting parent education programs rather than or in addition to child education programs. Because parents are seen as the persons mainly responsible for their children's physical, cognitive, and psychological development in early life.

#### **PARENT EDUCATION PROGRAMS AROUND THE WORLD**

According to how they are constructed and applied, and their purpose, parent education programs are divided into categories like home-based/center-based/some combinations of home-based and center-based programs; experimental/quasi-experimental; and parent-focused/child-focused (see TABLE 1 for information on child age, program duration, and home/center/combo basis for seventeen longitudinal studies)

Though all kinds of parent education programs in these categories aim at positive behavior modification for either the parents, or the children, or both, because of changing life expectations of parents according to their SES, and/or changing physical, cognitive, social, and emotional needs of children by increasing age, and/or changing interaction

TABLE 1. THE SEVENTEEN LONGITUDINAL STUDIES:  
PROGRAM INFORMATION

PROJECT	AGE at ENTRY (years)	PROGRAM DURATION (years)	PROGRAM SYSTEM Center/Home	
Milwaukee	3-6 mo.	6	yes	some
Perry Preschool	3-4	1-2	yes	yes
New York Pre-K	4	1	yes	no
Rome Head Start	5	1	yes	no
Early Training	3-4	2-3	yes	yes
Mother-Child Home	2-3	2	no	yes
Harlem Training	2-3	1	yes	no
Parent Education	0-2	1-3	no	yes
Philadelphia	4	1	yes	no
Head Start Curricula	4	1	yes	some
New Haven Follow Through	5	4	yes	no
Institute for Developmental Studies	4	5	yes	no
Curriculum Comparison	4	1-2	yes	no
Micro-Social Learning	4-5	1-4	yes	no
Family Oriented Home Visitor	1-2	1-2	no	yes
Curriculum Demonstration	3	2	yes	some
Infant Education	1	1.5	no	yes

Note: Programs in this table, of which overall statistical significances were determined by pooling procedures, were taken from Berrueta-Clement et al. (1984, cited in Sprinthall and Sprinthall, 1990, p.86) and Consortium on Developmental Continuity (1977, cited in Schweinhart et al., 1980, p.79).

between the parents and the child in this parallel, different types of parent education programs could be seen in practice. Parent education programs must adapt to changing demands of both the family and the child. This necessity is the main reason for different categories in parent education programs.

Some of widely known parent education programs will be next presented as the examples of those different categories cited above.

#### **Small-Scale Research Programs**

The Parent Education Project (PEP), the Early Child Stimulation Through Parent Education Project (ECSPEP), the Home Learning Center Project (HLC), and the Instructional Strategies in Infant Stimulation Project (ISIS) were developed by Gordon as small-scale research programs between 1966 and 1970 (Olmsted et al., 1980). All of these programs aimed to improve the intellectual functioning of infants in the home environment. In the projects, paraprofessional parent educators were used to demonstrate selected home learning activities to the mothers during home visits. The educators were recruited from backgrounds similar to those of the parents in the programs, which made the projects more effective. However, the most important element of the projects was to accept the parents as teachers of their own children. Results indicate that the mothers in the programs

gained additional insight into cognitive and personality development of both their children and themselves. In other words, though all of these programs were child-focused, parent-related variables were affected by the education.

### **The Parent Effectiveness Training (PET) Course**

The Parent Effectiveness Training Course was developed by Gordon as a large-scale intervention program in 1970 (Gordon, 1975; Whirter, 1985). This parent-focused program uses the techniques of Rogers' Client-Centered Therapy. In client-centered therapy, unprejudiced acceptance of the client by the therapist is essential. For providing this kind of communication between the therapist and the client 'active listening' and 'I' messages are used. The PET Course teaches the parents these two skills under controlled conditions, such as role playing. According to Gordon, the PET Course is an on-going and never-ending process. The main purpose of the course is to make parents ready to apply the skills learned in the classroom to the real problems of life. Hanley (1974, cited in Fine, 1980) reported that the PET Course increased the parents' acceptance of their children and their children's behavior, and the parents were able to communicate more clearly and allow their children greater autonomy. Wunderlin (1973, cited in Fine, 1980) comments that communication training based programs like the PET Course improve communication patterns in the family.

**The Parent Education Head Start Planned Variation Program (PEHSPV) and The Parent Education Follow Through Program (PEFT)**

The Parent Education Head Start Planned Variation (1969-1972) and Parent Education Follow Through Programs (1968-1977) were also developed by Gordon as large-scale intervention programs (Olmsted et al., 1980). The programs were both parent and child-focused and were practiced in both the home and school environments. According to the results of the PEHSPV program, the Parent Education Follow Through Program (PEFT) was developed as the most sophisticated and the best developed of Gordon's parent education programs. "PEFT represents a systems perspective of seeing the family, the school and other external systems change both internally and in their interrelationships" (Olmsted et al., 1980, p.31). In this program, parent educators or parent volunteers are regularly sent into the homes of the enrolled children to show the mother some of tasks and materials being used in the classrooms, to show her how to present these tasks to the child, and to show her how to tell whether the child has understood what was presented to him (Maccoby and Zellner, 1970). Briefly, the PEFT program develops the conditions of the home as a learning environment, gives an important role to parental participation, and uses parent educators or parent volunteers for presenting classroom tasks and materials to the mother.

The relationships among home, school, and other societal systems are the basic elements of the program.

### **The Perry Preschool Program**

The early-experience theory has been most thoroughly tested in the Head Start program developed as a component of the 'war on poverty' movement in America during the 1960's. In fact, the program was thought a failure almost from its beginning (Cicirelli et al., 1969; Tizard, 1974; Smith and James, 1975; Bronfenbrenner, 1979, all cited in Kağıtçıbaşı et al., 1993; Levin, 1977, cited in Sprinthall and Sprinthall, 1990). However, "the Head Start Synthesis Project of 1983, an analysis of outcomes from virtually all Head Start programs up to that time, found that they were indeed effective, that Head Start could be isolated as a causal variable in improving intellectual performance" (Hubbell, 1983, quoted in Sprinthall and Sprinthall, 1990, p.83).

The Perry Preschool Program has reported the results of a longitudinal study of Head Start participants. As a child-focused project the Perry Preschool program was set up as a true experimental design of Head Start (Weikart, 1967, 1969, cited in Helms and Turner, 1981; Sprinthall and Sprinthall, 1990). The children in the experimental group who participated in the program were educated in both the school and home environments and followed up from ages three

and four to age nineteen. Each mother was kept aware of her child's progress. The main finding, in brief, is that Perry Preschool Program has a dramatic long-term effectiveness in physical, verbal, social, emotional, and educational aspects of development of children (Helmes and Turner, 1981; Sadker and Sadker, 1991; Sprinthall and Sprinthall, 1990) and that a quality preschool program can change the lives of low-income, educationally at-risk children and their families by increasing the child's capacity to relate positively to family members and other people, strengthening the family's ability to relate positively to children and their problems, and increasing the child's and the family's sense of dignity and self-worth (Cadwell, 1965; Evans, 1975; Grotberg, 1969, all cited in Helmes and Turner, 1981). The Perry Preschool program, based on Head Start suggests that parent involvement does sustain developmental gains. Weikert and Lambie (1969, cited in Fine, 1980) reported that children whose preschool experience had included a parent intervention component made significantly higher gains than those who attended preschools without this element.

### **The Behavior Modification Technique**

The most applicable results of learning principles in clinical and educational settings are behavior modification techniques. The behavior modification technique involves operationally defining a behavior, observing its occurrence,

introducing or modifying reinforcement procedures, and continuing to observe them to determine if the behavior has been affected by the reinforcement (Arik, 1995; Fine, 1980). In other words, the technique depends on a feedback loop so it is mainly parent/adult-focused and ignores child-related variables. It gives feedback to the parents with respect to their own behaviors, especially those having problems with children. The neglect of child-related variables brings more criticism to the program than any other parent education program (Fine, 1980; Krebs, 1986).

### **The Florida Parent Education Program**

The Florida Parent Education Program is a parent-focused and home-based program directed by Gordon (1975). The major purposes of the program are to enhance intellectual and personality development of the child and to produce positive changes in the mother's self-esteem and self-confidence so that she can affect what happens to her and her child. An important feature of the program is that paraprofessional trainers are used as parent educators, as in the small-scale research programs of Gordon. The program especially concentrates on child development principles, interview skills, information recording techniques, specific exercises, and games for the child.

### **The Bloomingdale Family Program**

The Bloomingdale Family Program is a parent-focused program (Auerbach and Roche, 1971). The most obvious result of the program is less isolation and greater confidence of the parents in dealing with their children singly or in small groups either at home or at school. They learn that they can create better opportunities for their children by their own efforts. They begin to be more accepting of themselves in new situations. Such growth in competence and self-confidence has important positive mental health implications for mothers who live in disadvantaged SES areas. Learning from and listening to one another seem to make them slower to judge and readier to accept that there are many ways of meeting life's demands. In the program, freedom to speak freely and to exchange ideas shake 'parents' rigidity' and bring 'new insights' to them, therefore, they find themselves moving more easily in an expanded social world.

### **The Demonstration and Research Center for Early Education Infant Programs (DARCEE)**

The DARCEE is also a parent-focused program (Honig, 1988). It accepts parents as an effective educational change agent. Thus, the program focuses on parent-related variables rather than child-related variables. To build a

rich environment for the physical and psychological development of an infant, the program helps the parent take an increasing initiative in planning for him/her. To accomplish this goal, the program leads the parent to develop better coping behaviors in her daily life problems.

### **The Milwaukee Project**

The Milwaukee Project is mainly a child-focused and center-based program (Garber and Heber, 1981, cited in Sprinthall and Sprinthall, 1990). It attempts to stimulate the cognitive growth of children by providing systematic and structured training to low IQ slum children. This training begins as early as possible, almost from the child's birth. Firstly, the interventions begin at home both with the mother and the baby. After a few months the babies are brought to Milwaukee's Infant Education Center and are treated to a rich variety of teaching techniques and materials, all designed to stimulate cognitive growth. Significant IQ differences are found between the children involved in the program and the control group of children not enrolled in such a program.

### **The Ypsilanti Education Project**

The Ypsilanti Education Project is both parent and child-focused (Honig, 1988). The aim of the program is to help parents realize their potentials as educators of their

children by changing their self-concepts and their behaviors so that they can think of themselves as capable teachers of their children. At the same time the program intends to help children develop their skills in the sensory-motor period.

### **The Verbal-Interaction Program**

The Verbal-Interaction Program is a home-based program focusing on both parent and child, developed by Levenstein and Sunley (1968, cited in Özdemir, 1991). The immediate goal of the program is to provide a rich verbal interaction between the mother and the child by using toys and books in order to help the mother become more effective in guiding the cognitive and intellectual growth of her child in long-term (Honig, 1988).

