

THE RELATIONSHIP BETWEEN PARENTAL
CHILD REARING ATTITUDES, ANXIETY AND
THE DEPENDENCY BEHAVIORS OF 4-TO-6
YEAR OLD TURKISH PRESCHOOLERS

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A B S T R A C T

The major purpose of this study was to explore the relative contribution of the anxiety level and the protection degree of the mother, feeding schedule during infancy, mother's use of withdrawal of love as a disciplinary technique and mother's use of punishment for aggression toward parents to the dependency behaviors of Turkish preschool children of 4-6 years old.

The results indicated that the children of those mothers who scored higher on the Parental Attitude Research Instrument (PARI-LeCompte, LeCompte and Özer, 1978) a scale which measures the child rearing attitudes of mothers and the Trait Anxiety Scale (Spielberger, 1966) obtained significantly higher dependency scores than the children of those mothers who scored lower on Total-PARI and the Trait-Anxiety Scale. Among the other variables it was found that the mother's use of withdrawal of love and punishment for aggression and type of feeding schedule were not found to be significant in explaining the dependency behavior of the sample children as measured by the Dependency Scale (Erer, 1983).

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I N T R O D U C T I O N

The parents play an important role during the learning process of children. The attitude of the mother toward the child is regarded as one of the most important factors in the personality development of the child. The attitude of the mother during this interaction may set the course for the future social behavior of the child. The extent to which a child displays dependent behaviors as a function of the mother's attitude on the overprotectiveness, indifference continuum has received considerable attention by developmental psychologists (e.g. Beller, 1955; Bowlby, 1957; Levy, 1943; Kagan and Moss, 1983; Sears, Maccoby, Levin, 1957).

Dependency has been defined as both a motivational state (Beller, 1970) and/or a behavioral construct involving observable responses (Bandura and Walters, 1963). According to Beller dependency is a motivational state which "has the aim of bringing about interpersonal relationships in the form of contact with, attention from, and help from the dependency object, which may be a real person or a fantasy creation"

(1970, p.638). Dependency may also be defined as "a need for reassurance, love, approval and aid from others" or as "a class of responses that are capable of eliciting positive attending and ministering responses from others" (Bandura and Walters, 1963; p.46).

Among the mother-related variables contributing to the dependency of the child the anxiety level of the mother (e.g. Rosenthal, 1967), the protection degree of the mother (e.g. Levy, 1943) feeding schedule (e.g. Kagan and Moss, 1983), withdrawal of love as a disciplinary technique and use of punishment for aggression toward parents (e.g. Sears, Maccoby and Levin, 1957) have received substantial attention. However, there appears to be no studies which have treated these variables conjointly in explaining the dependency behavior. Thus, the present study aimed to investigate the relative contribution of these mother-related variables to the dependency of the child.

A. THEORETICAL BACKGROUND

In this section, the three approaches to the concept of Attachment and Dependence, and to mother-child ties will be explained. The psychoanalytically oriented theorists have taken "object relations" as the term to describe the mother child relationship. For the ethologically oriented theorists the term is "Attachment" and for the social learning theorists it is "Dependency". The theories are somewhat influenced by

each other and their approaches overlap in certain ways, like Bowlby's theory which has been quite influenced by the psychoanalytic approach to Object Relations.

a) The Psychoanalytic View: Object Relations

The term "object relations" developed out of psychoanalytically oriented instinct theory (Freud, 1957). According to Sigmund Freud's instinct theory, the child is a bundle of instincts during the first months of his life and his relationship with his environment rotates around the satisfaction or dissatisfaction of his instincts. The psychoanalysts generally agree that the mother is the first object of the child. She forms the primary object in the first months of his life and therefore his relationship with her during this preobject period is considered to be very important in the dependent personality development of the child in later years (Freud, 1957).

Freud named the first period of life "primary narcissism" in which the infant cannot differentiate anything be it in his external or his internal world. Everything is perceived as being part of himself and evaluated through the sensations he feels. As there hasn't been any development of ego functions the infant cannot differentiate the mother as a separate object. Therefore he cannot have any object relations with the mother in this period.

The ego starts to show a considerable development in less than 12 months when the child is able to differentiate his environment, other people and himself, and he is able to build particular attachments to things or people he prefers. In normal situations he will have formed the strongest attachment to his mother.

All psychoanalysts go along with the idea that there do exist some genetically determined givens that tend to develop with outer world interaction in the child, but the first period which can also be called the "narcissistic stage" is a period when the infant reacts to everything that happens according to the pleasure or displeasure that he feels in the gratification of his needs. Anna Freud emphasizes that if the feeding of the infant is successful, then because of the intense pleasure he felt, the child's later object relations will be based on love (Freud, A., 1946).