### **PARENT EDUCATION PROGRAMS IN TURKIYE**

In Turkiye, there is only one research-based parent education program: the Turkish Early Enrichment Project (TEEP).

This project had both home and center-based components and focused on both parent and child. It was consisted of two studies spanning a period of 10 years (1982-1992). The original study (Study I or 1982-1986 project) was a 4-year intervention program in five different low-income areas of Istanbul and the follow-up study (Study II or 1991-1992

project) was carried out to investigate the longitudinal effects of the original study (Kağıtçıbaşı et al., 1988, 1993; Kağıtçıbaşı, 1996).

### Study I

Study I basically concentrated on home-community-based parent education and center-based child education to foster child development by supporting both the child and mother to reduce the negative influences of low SES. The project was applied to mothers with a three or five-year old child living in one of five different low-income areas of Istanbul. In the first year of the 1982-1986 project, information about the physical, cognitive, emotional, and social development of 280 children and information about how the mothers perceived themselves and others and what their future expectations were for their children was collected using comprehensive interviews, observations, and test results. Two thirds of the children were attending an educational or custodial day care center attached to factories where their mothers worked as semi-skilled or unskilled workers. One third of the children, whose mothers were housewives, were from homes in the same neighborhoods. In the second and the third years, a mother training program (a home-based intervention) was carried out with a randomly selected sample of the mothers. Therefore, a two (mother training - no mother training) by two (aged 3 and 5) by three (educational, custodial, home care) factorial design

was used in the project. In the fourth year, the whole procedure followed in the first year was repeated. At the same time, school performances of the children were recorded. Through the four years of the project, there was approximately 10% attrition rate. In other words, totally 255 mother-child pairs were in the project at the last year (Bekman, 1986; Çulha, 1986; Kağıtçıbaşı, 1989, 1990, 1996; Kağıtçıbaşı et al., 1988, 1993).

In the project, a tri-level organization, consisting of the main research team, a group of five local area coordinators, and one paraprofessional aide for each local group, was based on a model recommended by Lombard (1981, cited in Kağıtçıbaşı et al., 1988) for the administration of HIPPY (Home Intervention Program for Preschool Youngsters). In the Turkish Early Enrichment Project, the HIPPY developed by the Research Institute of Innovation in Education at Hebrew University was translated into Turkish and adapted for the mother training program by the research team.

## Study II

In the 1991-1992 project (follow-up study), the longitudinal effects of the main project were investigated. Thus, the sample of the 1982-1986 project was traced after six years and of the original 255 families, 225 were found, 217 of them agreed to participate in the follow-up study. Many of the assessments used in the main project were repeated

to gain information about the development of children in various aspects and the longitudinal effects of the mother training program on mothers such as woman's intrafamily status and decision-making power, life satisfaction, and communication with her child. The present study focuses on these longitudinal effects of the mother training program on mothers.

### **The Mother Training Program**

The aim of this follow-up study is to investigate the longitudinal effects of the mother training program carried out by Kağıtçıbaşı, Sunar, and Bekman in 1984-1985 as a part of the Turkish Early Enrichment Project directed by the same researchers in 1982-1986. The sample of the mother training program consisted of 255 mothers with three or five-year old children living in five different low-income areas of Istanbul. Local area coordinators (working as aides' supervisors and group facilitators) and paraprofessional aides were used in the program. The local area coordinators were chosen from among educated middle class women and were trained by the research team. The aides were chosen from among women who lived in the same low-income areas as the mothers and had at least one preschool age child; they had five to eight years of schooling. The aides were trained by the local area coordinators to practice the cognitively oriented training materials, first with their own child and then with the mothers in the homes and at the biweekly group meetings.

The mother training program had two basic elements, namely the program to foster cognitive development and the program to foster social and personality development.

1. *The Program to Foster Cognitive Development* (a series of activities designed to help the mothers foster their children's cognitive development):

The materials used in this program were supplied to the mothers on a weekly basis. In the group meetings, the aides demonstrated the use of these weekly materials to the mothers by means of role playing. Each week's materials involved various exercises such as verbal development exercises like listening to some stories and talking about them; sensation and perception exercises like comparing different physical stimuli and teaching directions, colors, and shapes; problem solving exercises like grouping, selecting, and matrixes. These repetitive exercises focusing on different cognitive areas were used by the mothers with their children about 15 to 20 minutes each day and got progressively more difficult over time (Kağıtçıbaşı et al., 1988, 1993).

2. *The Program to Foster Social and Personality Development* (another series of activities designed to help the mothers be aware of their children's social and emotional needs and to help them foster their children's social and personal growth):

For this mother support program biweekly group discussions directed by the local area coordinators were carried out. Group dynamics techniques were used in the meetings. The mothers asked various questions and shared their own experiences, ideas, and opinions in the discussions. The child-related topics discussed in the group included the importance of the child's early life experiences and development, nutrition, health, play activities, personality development in the preschool years, discipline methods, and mother-child interaction. The mother-related topics discussed in the group included family planning, the mother's feelings about being a woman and a mother, and expression of feelings (Bekman, 1990; Kağıtçıbaşı et al., 1988, 1993; Kağıtçıbaşı, 1990, 1991, 1996).

#### **THE EFFECTIVENESS OF PARENT EDUCATION PROGRAMS ON MOTHERS AROUND THE WORLD**

Parent education and support programs are an inseparable part of early intervention projects. Research on parent education programs indicates strong short-term, mid-term, and long-lasting positive effects on children, mothers, or both (Dickinson and Cudaback, 1992; Meyerhoff and White, 1986; Olmsted et al., 1980; Schweinhart et al., 1980; Sprinthall and Sprinthall, 1990). For instance, a study done by Levenstein (1970, cited in Fine, 1980) reported that two-year and three-year old subjects in the parent-child

education program showed a mean IQ gain of approximately 17 points after 32 home visits over a 7-month period and the researcher also discovered that a child's IQ level can be maintained or increased by a reduced number of visits the following year. Also Powel (1986) and Johnson & Breckenridge (1982, both cited in Özdemir, 1991) stated similar long-lasting positive effects of parent-child education programs. Seven years after the end of a program investigated by Powel, children of trained parents were less likely to be enrolled in special education classes than the children of untrained parents. Johnson and Breckenridge found in one to four year follow-up study of the effects of the Houston Parent-Child Development Center that boys of mothers involved in the program showed less negative behavior than boys whose mothers did not participate in the program. Another study done by Hess and Shipman (1966, cited in Bear and Hess, 1968) attempted to determine the predictive power of certain maternal behaviors and to be more specific about the behaviors encompassed in a global measure like IQ. To do this, the researchers computed multiple correlations and found that maternal behaviors are as useful or better than IQ or social class in predicting the child's cognitive behavior.

In conclusion, research findings on parent education programs suggest that parents who participate in these programs, compared to those who do not, show less social isolation, parenting stress, family conflict, and anxiety, and more improvement in self-confidence, self-esteem,

child care and parental attitudes, further education and employment, familial adaptability, cohesion, and accepting, understanding, and trusting their children (Baker et al., 1991; Bredehoft, 1986; Burnett, 1988; Fine, 1980; Huhn and Zimpfer, 1989; Kağıtçıbaşı, et al., 1988, 1993, 1996; Özdemir, 1991; Pehrson and Robinson, 1990; Seitz and Provence, 1990, cited in Kağıtçıbaşı, 1996). Similar findings were obtained for the parents in the Parent Education Follow Through program (PEFT) (Olmsted et al., 1980; Ware et al., 1974, cited in Özdemir, 1991). Parent participation in the PEFT program made positive changes in parental self-concept, locus of control, and parental attitudes toward the children and toward the schools.

#### **THE EFFECTIVENESS OF PARENT EDUCATION PROGRAMS ON MOTHERS IN TURKIYE**

As described above, there is only one research-based parent education program in Turkiye: the Turkish Early Enrichment Project (TEEP).

It is obvious that early intervention programs affect parent variables as much as children variables. The results of the mother training program in the fourth year of TEEP showed that the trained mothers differed significantly from the untrained mothers in interacting more with their children, verbalizing to them more, using less punishment and more reasoning in discipline, stimulating their children more in cognitive activities, and having higher educational

aspirations and expectations for them. Similarly, they valued industry and autonomy more than untrained mothers. The trained mothers were more likely to share activities and decision-making with their husbands, and to have more positive evaluations of their current situation and future. As a result of these changes in the mother, an extension and maintenance of positive changes in the child's cognitive development brought about by the intervention program can be expected. In other words, if the child's cognitive development is not supported by comprehensive early intervention programs, then the child's gains may be short-lived (Kağıtçıbaşı, 1982a, 1982b, 1990; Kağıtçıbaşı et al., 1988).

To determine the longitudinal effects of the project, the Follow-Up Study was carried out by Kağıtçıbaşı et al. (1993). According to the results of the study, the trained mothers felt less frustrated and more effective in different situations than untrained mothers. The trained mothers manifested better parent-child communication, higher intra-family status, better family relations, and less physical punishment in discipline. In other words, the changes in the mothers meant changes in the familial relationships. The trained mothers were also found to be more interested in what is going on at their children's school. The child's "student role" was better supported in the families of the trained mothers. At the same time, their now adolescent children were found to be more likely to remain in school than those whose mothers were not trained (Kağıtçıbaşı et al. 1993; Kağıtçıbaşı, 1992, 1996).

A more comprehensive evaluation study of the current Mother-Child Education Program (MOCEP), of which theoretical roots are derived from the TEEP, is presently under way. However, recent evaluation studies, one with mothers and one with children (Ayçiçeği, 1993; Ercan, 1993) documented short-term effects of the program.

"The program, which is now conducted in cooperation with the Turkish Ministry of Education, has expanded tremendously, serving in 1995-1996 school year 10320 mothers and children in 23 provinces spread all over the country. Since the inception of the program until 1993, 1500 mothers and children had been served. From 1993 to the present 18490 mothers and children have been served in total" (Kağıtçıbaşı, 1996, p.16). As a result of this growth firstly the Mother-Child Education Foundation (MOCEF) was established in 1993 to run the program together with the Turkish Ministry of Education, and secondly by the allocation of World Bank project funds to this foundation through the Ministry (Kağıtçıbaşı, 1996).

In the light of the research findings of both the TEEP and the MOCEP, the present study was planned to investigate whether the mother training program had longitudinal effects on mothers in terms of their life satisfaction, intrafamily status and decision-making power, communication with the child, family reinforcement of student role, and positive evaluation of the child.