According to Mahler the most important event during this period in the infants life is his being able to separate himself from his mother and being able to perceive her as a separate human being rather than an extension of himself (Mahler, 1965). Some of the ego functions develop in this transitional period, but the child is still not very clear about the self and nonself distinction even though he becomes vaguely aware of it. Anna Freud emphasizes that in this period either, the mother-child relationship is based on need gratification which is mainly the need for food. An affective

reaction to gratification develops at this stage and Spitz (1965) implies that this is a species specific development.

Finally, at the true object relations stage, the child acquires object constancy, that is, he can retain a mental image of the object even if it is out of his sight (Freud, A., 1946). At this point the child also combines feelings with their objects. Therefore he can not transfer any attachment, he has for his mother, to other caretakers and is troubled for a long time if any separation occurs at this stage of his life (Freud, A., 1946). Spitz (1959) calls this last stage as "eight-month anxiety", in which the child is aware of strangers. At the time when the child perceives a stranger in the absence of the mother, he gets anxious, because he thinks that he has been left by his most beloved object.

Hartmann (1946) emphasizes the cognitive developments at this stage where the child has an understanding of his mother's approval or disapproval when his need gratification is delayed instead of putting aside his frustration, he is then considered to have reached the stage of "object cathexis" or true object relations. While the Ego Psychologist emphasize the importance of the first narcissistic period, the Object Relations Theorists completely reject it and they claim that object relations exist from the very beginning even if they are at a very primitive level.

According to Klein (1952) babies react to both the object that gives the food and the actual feeding itself which is the gratification the ego psychologists talk about. The first object relation of the infant is the breast of his mother when love and hate reactions appear as a consequence of experiencing the breast as good or bad that is satisfying or unsatisfying.

Fairbain (1952) did not accept the idea of narcissism and the idea that man is not by nature a social animal. He supported his view with examples from ethological studies where it was found that even the new-born showed object-seeking and object relating behavior. He also claimed that even though the newborn infant functions according to his instinctual drives, these drives themselves have objects from the very beginning. Bowlby (1958) who proposed an ethologically based new approach to the mother-child interaction was an object relations theorist. He objected to the idea that the infant-mother tie is something to be acquired as a secondary stage built over the primary narcissistic stage. He claimed that the mother-infant tie is a species-specific characteristic which is built by a set of behaviors stimulated by other persons.

b) The Ethological View: "Attachment"

Bowlby's theory has been quite influenced by the psychoanalytic approach to Object Relations. He was the

proponent of the ethological approach to object relations and suggested the term "attachment" to take the place of "dependency".

"Attachment" is described as any affectional tie between a person or animal with another. This term which can occur at all ages represents a specific and differentiating behavior or feeling. Its difference from "dependency" lies in the fact that "attachments" are not built according to situational demands but rather tend to exceed time and space factors. On the other hand, dependency is largely a situational behavior. If the situation no longer exists, then the dependency disappears, too (Bowlby, 1969).

Bowlby's theory of attachment behavior is based on biological bases that can be understood in an evolutionary context. He claims that the biological origins for the Attachment behavior of the child to the mother and the mother's nurturing have its roots in the mother's protection of her child from danger. For Bowlby however, a child's attachment to his mother does not originate from feeding gratification. According to him, attachment behavior is instinctive but not inherited. There is a certain potential inherited for certain behaviors to develop in a certain environment. Bowlby's model for attachment behavior involves four evolutionary - developmental stages in the child's life-time. This model also includes the interaction between mother and child, and the child's genetic endowments which cause certain kinds of behavior by interaction with the environment.

In the first stage of Bowlby's model, the child who is not capable of discriminating any one person around him, sends out specific signals to the people in his environment like smiling, grasping, reaching etc. At this stage, the infant has a potential which he has inherited, and is activated by environmental stimuli. The child's looking at his mother and as a result, her giving more attention to him is a mutually reinforcing for both the mother and infant. That is why the food is not a necessary factor for the child's orienting to his mother.

In the second stage, the child prefers his mother although he is friendly to other people. He may equally turn to preferred others or familiar figures.

In the third stage the infant is attached to his mother evidently because the mother is the haven of security to return for him. The mother is there to protect and to love him.