## THE PROBLEM AND THE HYPOTHESES

### The Research Problem

In the present study, the research problem was based on the long-term effects of the mother training program on mothers. To investigate the longitudinal effects of the program, the mothers who participated in the mother training program were compared with mothers from low SES and middle SES who did not participate in the program. The expectation was that the perceptions and attitudes of the more traditional lower SES groups would be changed by the program in the direction of the more modern, urban, well-educated middle SES group. Thus, the trained group was expected to be more similar to the middle SES group than the untrained low SES group.

Comparisons among the groups were made on five different subscales of the Follow-Up Study Mother Interview Form, including:

1. the mothers' life satisfaction
2. their intrafamily status and decision-making power
3. communication with their children
4. family reinforcement of student role
5. their positive evaluation of their children

Indirect effects of the mother training program on mothers in the 1991-1992 project were mainly evaluated on the subscales cited above. To investigate the longitudinal effects of the mother training program on mothers on a

comparative base, the same subscales were used in the present study.

### **The Hypotheses**

Basically, this study was planned to test the expectation that low SES mothers who participated in the mother training program would begin to resemble middle SES mothers, and that both these groups would differ from low SES mothers who were not involved in the program. In the frame of this basic expectation, the present study tests the following hypotheses:

- 1. Both low SES trained and middle SES mothers will report more life satisfaction than low SES untrained mothers.**

This hypothesis is based on studies by Baker et al. (1991); Bredehoft (1986); Fine (1980); Huhn and Zimpfer (1989); Kağıtçıbaşı et al. (1988); Olmsted et al. (1980); Özdemir (1991); Ware et al. (1974, cited in Özdemir, 1991). For example, Pehrson and Robinson (1990) explored whether or not participation in a 10-week parent education course affected parent's (aged 19-67 years) perception of themselves, their children, and their family. The researchers found that the experimental group of parents who completed the course showed significant increases in confidence and causation attitudes about themselves, their children, and

their family. In other words, these parents viewed themselves as being more satisfied with life.

In Turkish literature, Özdemir (1991) obtained similar results. In her study, the trained mothers expressed more satisfaction with themselves and life than the mothers of the control group.

**2. Both low SES trained and middle SES mothers will have higher intrafamily status and decision-making power than low SES untrained mothers.**

This hypothesis is based on studies by Ayçiçeği (1993); Kağıtçıbaşı et al. (1988, 1993, 1996); Honig (1988); Özdemir (1991); Rogler and Procidano (1989); Stern (1970); Williams and Sanders (1973, all cited in Ayçiçeği, 1993).

According to the common findings of some Turkish studies cited above, the trained mothers were found to have greater intrafamily status and decision-making power than the mothers of untrained group.

**3. Both low SES trained and middle SES mothers will communicate with their children more than low SES untrained mothers.**

This hypothesis is based on studies by Auerbach and Roche (1971); Çulha (1986); Fine (1980); Gordon (1975); Hanley (1974, cited in Fine, 1980); Harry (1992); Honig (1988); Kağıtçıbaşı et al. (1988, 1993); Küşin (1991);

Levenstein and Sunley (1968, cited in Özdemir, 1991); Özdemir (1991); Weistuch et al. (1991); Whirter (1985); Wunderlin (1973, cited in Fine, 1980).

As cited above, many researches indicate the effects of parent education programs on parent-child communication. For example, according to both Kağıtçıbaşı et al. (1988) and Özdemir's (1991) studies, the trained mothers differed significantly from the untrained mothers in interacting more with their children and verbalizing to them more.

**4. Both low SES trained and middle SES mothers will reinforce their children's student role more than low SES untrained mothers.**

This hypothesis is based on studies by Baker et al. (1991); Bekman (1986); Coleman et al. (1989), Lawton et al. (1984); Wright and Wright (1976, all cited in Ayçiçeği, 1993); Fine (1980); Helmes and Turner, 1981; Kağıtçıbaşı et al. (1988, 1991, 1993, 1996); Maccoby and Zellner (1970); Olmsted et al. (1980); Özdemir (1991); Powel (1986, cited in Özdemir); Sadker and Sadker (1991); Schaefer (1991); Sprinthall and Sprinthall (1990); Strom et al. (1992); Weikert and Lambie (1969, cited in Fine, 1980). For example, when Lombard (1981, cited in Özdemir, 1991) compared the parents who participated in her parent education program for two or more years to the parents of control group, she found an increased interest and participation in their children's education.

5. Both low SES trained and middle SES mothers will evaluate their children more positively than low SES untrained mothers.

This hypothesis is based on studies by Cadwell (1965); Evans (1975); Grotberg (1969, all cited in Helmes and Turner, 1981); Johnson and Breckenridge (1982, cited in Özdemir, 1991); Kağıtçıbaşı et al. (1993); Magen et al. (1991); Pehrson and Robinson (1990); Özdemir (1991); Ware et al. (1974, cited in Özdemir, 1991). For instance, Telleen et al. (1989) compared perceptions of children in two groups of mothers who participated in a parent education program and who did not. After 3 months of program participation, a subject's perception of change in her child included (1) perception of the child's responsiveness to her, (2) her perception of a more positive mood and behavior in the child, and (3) a view of the child as less irritating. These results showed that the mothers who participated in the parent education program evaluated their children more positively than the mothers who did not participate in the program.

## **METHOD**

### **SUBJECTS**

In this research, the sample was composed of three groups of mothers whose children were secondary school students during the present study (see TABLES 2 and 3):

#### **1. The Experimental Group (Low SES Trained Mothers):**

45 trained mothers with a five-year old child from low SES made up a part of the experimental group in the original and also comprised the experimental group in this study. These mothers lived in Zeytinburnu which is known as a low SES area in İstanbul.

#### **2. The First Control Group (Low SES Untrained Mothers):**

60 untrained mothers with a five-year old child from low SES made up a part of the control group in the original and also comprised the control group in this study. They were also chosen from among mothers who lived in Zeytinburnu in order to match the experimental and the first control groups according to SES variable.

#### **3. The Second Control Group (Middle SES Untrained Mothers):**

50 untrained mothers who lived in Ataköy and Bakırköy which are known as middle SES areas in İstanbul made up the

second control group of the present study. Some addresses of these mothers were provided by Ataköy Lisesi and some addresses were found by using *snowball sampling technique* (Bailey, 1982).

A total of 155 mothers were in the sample. All the mothers were matched according to the age of their children who were born in 1978 or 1979.

TABLE 2 shows the distribution of the sample according to SES and training, and TABLE 3 shows their distribution by educational level.

TABLE 2. THE DISTRIBUTION OF THE SAMPLE ACCORDING TO SES and TRAINING

	N	%
Low SES Trained Mothers	45	29
Low SES Untrained Mothers	60	39
Middle SES Untrained Mothers	50	32

TABLE 3. THE DISTRIBUTION OF THE SAMPLE ACCORDING TO THE MOTHERS' EDUCATION LEVEL

	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Low SES Trained Mothers	43	96	2	4	-	-	-	-
Low SES Untrained Mothers	57	95	3	5	-	-	-	-
Middle SES Untrained Mothers	-	-	-	-	40	80	10	20

## INSTRUMENTS

The longitudinal effects of the mother training program were evaluated by using five different subscales of the Follow-Up Study Mother Interview Form (Kağıtçıbaşı, Sunar, and Bekman, 1993):

1. Life Satisfaction
2. Woman's Intrafamily Status and Decision-Making Power
3. Communication With The Child
4. Family Reinforcement of Student Role
5. Mother's Positive Evaluation of Her Child

***The Follow-Up Study Mother Interview Form:*** The Follow-Up Study Mother Interview Form consisted of a total of 151 questions covering various mother related variables such as sense of worth, life satisfaction, woman's intrafamily status and decision-making power, family harmony and happiness, communication with the child, punitive parent, family adjustment, social support, mother's evaluation of her child's school motivation and performance, internal and external control, child's social integration, mother's positive evaluation of her child, school adjustment, delinquency, family reinforcement of student role, environmental stimulation, economic status, birth control, woman's coping behaviors (see Appendix A). Of these questions, 40 were Likert-type scale items, 41 were other types of close-ended questions, and 70 were open-ended. The subscales used in the present study are described below.

**Life Satisfaction Scale:** This Likert-type scale consists of six items designed to provide information on mother's future expectation and mother's level of satisfaction with her children, husband, family, own life and herself as a parent (see Appendix B). Total scores for the scale range from 6 (least life satisfaction) to 22 (most life satisfaction). The Cronbach Alpha coefficient for the scale is .6953.

**Woman's Intrafamily Status and Decision-Making Power Scale:** This scale consists of six items (1 close-ended (yes/no) and 5 Likert-type questions) designed to measure woman's intrafamily status and decision-making power in the home (see Appendix C). The lowest and the highest possible total scores for the scale are 6 (most traditional) and 20 (most modern). The Cronbach Alpha coefficient for the scale is .6230.

**Communication With The Child Scale:** This four-point Likert-type scale consists of four items designed to investigate mother-child communication. The items include: how well the mother understands her child; how close she feels to the child; how often they talk about the things s/he did at school; and how much child talks about problems with the mother (see Appendix D). The minimum and maximum total scores for the scale are 4 (least communication) and 16 (most communication). The Cronbach Alpha coefficient for the scale is .5847.

**Family Reinforcement of Student Role Scale:** This scale consists of nine items (1 open-ended, 4 close-ended (yes/no), and 4 Likert-type questions) designed to measure whether the family reinforces the student role of the child and how they do this (see Appendix E). The open-ended question (item 4: "how a family can help a child's school success other than helping lessons?") was evaluated by the way of content analysis. The lowest and the highest total scores for the scale are 8 (least reinforcement) and 30 (most reinforcement). The Cronbach Alpha coefficient for the scale is .5906.

**Mother's Positive Evaluation of Her Child Scale:** This Likert-type scale consists of ten items designed to provide information on the mother's evaluation of her child, including how intelligent, industrious, and good natured s/he appears to her, compared with his/her peers, and the mother's attribution of positive features to her child (see Appendix F). Items 5, 6, 7, 8, 9, and 10 were reversed in the scale so the lowest and the highest total scores for the scale are 10 (most negative evaluation) and 44 (most positive evaluation). The Cronbach Alpha coefficient for the scale is .6052.

## **PROCEDURE**

The Follow-Up Study Mother Interview Form was applied personally to the mothers of the experimental and the first

control groups during home visits by the interviewing team of Psychology Department of Boğaziçi University. The middle SES mothers were also contacted personally during home visits by the researcher herself. Each interview took approximately one hour (see Appendix A for interview instructions) and all subscales of the form were administered to the mothers in one session.

## RESULTS

Hypothesis 1 was tested by one-way analysis of variance of life satisfaction scale scores (see TABLE 4).

TABLE 4. THE LIFE SATISFACTION SCALE SCORES FOR THE THREE GROUPS OF MOTHERS

	M	SD	F	P
Low SES Trained Mothers	19.2	2.03	2.72	.07
Low SES Untrained Mothers	20.1	2.01		
Middle SES Untrained Mothers	19.3	2.59		

Note: The lowest and highest possible total scores for the scale are 6 (least life satisfaction) and 22 (most life satisfaction).

TABLE 4 shows mean scores and standard deviations on the life satisfaction scale for the three groups of mothers. Although there was a trend for significance among the groups, group differences were small and did not reach statistical significance ( $F(2,152)=2.72$ ,  $P<.07$ ). According to the result of Tukey-B procedure, no two groups were significantly different at the .05 level.

In Hypothesis 2, it was expected that both low SES trained and middle SES mothers would have higher intrafamily status and decision-making power than low SES untrained mothers. For testing the hypothesis, one-way analysis of variance procedure was applied to the scores from the woman's intrafamily status and decision-making power scale (see TABLE 5).

TABLE 5. THE WOMAN'S INTRAFAMILY STATUS AND DECISION-MAKING POWER SCALE SCORES FOR THE THREE GROUPS OF MOTHERS

	M	SD	F	P
Low SES Trained Mothers	15.4	2.51	1.82	.17
Low SES Untrained Mothers	14.7	2.85		
Middle SES Untrained Mothers	15.7	2.63		

Note: The lowest and highest possible total scores for the scale are 6 (most traditional) and 20 (most modern).

Mean scores on this scale are shown in TABLE 5. While the mean score for the low SES untrained group was marginally lower than the other two groups, the result of the one-way ANOVA was found insignificant ( $F(2,152)=1.82$ ,  $P<.17$ ). According to the result of Tukey-B procedure, no two groups were significantly different at the .05 level.

Hypothesis 3 was based on the expectation that both low SES trained and middle SES mothers would communicate with their children more than low SES untrained mothers. Once again, one-way ANOVA was used to test the hypothesis (see TABLE 6).

TABLE 6. THE COMMUNICATION WITH THE CHILD SCALE SCORES FOR THE THREE GROUPS OF MOTHERS

	M	SD	F	P
Low SES Trained Mothers	14.3	1.41	1.63	.19
Low SES Untrained Mothers	13.8	1.91		
Middle SES Untrained Mothers	14.3	1.59		

Note: The lowest and highest possible total scores for the scale are 4 (least communication) and 16 (most communication).

As seen in TABLE 6, although the low SES untrained group had slightly lower scores than the other two groups, mean scores on the communication with the child scale for the three groups of mothers did not differ significantly ( $F(2,152)=1.63, P<.19$ ). According to the result of Tukey-B procedure, no two groups were significantly different at the .05 level.

A one-way analysis of variance was computed to test Hypothesis 4, which predicted that both low SES trained and middle SES mothers would reinforce their children's student role more than low SES untrained mothers (see TABLE 7).

TABLE 7. THE FAMILY REINFORCEMENT OF STUDENT ROLE SCALE SCORES FOR THE THREE GROUPS OF MOTHERS

	M	SD	F	P
Low SES Trained Mothers	26.1	2.87	4.14	.02
Low SES Untrained Mothers	25.7	2.57		
Middle SES Untrained Mothers	27.2	2.39		

Note: The lowest and highest possible total scores for the scale are 8 (least reinforcement) and 30 (most reinforcement).

As seen in TABLE 7, the result was found significant ( $F(2,152)=4.14$ ,  $P<.02$ ). According to the result of Tukey-B procedure, each group was significantly different from other group(s) at the .05 level.

To test Hypothesis 5, that both low SES trained and middle SES mothers would evaluate their children more positively than low SES untrained mothers, one-way analysis of variance procedure was used (see TABLE 8).

TABLE 8. THE MOTHER'S POSITIVE EVALUATION OF HER CHILD SCALE SCORES FOR THE THREE GROUPS OF MOTHERS

	M	SD	F	P
Low SES Trained Mothers	27.1	2.52	.62	.54
Low SES Untrained Mothers	27.3	2.55		
Middle SES Untrained Mothers	26.8	2.19		

Note: The lowest and highest possible total scores for the scale are 10 (most negative evaluation) and 44 (most positive evaluation).

As seen in TABLE 8, scores for all groups were very similar, and the differences were not significant ( $F(2,152) = .62, P < .54$ ). According to the result of Tukey-B procedure, no two groups were significantly different at the .05 level.

## DISCUSSION

The present study focused on the longitudinal effects of the mother training program on mothers. In other words, it was intended to test whether the program affected the mothers' life satisfaction, their intrafamily status and decision-making power, their communication with their children, their reinforcement of their children's student role, and their positive evaluation of their children in long-term. To investigate the effectiveness of the mother training program, low SES trained mothers were compared with low and middle SES untrained mothers.

The results of the study indicated insignificant differences among the groups on the scales described above except for the family reinforcement of student role scale. In other words, while Hypotheses 1,2,3, and 5 were rejected, Hypothesis 4 was supported by the findings of both the main (1982-1986 and 1991-1992 projects) and the present studies. This is an expected result because basic targets of the program were related to the child's cognitive development.

In the Turkish context, where compulsory schooling is limited to only five years, school attainment beyond primary school could be seen as one of the most important variables of a positive attitude toward education among children especially living in low income-areas. Because of economic difficulties in addition to insufficient familial reinforcement of the child's student role, children who are not successful in school tend to leave school after primary

school. Therefore, probably the most important finding of the long-term effect of the early enrichment project was the significant difference on school attainment between the experimental and control groups; 86% of the former compared with 67% of the latter were still in school ( $X^2=9.57$ ;  $p=.002$ ) (Kağıtçıbaşı et al., 1993, Kağıtçıbaşı, 1996). At the same time, based on report card grades over five years, the experimental school children were found more successful than the control group on Turkish ( $t=3.08$ ;  $p=.001$ ), mathematics ( $t=3.01$ ;  $p=.001$ ), and overall academic average ( $t=2.82$ ;  $p=.002$ ) (Kağıtçıbaşı, 1996). All these findings may be attributed at least in part to the higher familial support of the child's "student role" in the families of the trained mothers; these mothers were found to be more interested in what is going on in school, more helpful to their children with homework, and more supportive of the child's environmental stimulation in general according to the results of both the original and present studies.

Also a study done by Schaefer (1991) discusses the roles of parents as educators as a basis for the design and evaluation of parent education programs. Research on parent behavior, including family reinforcement of school activities and student role, revealed some positive correlations of parent behavior with child school achievement. Research findings support a cooperative, family impact model of parent education designed to increase knowledge and active participation of parents.

An overall evaluation of the insignificant differences among the groups on the other four scales shows that not only the low SES trained group, but also the middle SES untrained group did not differ from the low SES untrained group. In other words, each group is similar to the other two.

According to the results of the main researches no differences were found on the life satisfaction scale between low SES trained and low SES untrained mothers. Generally, both groups of mothers were found very pleased with their husbands, children, family life, and themselves (Kağıtçıbaşı et al., 1993). This follow-up study concluded the same insignificant difference probably originated from the low expectation levels of three SES groups. It means that neither training nor socio-economic status as the independent variables of the study made differences among the groups. In other words, middle SES mothers were found very pleased with their husbands, children, family life, and themselves as much as low SES groups. One possibility for the middle class situation is that although all mothers in this group were well-educated and seemed to be more urban and more modern than low SES mothers, they had still conservative thinking similar to the other groups because of their traditional family type and common cultural background which see having a family as the most important thing in a woman's life.

According to the *hierarchy of needs* view of Maslow (1970, cited in Schultz, 1981), the needs, in the order

in which they must be satisfied, are (1) the physiological needs for food, water, air, sleep, and sex; (2) the safety needs for security, order, stability, protection, and freedom from fear and anxiety; (3) the belonging and love needs; (4) the needs for esteem from others and from oneself; and (5) the need for self-actualization. In this frame, it will be very difficult to say where Turkish women are in the hierarchy but it will not be very difficult to determine where they are not. Perhaps, their most important needs, in spite of being members of different socio-economic levels, are related to the first four stages in the hierarchy and all these stages could be satisfied by having a family for them because of their low expectation levels as a result of their similar familial and cultural backgrounds in which they grew up. It partly explains why all groups of mothers were very pleased with their husbands, children, family life, and themselves.

However, while the 1982-1986 and 1991-1992 projects showed some significant differences on the woman's intra-family status and decision-making power, communication with the child, and mother's positive evaluation of her child scales, in this follow-up study, no significant differences were found among the groups on these scales possibly because of choosing different items from the Follow-Up Study Mother Interview Form to construct these subscales and choosing only mothers who had five-year old children in 1982-1986 project and leaving the mothers who had three-year old children in 1982-86 project out of the sample to make up

the experimental and control groups of the present study.

Beside these methodological differences, as seen on the life satisfaction scale some socio-cultural effects must be taken into the consideration as the causes of the insignificant differences among the groups on the scales cited above. For instance, all groups of mothers were found at the higher communication levels on the communication with the child scale. It was a four-point Likert-type scale designed to investigate how well the mother understands her child; how close she feels to the child; how often they talk about the things s/he did at school; and how much child talks about problems with the mother, the questions mainly focusing on the frequency of the communication rather than the questions mainly focusing on the type of the communication such as how the mother understand her child; how she thinks of being close to the child; on which aspects they talk about the things s/he did at school; and on which problems child talks with the mother. How often a mother talks with her child can indicate the quantity of the communication between them but it does not mean the quality of the communication. A good example for this situation could be seen in Öner's study (1986). In this study, the descriptive analysis of factor mean scores based on four researches (Korkmazlar, 1980; Kozacıoğlu, 1981; LeCompte and LeCompte, 1983; and Öner, 1983) using the Turkish form of the Parent Attitude Research Instrument revealed a weak relationship between the SES variable and equality. For Öner (1986, p.51), "a possible interpretation of this weak relationship is that

even though well-educated high SES parents aspire to be egalitarian and democratic in communication with their children, they may be in conflict with their own traditional upbringing. Probably they have not yet internalized equality as deeply as they ideally wish". In others words, though all groups of mothers were found at the higher communication levels with their children in the present study, it does not mean that content of their communication is in the parallel of their children's needs.