Throughout Stages 1-3 proximity and attention giving was all done by the mother. The child sent out specific signals and it was up to the mother to reply to these signals. But at the fourth stage the child starts to understand the stimuli which activate his mother and he is now equipped with the necessary cognitive elements. So, he is able to act in certain ways to change his mother's behavior. At this stage, both the mother and the child can arrange the maintenance of proximity and attention giving.

In short Bowlby claims that the child attaches himself to his mother because she tends to respond to her child's signals more than any other person.

c) The Social Learning View: "Dependency"

The Social Learning theorists agree with the idea that mothers' attitude toward the child in the early mother-child interaction effect the future social behavior of the child. They discriminate the term "dependency" from "dependence". The term "dependency" is used by learning theorists for a set of behaviors learned and acquired during the first mother-child relationship, while the term "dependence" emphasizes "helplessness" and "immaturity". Social learning theorists are more interested in dependency than in attachment which in their view is a similar concept (Bandura and Walters, 1963). They assume that the tie between mother and infant is developed through the laws of learning which is at the root of every behavior. The social learning theorist are fallen into two groups: One group considers dependency to be an acquired drive whereas the other group considers it as a label to be given to certain kinds of behavior.

The first group of theorists who consider dependency as an acquired drive, claim that the new-born infant is totally dependent on his mother for the gratification of all his needs and drives. Any unpleasant stimuli for the child will be avoided by the mother's face and her presence. So appears the

acquisition of the drive to be close to the mother. This drive has been called the "dependency drive", which is said to be both physical and psychological, that is the child not only wants to be close to his mother physically but he also wants that she loves, attends and approves him.

Dollard and Miller (1950) who tried to fit the Freudian psychoanalytic theory into the Hullian model of behavior theory expanded the "dependency drive" theory. Their theory emphasizes all the primary physiological drives such as hunger, feeding, orality etc. from which they assume that the learned drives originate.

Sears, Maccoby and Levin (1957) claim that the child looks for the mother as a gratifying object herself, rather than as a provider of the necessary satisfaction for his need for food.

The social theorists say that all the drives of the child are more or less satisfied by the mother's nurturance which is considered to be essential for the development of dependency. Beller (1955) describes this development through five basic secondary drives: physical contact, proximity, attention, help and recognition. Consistent with the laws of learning, theorists have believed that simple positive reinforcement is not enough for the development of dependency. Sears claimed that it is the parents who offer intermittent schedules of reinforcement for dependency behavior, so the child acquires a strong dependency.

According to Beller (1959), anxiety plays an important role in the maintenance of learned dependency behavior. Once the child learns to depend on his parents for getting rid of a tense situation, then the fear of losing the parents' attention, if it is needed, makes the child to be more dependent.

The second group of social learning theorists who agree on the idea that dependency is the name given to a set of learned behaviors, shift their position from the Hullian model to the Skinnerian operant conditioning model of learning.

According to Bijou and Baer (1965), the mother is the person who gives the positive and negative reinforcers, and the nurturance she gives to the child has a great importance in the theory.

Gewirtz (1972) considers dependency and attachment as being similar concepts and tried to harmonize his own system with those of Bowlby and Ainsworth who learn on the ethological approach. He clearly differentiated between innate behavior and learned behavior and implied that if there is any learning that takes place, then that behavior can't be species specific. He admits that genetic factors may facilitate or inhibit certain behaviors. He also proposed that contingency is a crucial factor in the conditioning. Thus the mother who immediately reacts to the child, providing him with a reinforcer, conditions him, and the child also conditions his mother by

being contingent. Thus Gewirtz, Baer and Bijou see the mother child relationship as mutually reinforcing.

Finally Cairns (1966) based his theory of attachment on Guthrie-Estes' contiguity learning model according to which an organism may get attached to another that is continually in its environment through the process of associative conditioning. The mother is the most salient object for the child and has more attention-getting characteristics and that causes the child to attach to his mother.

B. RESEARCH ON DEPENDENCY

a) Overprotection and Dependency

Levy (1943) investigated 15 cases of overprotective mothers in depth, who are highly permissive with their infants (breast-feed for a long time, cuddle them etc). Their child rearing methods ensured excessive mother-child contact. These mothers used two techniques, "infantalization" and "prevention of independent behavior", to maintain close, dependent infant-mother relationships. In a typical example, the child slept in the same room as his mother for years. She tended to prevent him from taking risks or acting in an independent manner. She would fuss a lot about his health by overmedicating and overdressing him. According to Levy, over-protective mothers frequently alternated between dominating the child and submitting to him. Such over-protection may lead to excessively

dependent behavior on the part of the child. Certainly, the children in Levy's study tended to be dependent passive and submissive.

Heathers (1953) investigated the relationship between maternal permissiveness for dependency and children's dependency behavior. In this study, six-to twelve-year-old children were blind folded and then requested to walk along a narrow unstable plank, which was balanced on springs and raised eight inches from the floor. As the child stood on the starting end of the plank, the experimenter touched the back of the child's hand and waited for him to accept or reject the implied offer of help. Parent-training measures, in the form of ratings previously secured by means of the Fels Parent Behavior Scales, were available to the experimenter and were related to the performance of the children. The analysis showed that children who accepted the experimenter's hand on the initial trial of the walk-the-plank Test tended to have child-centered parents who encouraged their children to lean on others rather than to take care of themselves and who held their children back from developing age appropriate skills.

Rheingold (1956) carried out an experimental study of "mothering" in which she performed caretaking acts toward institutionalized children for a period of eight weeks. A control group of children remained in the usual hospital routine. An assessment of the children's social behavior at the end of the eight-week period indicated that the infants who had received the nurturant care of the experimenter were

more dependent both to the experimenter and to an examiner than were the control children.

Hartup and Keller's (1960) study was on the nurturance in preschool children and its relation to dependency. The subjects of this study, were 41 children attending sessions at the Preschool Laboratories of the Iowa Child Welfare Research Station. Fifty-five three-minute observations on each child in the sample were carried out during 18 school days in a period of four weeks in late spring when the children spent most of their time in large outdoor play areas. Hartup and Keller found that nurturant behavior tended to occur relatively infrequently in the social behavior of young children with giving positive attention occurring most often. No age or sex differences were found. The total frequency of nurturant behavior proved to be positively associated with the dependency components of "seeking help" and "seeking physical affection" and negatively associated with being near.

Kagan and Moss (1983) looked at the relationship between maternal treatment of the child and the child's developing personality through a longitudinal study. Observations and interviews with the mothers of the children occurred during the first 12 to 14 years. Four types of maternal practices were evaluated: a) maternal protection, b) maternal restrictiveness, c) maternal hostility, and d) maternal acceleration of the child's developmental progress. These variables were defined and rated on a seven-point scale.

The maternal ratings were repeated separately for the first three developmental periods, 0 to 3, 3 to 6, and 6 to 10 years of age. The maternal ratings for age 10 to 14 were omitted because of inadequate information.

The results showed that the four maternal behaviors were not highly predictive of adult dependency, especially for men, and were poorer predictors of adult passive or dependent behavior than the child's own behavior during age 6 to 10 or 10 to 14.

Dependent behavior in adulthood is not simply a function of the degree of maternal protection or restriction imposed on the child.

Maternal protection of sons during the first three years predicted passive and dependent behavior in the boy for the first 10 years of life, whereas maternal restriction was a better predictor of passivity for girls.

The results were interpreted that the mother's initial attitude to her infant, before his distinctive personality has emerged, was a more accurate index of her basic child-rearing values and attitudes than her reactions toward her school-age child. Many of the mother's reactions toward a school-age child are determined by how dependent, independent, aggressive, conforming, or mastery oriented he is at that age. Her treatment of the 8-year-old, in contrast to her treatment

of the 1-year-old, is more likely to be influenced by the child's personality. "In comparison with the early years, the mother's behavior during the school years is more directly governed by the degree to which the child's behavior deviates from her idealized conception of how he should behave" (Kagan and Moss, 1983, p.215).

b) Infancy Experiences and Dependency

Beller (1955) investigated the relationship among several specific components of dependency and independence behavior in children. In this study forty-three children between the ages three and a half to five and a half, from the Iowa Preschools were included. Five specific dependence components and five specific independence components were derived conceptually through the analysis of the child's early experience with parents and the physical environment. Seeking help, seeking physical contact, seeking proximity, seeking attention and seeking recognition were signs of dependency, whereas independency behaviors were taking initiative, trying to overcome obstacles in the environment, trying to carry activities to completion, getting satisfaction from work, and trying to do routine tasks by oneself.

Beller found that his dependence measures were negatively correlated with his independence measures, but not to the degree which would support the assumption of one dependence-independence dimensions.

In another study, Beller (1959) investigated the dependency behavior in children over a period of five years. This study was done with 74 children (45 girls and 29 boys) who were two and a half to six years of age and coming from middle class homes. Most of these subjects were emotionally disturbed. Findings supported the hypothesis that "stress leads to an increase of dependency behavior and that this increase is a function of the initial strength of a child's dependent striving" (p.424).