Also the insignificant difference among the groups on the woman's intrafamily status and decision-making power scale could be explained by the same reason, *mothers' own traditional upbringing*. In a male-dominant patriarchal culture, even if a woman is a member of a middle SES family, having high intrafamily status and decision-making power would be very difficult for her because of her own traditional upbringing determined by the culture itself. In the comparative value of children study (VOC) (Kağıtçıbaşı, 1982b, 1986), Turkish scores on the "woman's overall intrafamily status" scale, which was formed by combining woman's decision-making, role sharing, and spousal communication scores, were the lowest among eight countries. Also "being close to spouse" was perceived as more important by both urban and rural women but not by men in Turkish context. For Kağıtçıbaşı (1982b, 1986) a general interpretation of these findings might be in terms of woman's subordinate and dependent position (vis-à-vis their husbands). At the same time the greatest impact of socio-economic development and

modernization on woman's status was seen in Turkey. Woman's work, education, income, extent of urbanization, media exposure, and standard of living were considered as the most important indicators of this process. The relation between employment and woman's intrafamily status was most noticeable in Turkey (Kağıtçıbaşı, 1986), where the working variable related positively with woman's status in the urban context, but not in the rural context, probably due to the nature of their work, which requires less skill and does not provide add to their social standing. In the present study, all mothers in the low SES trained group were working in factories as semi-skilled or unskilled workers, the whole low SES group and an important part (76%) of middle SES untrained group of mothers were housewives, and the rest of the middle class group (24%) were in white-collar employment requiring education. Thus, if woman's work is an indicator for woman's intrafamily status, then it could be expected to see an insignificant result among the groups on the woman's intrafamily status and decision-making power scale in the present study. As a result of these findings, Turkish woman may be considered so much tied up with the tradition that this would not be changed easily by any education program.

Finally, as cited above, no significant differences were found among the groups on the mothers' positive evaluation of her child scale according to the results of the present study. For Bloom (1964), the indifference of parents to the child's physical, cognitive, personality,

and social development is one of the most important characteristics of disadvantaged environments. If a mother is not aware of the child's development as a whole, she will not be able to evaluate him/her as positively as expected. These findings do not mean that they will only be seen in disadvantaged areas. In other words, high SES families may not give enough consideration to their children's physical, social, and cognitive development, either. This could explain why the scores on the mothers' positive evaluation of her child scale for the low SES trained and middle SES untrained groups were not found to be as high as expected.

In the present study, both the significant and the insignificant differences among the groups point to one common result: that the low SES trained group was similar to or better than middle SES untrained group, and low SES untrained group was generally the worst one among them on all scales except for the life satisfaction and the mothers' positive evaluation of her child scales. Probably, according to the results of the present study, it could be said that if the mothers were less modern, they would be more happy and it would be more easy for them to evaluate their children positively because of lower sensitivity levels to their children's development. An overall evaluation of the results of the present study, especially the resemblance between low SES trained and middle SES untrained groups, emphasizes the role of the training program.

However, unless the negative influences of living in disadvantaged environments are counteracted and the non-formal parent education programs are supported by informal activities (e.g. TV/radio programs, mass-media instruments), the programs will not be as effective as expected. In the Preschool Education Commission Report of National Education Ministry (1993) and the 1991-1995 Main Activity Plan of UNICEF (1991, cited in Ülküer, 1993), these informal activities were accepted as the prerequisites for the extension of parent education programs as a part of preschool education.

In conclusion, as discussed in the 10th Council of National Education (1981, cited in Meydan, 1984a, 1984b) and the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (UNICEF, 1990) early intervention projects including both family and society must be provided especially for disadvantaged children and for their families living in slum areas. Because, as discussed in the previous parts of this study, these programs are generally seen the most effective way to overcome cumulative negative influences of impoverished environments on the children's physical, emotional, social, and cognitive development and on the parents' life.

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## APPENDICES

**APPENDIX A****THE FOLLOW-UP STUDY MOTHER INTERVIEW FORM**

## DEMOGRAFI BÖLÜMÜ

1. Annenin Adı ve Soyadı .....
- Yaşı ..... Eğitim Düzeyi .....
- Mesleği .....
  
2. Babanın Adı ve Soyadı .....
- Yaşı ..... Eğitim Düzeyi .....
- Mesleği .....
  
3. Çocuğun Adı ve Soyadı .....
- Doğum Tarihi ..... Okulu ..... Sınıfı ....
  
4. Diğer Aile Üyeleri .....
- .....
- .....
- .....
- .....
  
5. Adres .....
- .....
- .....

I.D			M.T. Area		Child Ne Sex		Child Age		Card
1	2	3	4	5	6	7	8	9	10
									1

## MODÜL:1 OKUYANLAR

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### ANNE MÜLAKATI

Mülakatçının adı soyadı.....

Mülakat yapılan kişinin adı ve soyadı.....

Çocuğun adı ve soyadı.....

Adresi.....

Mülakatın tarihi ve başlama zamanı.....

Mülakatın bitme zamanı.....

İyi günler,  
Ben Boğaziçi Üniversitesi'nden geliyorum .....'ı arıyorum.  
Hatırlayacaksınız bundan beş ay evvel gelip sizi bulmuştuk ve tekrar geleceğimizi söylemiştik. İşte geldik. Şimdi size kendiniz ve çocuğunuz hakkında bir kaç soru sormek istiyorum.

111.N.A.

112. Sizce ..... okulu seviyor mu?

1	2	3	4	5
hayır, hiç	çoğu zaman	bazen	çoğu zaman	her zaman
sevmiyor	sevmiyor	seviyor	seviyor	seviyor
		bazen sevmiyor		

113.Siz .....'in okul başarısından memnun musunuz? Ne kadar memnunsunuz? Belirtin.

1	2	3	4	5
hiç memnun	pek	orta	biraz	çok
değilim	değilim		memnunum	memnunum

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/112

/113

114. Sizce .....'ın dersleri sınıfındaki diğer öğrencilere kıyasla nasıl?

1	2	3	4	5
hiç iyi değil	çoğundan kötü	diğerleri gibi	çoğundan daha iyi	çok iyi

115. (Halen çok iyi değilse)

....., elinden geldiği kadar çok çalışsa, sınıfının en iyi öğrencilerinden biri olabilir mi?

1	2	3	4	5
hayır, imkansız	öz ihtimal	belki	büyük ihtimelle	evet, mutlak

116. Burada eğitimle ilgili bazı fikirler var. Bunlardan hangisi sizin fikrinize en yakın olanıdır?

1	2	3	4	5
eğitim pek önemli değildir.	eğitim biraz önemlidir.	önemlidir. ama başka önemli şeyler de var.	çok önemli şeylerden biridir.	en önemli şeydir.

Sizce genel olarak bir öğrencinin okul başarısı için aşağıdaki etkenler ne kadar önemlidir?

117. Zeka

1	2	3	4	5
önemsiz	pek değil	orta	önemli	çok önemli

118. Çalışma

1	2	3	4	5
önemsiz	pek değil	orta	önemli	çok önemli

119. Dersin zorluğu

1	2	3	4	5
önemsiz	pek değil	orta	önemli	çok önemli

120.Sınavda şanslı  
olmak

1	2	3	4	5
önemsiz	pek değil	orta	önemli	çok önemli

/120

121.Sizce çalışmak mı yoksa zeka mı okul başarısı için önemlidir?

1	2	3	4	5
zeka çok daha önemli	zeka biraz daha önemli	ikisi aynı	çalışmak biraz daha önemli	çalışmak çok daha önemli

/121

122.Sizce, öğretmenleri genellikle .....'ın okul başarısından memnundur mı? Ne kadar memnundur?

1	2	3	4	5
hiç değiller	pek değiller	orta	memnundur	çok memnundur

/122

123.Sizce, .....'ın okuması ne kadar önemlidir?

1	2	3	4	5
hiç önemli değil	pek önemli değil	orta	önemli	çok önemli

/123

124.Sizce, .....'ın evde ders çalışması önemlidir mi? Ne kadar önemlidir?

1	2	3	4	5
hiç önemli değil	pek değil	orta	önemli	çok önemli

/124

125. ....'ın evde derslerine yardım eden var mı?

0.Hiç kimse

- 1.Anne
- 2.Baba
- 3.Abla/Ağbi
- 4.Başka büyük
- 5.Diğer \_\_\_\_\_

126.a. Daha küçük sınıflarda da yardım ediyor muydu?

- 1.En baştan beri (1. sınıf ...)
- 2.Daha sonra başladı

b.Peki, daha küçük sınıflarda yardım eden var mıydı?

- 1.En başta (1.sınıf .....)
- 2.Daha sonra
- 3.Hiç bir zaman

127.Kim yardım ediyordu? \_\_\_\_\_

/125

/126

/127

128. Ailesi bir çocuğun dersine yardım edebilir. Bunun dışında çocuğun okul başarısına ailesi nasıl yardımcı olabilir acaba?

/128

129. Sizin ailede bu var mı? (Söylediğini tekrar edin)

1. Hayır 2. Evet

/129

130. Şimdi .....'in okula ilk başladığı zamana geri dönelim. O günleri hatırlamaya çalışın. İlkokul 1. sınıfta başarılı olmak için bazı becerileri var mıydı? Yani ilkokula hazırlıklı mı başladınız?

1. Hayır İlkokula hazırlayıcı bir program veya çalışmaya katıldınız mı? Örneğin; bir ana okulunda veya evde hazırlığı oldu mu? (Eğer hala hayır ise 140'a geçin)

2. Evet

/130

131. Bu hazırlık neydi? Biraz anlatır mısınız?

\_\_\_AÇEP

\_\_\_Başka (Yazın) \_\_\_\_\_

/131

132. Bu hazırlığın/Anne-Çocuk Eğitim Programının faydası ne kadardı? (Belirt)

1	2	3	4	5
hiç faydalı olmadı	biraz feyde etti	orta faydası oldu	çok faydası oldu	

(140'a geçin)

/132

133. Bu hazırlığın/Anne-Çocuk Eğitim Programının yararı, etkisi sizce ne kadar bir süre sürdü?

1. ilkokul birinci sınıfta kısa bir süre

2. birinci sınıf boyunca

3. ikinci sınıfta da

4. üçüncü sınıfta da

5. dördüncü sınıfta da

6. ilkokul boyunca

7. ilkokul sonrasında bile

**(134-139 SADECE EĞİTİME KATILAN ANNELERE SORULACAK)**

134. Pekî bu programın .....'in kardeşine veya başka akraba, komşu çocuklarına faydası oldu mu?

1. Hayır 2. Evet

135. Kime? \_\_\_\_\_

/133

/134

/135

136.Nasıl fayda etti? \_\_\_\_\_

/136

137.Eğitim programında sizinle aynı grupta bulunan hanımlarla eğitim bittikten sonra da ilişkiniz devam etti mi, onları görüyor muydunuz?

1. Hiç birini bir daha görmedim (139'a geç)
2. Bir ikisini görmeye devam ettim
3. Bir kımını görmeye devam ettim
4. Çoğunu görmeye devam ettim

/137

138. Ne kadar bir süre onları gördünüz?

1. Az bir süre (bir yıldan az)
2. Bir süre gördüm (bir iki yıl)
3. Uzunca bir süre gördüm (bir kaç yıl sürdü)
4. Hala görüyorum

/138

139.Acaba bu programın neden faydası oldu .....'e ?

Bunun etkisini neye bağlıyorsunuz?

/139

.....'in okul başarısını ve okulu sevmesini çeşitli zamanlarda hatırlamaya çalışın.

140. En başta nasıldı?

1	2	3	4	5
hiç hevesli değildi, çalışmazdı	pek hevesli değildi	ortaydı	hevesliydi	çok hevesliydi, ders çalışırdı

/140

141. Daha sonra nasıl oldu?

1	2	3	4	5
hiç hevesli değildi, çalışmazdı	pek hevesli değildi	ortaydı	hevesliydi	çok hevesliydi, ders çalışırdı

/141

142. Şimdi?

1	2	3	4	5
hiç hevesli değil, çalışmıyor	pek hevesli değil	orta	hevesli	çok hevesli çalışıyor

/142

(143 genel olarak veya herhangi bir dönemde belirgin bir değişme varsa sorulacak):

143. Bu değişikliğin sebebi neydi sizce?

/143

144....., genel olarak yetiştirilmeyle karşılaştırmadığında sizce ne kadar zeki (akıllı) bir çocuk?

1	2	3	4	5
yetiştirilmenin çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yetiştirilmenin çok üstünde

/144

145....., ne kadar çalışkan bir çocuk?

1	2	3	4	5
yetiştirilmenin çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yetiştirilmenin çok üstünde

/145

146....., ne kadar iyi huylu bir çocuk?

1	2	3	4	5
yetiştirilmenin çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yetiştirilmenin çok üstünde

/146

147. ...., okulda başarılı olmaya ne kadar istekli bir çocuk?

1	2	3	4	5
yetiştirilmenin çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yetiştirilmenin çok üstünde

/147

148.Şimdi okul başarısını bir yana bırakalım; genel davranışlar, tavırlar bakımından .....'den genellikle ne kadar hoşnutsunuz?

1	2	3	4	5
hiç hoşnut değilim	çoğu zaman hoşnut değilim	bazen hoşnutum bazen değilim	çoğunlukla hoşnutum	çok hoşnutum

/148

149.Sizce, arkadaşları .....'den genellikle ne kadar hoşnutlar? .....'i severler mi?

1	2	3	4	5
hiç sevmeyiz	pek sevmeyiz	bazen severler	çoğunlukla severler	çok severler

/149

150.Sizce, ..... başkalarıyla iyi geçinir mi? Yani geçimli midir yoksa geçimsiz mi?

1	2	3	4	5
çok geçimsizdir	çoğu zaman geçimsizdir	bazen geçimlidir bazen geçimsizdir	çoğunlukla geçimlidir	çok geçimlidir

/150

151.Yeni arkadaş edinmesi ..... için kolay mıdır; zor mudur?

1	2	3	4	5
çok zordur	biraz zordur	bazen zordur bazen kolaydır	kolaydır	çok kolaydır

/151

152. ....'in yakın arkadaşı var mıdır?

1.Hayır 2.Evet

/152

153. Sizce ,....., genellikle ana\_babasıyla anlaşabiliyor mu?

1	2	3	4	5
hiç anlaşmıyor	pek anlaşmıyor	orta	anlaşıyor	çok iyi anlaşılıyor

/153

154. Ailenizdeki kimselerin birbirleriyle ilişkileri nasıldır?

1	2	3	4	5
çok kötüdür, hiç geçine mezler	çoğunlukla iyi değildir	bazen iyi bazen kötü	çoğu zaman iyidir	çok iyidir

/154

155. Sizce, aile fertleri birbirlerine ne kadar yakındırlar?

1	2	3	4	5
hiç yakın değillerdir	çoğunlukla yakın değillerdir	bazen yakın bazen değil lerdir	çoğunlukla yakındırlar	çok yakındırlar

/155

Bazı çocukların okulla ilgili bir takım sorunları vardır. Şimdi okuyacağım sorunlardan herhangi biri veya fazlası.....' de var mı?

evet,doğru bazen hayır

156. Okulda kavga ediyor.	___	___	___
157. Okula geç kalıyor.	___	___	___
158. Ders dinlemekte, dikkatini derse vermekte zorlanıyor.	___	___	___
159. Öğretmeni ile anlaşamıyor.	___	___	___
160. Ders çalışmıyor.	___	___	___
161. Okula gitmek istemiyor.	___	___	___
162. Okulda öz arkadaşısı var.	___	___	___

/156

/157

/158

/159

/160

/161

/162

163. Okulda yapılan veli toplantılarına ne sıklıkta gidersiniz ?

1. Hiç 2. Nadiren 3. Ara sıra 4. Her zaman

/163

164. Bu toplantılara evden başka giden oluyor mu?

1. Hayır 2. Evet

/164

165. Okulda neler olduğu ile ilgilenir misiniz? C

1. Hiç ilgili değilim
2. Pek ilgili değilim
3. Biraz ilgiliyim
4. Çok ilgiliyim

/165

166. ....'in okulda başarılı olması için özel bir çaba gösterdiniz mi?

1. Hayır 2. Evet

/166

167. .... 'in hangi sınıfa kadar okumasını arzu edersiniz, istersiniz?

/167

168. Peki, ..... 'in gerçekten hangi sınıfa kadar okuyacağını tahmin edersiniz?

/168

(Eğer 167. ve 168. sorulara verilen cevaplar birbirinden farklı ise 169 sorulacak)

169. Neden okula sizin istediğiniz kadar gidebileceğini düşünmüyorsunuz?

/169

170. ....'in hangi mesleği seçmesini arzu edersiniz?

/170

171. Peki gerçekçi olarak ..... 'in hangi mesleğe gireceğini tahmin ediyorsunuz?

/171

172. .... 'nin arkadaşlarını tanıyor musunuz, onlar hakkında neler düşünmüyorsunuz?

1. Çoğu iyi çocuklardır.

2. İyi sayılırlar.

3. Birlikte olmaması gereken türden çocuklar.

4. Emin değilim, pek iyi tanımıyorum.

/172

173. ...., arkadaşlarıyla ne kadar sık birlikte olur?

1. Nsdiiren 2. Arada sırada 3. Sık sık 4. Hergün

/173

.....'in evdeki davranışları şimdi okuyacaklarımdan hangilerine uyuyor?

	Hayır hiç değil	Arada sırada	Çoğu zaman	Evet her zaman
--	--------------------	-----------------	---------------	-------------------

174. Sınırlı ve hırçın mıdır?

_____	_____	_____	_____
-------	-------	-------	-------

/174

175. Söz dinler mi?

_____	_____	_____	_____
-------	-------	-------	-------

/175

176. Geçimsiz mi?

_____	_____	_____	_____
-------	-------	-------	-------

/176

177. Ana-babasına karşılık verir mi?

_____	_____	_____	_____
-------	-------	-------	-------

/177

178. Bencil mi?

_____	_____	_____	_____
-------	-------	-------	-------

/178

179. Sizin tasvip etmediğiniz davranışlarda bulunur mu?

_____	_____	_____	_____
-------	-------	-------	-------

/179

I.D			M.I Area		Child Ne Sex Mikabli		Child Age		Card
1	2	3	4	5	6	7	8	9	10
									2

73

211. Bazı çocuklar ve gençler yasak olan bazı şeyleri yapıp başlarına iş açarlar. ....'in böyle başına iş açtığı, cezalandığı oluyor mu?

1. Evet 2. Hayır

(Tam anlayemediyse) Örneğin; mahallede kavge edip başı derde girmek gibi.

212. Nasıl? (Hangi davranış, ne zaman, bilgi alın) \_\_\_\_\_

/211

213. Okulda hiç disiplin cezası aldı mı?

1. Evet 2. Hayır

214. Nasıl? (Hangi davranış, ne zaman, bilgi alın) \_\_\_\_\_

/212

215. Polisle başı derde girdi mi?

1. Evet 2. Hayır

216. Nasıl? (Hangi davranış, nerede, ne zaman) \_\_\_\_\_

/213

/214

/215

/216

217. ....'le, okulda yaptıkları hakkında ne sıklıkta konuşursunuz?

1. Nadiren  
2. Arada sırada  
3. Sık sık  
4. Her gün

/217

218. Ne kadar sıklıkta .....'e kızarsınız?

1	2	3	4	5
hiç	nadiren, çok seyrek	arada sırada	sık sık	her gün

/218

219. ...., hiç dayak yer mi? Ne kadar zamanda bir dayak yer?

1	2	3	4	5
hiç	nadiren çok seyrek	arada sırada	sık sık	her gün

/219

Kendi çevrenizdeki diğer annelerle karşılaştırdığınızda, siz .....'e ne kadar serbestlik tanıyorsunuz? Burada birkaç örnek var, herbirini cevaplayalım:

220. Diğer annelere kıyasla, siz .....'e kendi arkadaşlarınızı kendisinin seçmesinde ne kadar serbestlik tanıyorsunuz?

1	2	3	4	5
diğer annelerden çok daha az	diğer annelerden biraz daha az	diğer anneler kadar	diğer annelerden biraz daha fazla	diğer annelerden çok daha fazla

/220

221. Diğer annelere kıyasla, siz .....'e kendisine alınacak kıyafetleri seçmesinde ne kadar serbestlik tanıyorsunuz?

1	2	3	4	5
diğer annelerden çok daha az	diğer annelerden biraz daha az	diğer anneler kadar	diğer annelerden biraz daha fazla	diğer annelerden çok daha fazla

/221

222. Ya, kendi kendine sokağa çıkıp bir yere gitmekte .....'e ne kadar serbestlik tanıyorsunuz?

1	2	3	4	5
diğer annelerden çok daha az	diğer annelerden biraz daha az	diğer anneler kadar	diğer annelerden biraz daha fazla	diğer annelerden çok daha fazla

/222

223. Peki, ileride evleneceği kişiyi seçmekte .....'e ne kadar serbestlik tanıyacağınızı düşünüyüyorsunuz?

1	2	3	4	5
diğer annelerden çok daha az	diğer annelerden biraz daha az	diğer anneler kadar	diğer annelerden biraz daha fazla	diğer annelerden çok daha fazla

/223

224. ....,sizinle problemleri veya sıkıntıları hakkında ne kadar sıklıkta konuşur?

1. Hiç
2. Nadiren
3. Ara sıra
4. Her zaman

/224

225. Siz .....'i anlayabiliyor musunuz; ne kadar iyi anlıyorsunuz?

1. Hiç anlayamıyorum.
2. Pek iyi anlayamıyorum.
3. Biraz anlıyorum.
4. İyi anlıyorum.

/225

226. Siz kendinizi ..... ' e ne kadar yakın hissediyorsunuz?

1. Oldukça uzak
2. Pek yakın değil
3. Biraz yakın
4. Çok yakın

/226

227. Eve gazete veya dergi alır mısınız; ne sıklıkta?

1. Hayır, hiç
2. Ayda birden az
3. Ayda birkaç kez
4. Haftada birkaç kez
5. Her gün

/227

Şimdi size kendinizle ilgili bazı sorular sormak istiyorum.

228. Kendinizi tanıdığınız diğer hanımlarla karşılaştırmanızı istiyorum.

Tanıdığınız kimseleri en az akıllıdan en çok akıllıya doğru sıralarsanız, kendinizi nereye koyarsınız?

/228

1	2	3	4	5
en az akıllı	ortanın biraz altı	orta	ortanın biraz üstü	en akıllı

229. Tanıdığınız kimseleri iyi bir anne olmak bakımından en iyiden en kötüyeye doğru sıralayacak olsanız, kendinizi nereye koyardınız?

1	2	3	4	5
en kötü	ortanın biraz altı	orta	ortanın biraz üstü	en iyi

/229

230. Tanıdıklarınızı bilgili olmak bakımından en bilgiliden en bilgisize doğru sıralayacak olsanız kendinizi nereye koyardınız?

1	2	3	4	5
en az bilgili	ortanın biraz altı	orta	ortanın biraz üstü	en bilgili

/230

231. Tanıdıklarınızla karşılaştırdığınızda kendinizi hayatta ne kadar başarılı buluyorsunuz? Tanıdıklarınızdan daha mı çok yokse daha mı az?

1	2	3	4	5
başarısız	ortanın biraz altı	orta	ortanın biraz üstü	başarılı

/231

232. Genellikle kendinizden ne kadar memnunsunuz?

1	2	3	4	5
hiç memnun değilim	ortanın biraz altı	orta	ortanın biraz üstü	çok memnunum

/232

233. Genel olarak çocuklarınızdan memnun musunuz?

1. Hiç memnun değilim
2. Pek değil
3. Biraz
4. Çok memnunum

/233

234. Genel olarak esinizden memnun musunuz?

1. Hiç memnun değilim
2. Pek değil
3. Biraz
4. Çok memnunum

/234

(235 Çalışan annelere sorulacak)

235. Genel olarak işinizden memnun musunuz?

1. Hiç memnun değilim
2. Pek değil
3. Biraz
4. Çok memnunum

/235

236. Arkadaşlarınız ya da komşularınızla ne kadar sıklıkta biraraya gelip görüşürsünüz? (Kendisi söz konusudur; eşyle birlikte değil)

1. Ayda birden az
2. Ayda birkaç kez
3. Haftada bir
4. Haftada birkaç kez
5. Her gün

/236

237. Siz ve eşiniz önemli kararlar üzerinde konuşur musunuz; ne sıklıkta konuşursunuz?

1. Hayır, hiç
2. Nereden
3. Ara sıra
4. Her zaman

/237

238. Ne kadar sıklıkta gazete veya dergi okursunuz?

1. Hiç
2. Ayda birkaç kez (veya daha az)
3. Haftada bir
4. Haftada birkaç kez
5. Her gün

/238

239. Hergün televizyon seyrediyor musunuz, ne kadar seyrediyorsunuz?

1. Hayır, hiç
2. Yaklaşık 1 saatten az
3. Yaklaşık 1 saat kadar
4. Yaklaşık 2 saat kadar
5. Yaklaşık 3 saat kadar
6. Yaklaşık 4 saat kadar
7. Yaklaşık 5 saat kadar
8. 5 saatten fazla

/239

240. Sizce iyi bir çocuk nasıl olmalı? İyi bir çocuk ne gibi özellikler taşımalı?

/240

241. Genel olarak aile hayatınızdan memnun musunuz?

1. Memnun değil
2. Orta
3. Memnun

/241

242. Genellikle kendi hayatınızdan memnun musunuz?

1. Memnun değil
2. Orta
3. Memnun

/242

243. Üç yıl sonra bugüne göre durumunuzun nasıl olacağını düşünüyorsunuz?

1. Daha kötü olacak
2. Aynı olacak
3. Gelecekte daha iyi olacak

/243

244. Eşinizle aranızda anlaşmazlık veya tartışma oluyor mu; ne sıklıkta?

1. Hayır, hiç
2. Nadiren
3. Arada sırada
4. Sık sık

/244

245. Pahalı bir şeyin satın alınmasına sizin evde kim karar verir?

1. Kocası
2. Kendisi
3. İkisi de aynı derecede
4. Başka \_\_\_\_\_

/245

246. Diyelim ki önemli bir şeye karar vereceksiniz ve kocanız sizinle aynı fikirde değil. Sonunda kimin dediği olur? Sizin mi, kocanızın mı?

1. Kocasının
2. Kendisinin
3. Hemen hemen aynı; bazen kendisinin bazen kocasının.

/246

247. Kocanızın ev işlerinde size hiç yardım ettiği olur mu? Mesele hep mi yardım eder, arada sırada mı yardım eder, nadiren mi?

1. Hayır, hiç etmez
2. Nadiren (Pek değil)
3. Arada sırada
4. Her zaman (Sık sık)

/247

248. Ev dışında kocanızla beraberce yaptığınız şeyler var mı?

1. Hayır (250'ye geçin)
2. Evet

/248

249. (Evet ise) Beraberce ne yaparsınız? \_\_\_\_\_

/249

250. Peki, şimdi genellikle bu evde kimin sözü geçer dersiniz?

1. Eşinin
2. Kendisinin
3. Ortak birlikte
4. Hemen hemen aynı; bazen kendisinin, bazen eşinin

251. Konuya bağlı olarak değişiyor mu, nasıl?

252. Evde eşinizle aranızda anlaşmazlık olursa daha ziyade siz mi, o mu bu anlaşmazlığı düzeltmeye çalışır? Yoksa bir başkası mı ara buluculuk yapar?

1. Kendisi
2. Eşi
3. Her ikisi de
4. Bir başkası → 253. Kim? \_\_\_\_\_

254. Genel olarak evdeki bir problemi kim halleder?

1. Kendisi
2. Kocası
3. Her ikisi de
4. Çocuğu
5. Bir başka yetişkin
6. Ev dışından birisi

255. Çevrenizde derdınızı paylaşabileceğiniz kimse var mı?

1. Hayır
2. Evet

256. Kim? \_\_\_\_\_

257. Bir sıkıntınız olsa yardım isteyebileceğiniz kimse var mı?

1. Hayır
2. Evet

258. Kim? \_\_\_\_\_

Şimdi çocuk sahibi olmakla ilgili bazı sorular soracağım:

259. Burada çocuklu olmanın bazı iyi tarafları belirtilmiş. bunların içinde sizin için en önemli olan hangisi? Bana söyler misiniz? Peki, ondan sonra hangisi geliyor?(En önemliyle ikinci derecede önemliyi belirleyin, birinciyi "259" e, ikinciyi "260" e kodlayın)

1. Çocuk aileye maddi katkıda bulunur; aileye yardımcıdır.
2. Çocuk sevilir; sevgi neşe kaynağıdır.
3. Yaşlılıkta ana babasına bakar; yalnız kalmazsın.
4. Ailenin devamıdır; aile adını devam ettirir.

261. Canlı doğup sonradan ölen çocuğunuz oldu mu? (Bir kaç saat veya gün yaşayıp ölen de dahil)

1.Evet → 262.Kaç tane? \_\_\_\_\_  
2.Hayır

/261

/262

263. Hamileliği önlemek için bir şeyler yapan, yani doğum kontrolü için şey yapan evli çiftler hakkındaki genel düşünceniz nedir, doğru buluyor musunuz, bulmuyor musunuz?

1. Evet, doğru  
2. Hayır, doğru değil  
3. Duruma bağlı → 264. Nasıl? \_\_\_\_\_

/263

/264

Neye bağlı? \_\_\_\_\_  
265.Sizin gibi bir ailenin kaç çocuğu olsa uygundur? \_\_\_\_\_ (Sayıyı yazın)

/265

266. Peki, şimdi siz veya kocanız çocuk olmasını önleyecek bir şey yapıyor musunuz?

1. Hayır → 2.Evet (268'e geçin)  
267. Niçin yapmıyorsunuz? \_\_\_\_\_

/266

/267

268. Peki daha önce (de) siz veya kocanız hiç çocuk olmasını önleyici bir şey yaptınız mı?

1. Hayır 2. Evet

/268

269. Bir hastalık veya başka bir sebeple acil olarak paraya ihtiyacınız olsa ne yaparsınız? ("Eşimden isterim" derse): Onun parası da yetmezse?

/269

270. Çocuğunuz hastalanırsa ne yaparsınız?

/270

271. ("Doktora veya Ana-Çocuk sağlığı merkezine götürürüm" derse): Böyle devamlı götürdüğünüz doktor/ana-çocuk sağlığı merkezi var mı?

1.Hayır 2. Evet

/271

272. İlk evlendiğinizde kaç yaşındaydınız? \_\_\_\_\_

272 273

274. Bu sizin ilk evliliğiniz mi?

1. Evet 2.Hayır → 275.Kaçıncı? \_\_\_\_\_

/274

/275

276. İlk evliliğiniz boşanma ile mi sonuçlandı, yokse eşinizi mi kaybettiniz?

1.Boşanma  
2.Dul kalma

/276

277. İlk evliliğinizin bitiminden ne kadar zaman sonra tekrar evlendiniz? (gerekliyse aynı soruları ikinci evliliği için de sorun.) \_\_\_\_\_ /277

278. O arada kiminle beraber oturdunuz?

1. Yalnız (çocuğuyla)
2. Kendi annesi veya babasıyla
3. Kendi kardeşleriyle
4. Başka akrabayla

/278

279. Bazı kimselerin hayatında çok önemli olaylar olur. Bunlarla nasıl başa çıkabileceğini bilemez. Şimdi biraz düşünün. İlk evlendiğinizden beri böyle olaylar hiç sizin başınıza geldi mi? Bana sırasıyla söyleyin. (Eğer cevap veremezse) Örneğin; ciddi para sıkıntısı, bir yakının ölmesi, eşinin veya kendisinin işsiz kalması, çocuğunun okuldan atılması, ciddi bir kaza veya hastalık gibi..... Sizin başınıza böyle olaylar geldi mi? Bana sırasıyla söyleyin:

/279

1. Evet

2. Hayır: Hiç mi probleminiz olmadı? Hatırlamaya çalışın. (Hale "hayır"sa 317'ye geçin)

/280

280. Ne gibi? (birincisini yazın)

I.D			M.T Area				Child Ne Sex		Child Age		Card
1	2	3	4	5	6	7	8	9	10	3	

311. Bu ne zamandı? (yaklaşık da olsa yıl yazın) \_\_\_\_\_ /311

312. O zaman bir şey yaptınız mı? \_\_\_\_\_ /312

313. Başka? \_\_\_\_\_ /313

314. O ne zamandı? \_\_\_\_\_ /314

315. O zaman problemi halletmek için birşey yaptınız mı? \_\_\_\_\_ /315

316. Başka? \_\_\_\_\_ /316

317. Genellikle böyle problemleri halletmek için bir imkanınız var mı? Ne gibi imkanınız var? Örneğin baş vurabileceğiniz bir yer veya bir kimse var mı? Yardım veya para sağlayabilir misiniz? Nasıl? Kimden? (etrafılı görüş alın) \_\_\_\_\_

/317

318. (Sözünü etmemişse) Örneğin iş bulma konusunda (sizin, eşinizin, çocuğunuzun) birisine veya bir yere başvurur musunuz? Yoksa böyle bir şey yapmaz mısınız? \_\_\_\_\_

/318

319. Kendi problemlerinizi kendiniz mi halledersiniz, birinden yardım mı istersiniz?

/319

1. Kendi halleder

2. Yardım alır

/320

320. Kimden? \_\_\_\_\_

321. Genellikle hiçbir kurumdan şimdiye kadar destek sağladınız mı? Mesela bir bankadan kredi almak, iş ve işçi kurumuna baş vurmak, ana çocuk sağlığı merkezi, veya dispenslerden yararlanmak, veya bunlar gibi bir destek.

/321

1. Hayır

2. Evet

/322

322. Nereden? \_\_\_\_\_

323. Oturduğunuz ev sizin mi, kira mı?

/323

1. Kendilerinin

324. 1. Apartman

2. Kira

2. Ev (Gecekondu)

/324

325. Maddi durumunuz sizce nasıldır ?

/325

1

2

3

4

5

çok fakiriz

fakirce

orta

iyice

iyi haliyiz,

sayılırız

haliyiz

durumda

varlıklımız

sayılırız

326. Evinizin aylık geçim masrafı ne kadardır? Sade mutfak masrafı değil, bütün masrafların toplamı ayda ne kadardır?

/326

1. 1 000 000 TL.den az

2. 1 000 000 - 1 499 000

3. 1 500 000 - 1 999 000

4. 2 000 000 - 2 999 000

5. 3 000 000 - 3 999 000

6. 4 000 000 - 4 999 000

7. 5 000 000 - 5 999 000

8. 6 000 000 TL. veya üstü

TEŞEKKÜR EDERİM.

19

APPENDIX B  
LIFE SATISFACTION SCALE

## YAŞAM TATMİNİ ÖLÇEĞİ

1 (232). Genellikle kendinizden ne kadar memnunsunuz?

-----	-----	-----	-----	-----
1	2	3	4	5
hiç memnun değilim	ortanın biraz altı	orta	ortanın biraz üstü	çok memnunum

2 (233). Genel olarak çocuklarınızdan memnun musunuz?

- 1.Hiç memnun değilim
- 2.Pek değil
- 3.Biraz
- 4.Çok memnunum

3 (234). Genel olarak eşinizden memnun musunuz?

- 1.Hiç memnun değilim
- 2.Pek değil
- 3.Biraz
- 4.Çok memnunum

4 (241). Genel olarak aile hayatınızdan memnun musunuz?

- 1.Memnun değil
- 2.Orta
- 3.Memnun

5 (242). Genel olarak kendi hayatınızdan memnun musunuz?

- 1.Memnun değil
- 2.Orta
- 3.Memnun

6 (243). Üç yıl sonra bugüne göre durumunuzun nasıl olacağını düşünüyorsunuz?

- 1.Daha kötü olacak
- 2.Aynı olacak
- 3.Gelecekte daha iyi olacak

APPENDIX C  
WOMAN'S INTRAFAMILY STATUS  
and  
DECISION-MAKING POWER SCALE

## KADININ EV-İÇİ STATÜSÜ ve KARAR VERME GÜCÜ ÖLÇEĞİ

1 (237). Siz ve eşiniz önemli kararlar üzerinde konuşur musunuz; ne sıklıkta konuşursunuz?

- 1.Hayır, hiç
- 2.Nadiren
- 3.Ara sıra
- 4.Her zaman

2 (245). Pahalı bir şeyin satın alınmasına sizin evde kim karar verir?

- 1.Kocası
- 2.Kendisi
- 3.İkisi de aynı derecede
- 4.Başkası \_\_\_\_\_

3 (246). Diyelim ki önemli bir şeye karar vereceksiniz ve kocanız sizinle aynı fikirde değil. Sonunda kimin dediği olur? Sizin mi, kocanızın mı?

- 1.Kocasının
- 2.Kendisinin
- 3.Hemen hemen aynı; bazan kendisinin bazan kocasının

4 (247). Kocanızın ev işlerinde size hiç yardım ettiği olur mu? Mesela hep mi yardım eder, arada sırada mı yardım eder, nadiren mi?

- 1.Hayır, hiç etmez
- 2.Nadiren (Pek değil)
- 3.Arada sırada
- 4.Her zaman

5 (248). Ev dışında kocanızla beraberce yaptığınız şeyler var mı?

- 1.Hayır
- 2.Evet

6 (250). Peki, şimdi genellikle bu evde kimin sözü geçer dersiniz?

- 1.Kocasının
- 2.Kendisinin
- 3.Ortak birlikte
- 4.Hemen hemen aynı; bazan kendisinin bazan eşinin

APPENDIX D  
COMMUNICATION WITH THE CHILD SCALE

## ÇOCUKLA İLETİŞİM ÖLÇEĞİ

1 (217). .....'le okulda yaptıkları hakkında ne sıklıkta konuşursunuz?

- 1.Nadiren
- 2.Ara sıra
- 3.Sık sık
- 4.Her gün

2 (224). ....., sizinle problemleri veya sıkıntılarını hakkında ne kadar sıklıkta konuşur?

1. Hiç
2. Nadiren
3. Ara sıra
4. Her zaman

3 (225). Siz .....'i anlayabiliyor musunuz, ne kadar iyi anlıyorsunuz?

- 1.Hiç anlamıyorum
- 2.Pek iyi anlayamıyorum
- 3.Biraz anlıyorum
- 4.İyi anlıyorum

4 (226). Siz kendinizi .....'e ne kadar yakın hissediyorsunuz?

- 1.Oldukça uzak
- 2.Pek yakın değil
- 3.Biraz yakın
- 4.Çok yakın

APPENDIX E

FAMILY REINFORCEMENT OF STUDENT ROLE SCALE

## AİLENİN ÇOCUĞUN ÖĞRENCİ ROLÜNÜ DESTEKLEMESİ ÖLÇEĞİ

1 (123). Sizce, .....'in okuması ne kadar önemli?

-----	-----	-----	-----	-----
1	2	3	4	5
hiç önemli değil	pek önemli değil	orta	önemli	çok önemli

2 (124). Sizce, .....'in evde ders çalışması önemli mi?  
Ne kadar önemli?

-----	-----	-----	-----	-----
1	2	3	4	5
hiç önemli değil	pek önemli değil	orta	önemli	çok önemli

3 (125). .....'in evde derslerine yardım eden var mı?

- 0.Hiç kimse
- 1.Anne
- 2.Baba
- 3.Abla/Ağabey
- 4.Başka büyük
- 5.Diğer \_\_\_\_\_

4 (128). Ailesi bir çocuğun dersine yardım edebilir. Bunun dışında çocuğun okul başarısına ailesi nasıl yardımcı olabilir acaba?

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5 (129). Sizin ailede bu var mı? (Söylediğini tekrar edin)

- 1.Hayır
- 2.Evet

6. (163). Okulda yapılan veli toplantılarına ne sıklıkta gidirsiniz?

- 1.Hiç
- 2.Nadiren
- 3.Ara sıra
- 4.Her zaman

7 (164). Bu toplantılara evden başka giden oluyor mu?

1.Hayır

2.Evet

8 (165). Okulda neler olduđuyla ilgilenir misiniz?

1.Hiç ilgili deđilim

2.Pek ilgili deđilim

3.Biraz ilđiliyim

4.Çok ilđiliyim

9 (166). .....'in okulda başarılı olması için özel bir çaba gösterdiniz mi?

1.Hayır

2.Evet

APPENDIX F

MOTHER'S POSITIVE EVALUATION OF HER CHILD SCALE

## ANNENİN ÇOCUĞUNU OLUMLU DEĞERLENDİRMESİ ÖLÇEĞİ

1 (144). . . . ., genel olarak yaşlılarıyla karşılaştırıldığında sizce ne kadar zeki (akıllı) bir çocuk?

-----	-----	-----	-----	-----
1	2	3	4	5
yaşlılarının çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yaşlılarının çok üstünde

2 (145). . . . ., ne kadar çalışkan bir çocuk?

-----	-----	-----	-----	-----
1	2	3	4	5
yaşlılarının çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yaşlılarının çok üstünde

3 (146). . . . ., ne kadar iyi huylu bir çocuk?

-----	-----	-----	-----	-----
1	2	3	4	5
yaşlılarının çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yaşlılarının çok üstünde

4 (147). . . . ., okulda başarılı olmaya ne kadar istekli bir çocuk?

-----	-----	-----	-----	-----
1	2	3	4	5
yaşlılarının çok altında	ortanın biraz altında	orta	ortanın biraz üstünde	yaşlılarının çok üstünde

.....'in evdeki davranışları şimdi okuyacaklarımdan hangilerine uyuyor?

5 (174). Sinirli ve hırçın mıdır?

- 1.Hayır, hiç değil
- 2.Arada sırada
- 3.Çoğu zaman
- 4.Her zaman

6 (175). Söz dinler mi?

- 1.Hayır, hiç değil
- 2.Arada sırada
- 3.Çoğu zaman
- 4.Her zaman

7 (176). Geçimsiz mi?

- 1.Hayır, hiç değil
- 2.Arada sırada
- 3.Çoğu zaman
- 4.Her zaman

8 (177). Ana-babasına karşılık verir mi?

- 1.Hayır, hiç değil
- 2.Arada sırada
- 3.Çoğu zaman
- 4.Her zaman

9 (178). Bencil mi?

- 1.Hayır, hiç değil
- 2.Arada sırada
- 3.Çoğu zaman
- 4.Her zaman

10 (179). Sizin tasvip etmediğiniz davranışlarda bulunur mu?

- 1.Hayır, hiç değil
- 2.Arada sırada
- 3.Çoğu zaman
- 4.Her zaman