Relationships between motivation and cognitive aspects of dependency emerged clearly only when stress was controlled. Variations in stress also affected and thereby clarified certain relationships between dependency and aggression.

The Newsons' (1968) findings on overdependency was related to family experiences. Most of the children who were afraid of separation, were found to have experienced a separation: either they or their mothers had been hospitalized or threats of abandonment or loss of love were used frequently.

Sears, Maccoby and Levin (1957) conducted a study on the child-rearing methods of 379 American mothers. The mothers of five-year-olds were chosen from those living in two suburbs of a large metropolitan area in New England. Their data indicated that single children were slightly but significantly more dependent than children with brothers or sisters. Sears and his colleagues argued that there were two types of maternal behavior that can be examined as possible

sources of the child's dependent behavior. One is the initial learning situation in infancy (feeding, weaning, toilet training, warmth of mother as infancy experiences). There was found no significant relationship between dependency and warmth of mother, severity of weaning and severity of toilet training. Another aspect of the feeding process that is relevant to the frustration problem was that of "scheduling". Presumably, a child on a fixed schedule gets about as much reinforcement of his dependency as a child on a self-demand regime. In Sears et al. study, there was some support for the hypothesis the boys (but not the girls) were more dependent.

They also studied the relationship between dependency and the mother's current handling. They found that use of withdrawal of love as a disciplinary technique and severity of punishment for aggression toward parents were significantly related to amount of child dependency. (Mother's permissiveness for aggression toward parents was related to dependency in girls as $-.49$. Mother's use of punishment for aggression toward parents was also associated with dependency behaviors in boys $+.54$).

Sears, Whiting, Nowlis and Sears (1953) predicted that "degree of early infant frustration will vary positively with later overt dependency behavior" (p.187). In order to test this hypothesis, the investigations interviewed the mothers of 40 nursery school boys and girls about their child-rearing practices. These data provided a basis for rating many aspects

of the mother's behavior, including her weaning and scheduling techniques. Total nursing and weaning frustration scores were derived from these ratings. Nursery school teachers evaluated each child on scales constructed to measure various kinds of aggressive and dependent behavior. Moreover, each child was observed by a trained observer for 15-minute periods on 16 occasions. The number of instances of dependent behavior and aggression manifested during these periods constituted the total observed dependency and total observed aggression scores. As was predicted, severe frustrations in nursing and weaning were associated with high dependency during the preschool years. For example, severe weaning was related to high total dependency in both girls and boys (correlations of $+0.54$ and $+0.40$). Rigid scheduling of feeding was also associated with high total dependency in girls (correlation of -0.38 between degree of self-demand in feeding and total dependency).

c) Child Rearing Techniques and Dependency

Cairns (1962) reported that prior reward for dependency facilitated children's learning when correct responses were reinforced by verbal approval. Grade-school children were first shown some toys in a cabinet and were told that they could play with a new toy each time a bell rang. For two groups of children the doors of the cabinet were closed, and the toys were therefore accessible only through the help of the experimenter.

The children in one of these groups were rewarded, through the experimenter's compliance, for asking help or seeking attention in response to the signal that another toy might be taken from the cup-board; similar behavior from the children in the other group was consistently ignored. The children in a third group were given free access to the toys and experienced rewarding responses from the experimenter that were not contingent upon their exhibiting dependency behavior. Following the experimental treatments, all children were set a discrimination task by a second experimenter, who said "good" each time a child made a correct response. Children who had been previously reinforced for dependent responses learned more rapidly than children in either of the other two groups. Cairns results suggested that children in whom dependency habits are strongly developed are more responsive to social reinforcers.

Harris (1972) study attempted to investigate the relationship between dependency and modeling in young children the study tried to demonstrate that boys of kindergarten age would model dependency responses displayed by a male model. Eighty-four boys of kindergarten age were pre-rated for level of dependency motivation using the Beller scales of dependency. These children were divided according to median split into high and low dependent groups. Children were randomly assigned to three movie conditions: two films depicted a male model acting dependently toward a woman while the model was involved in several different play activities. As well as the dependent

behaviors, the model also participated in an equal number of non-dependent behaviors and activities. Two films were similar in content except in one the woman frustrated the model before honoring his dependency request immediately. The third film involved a lecture for children about music which served as a control. After seeing the movies children were brought into a free play situation by a female experimenter who stayed with the children while they played. The same toys were available to the children in the free play session as were available to the model in the movie situation. Children were observed and rated for imitative as well as non-imitative behavior. The findings supported the hypothesis that children of this age will model dependency behaviors. High-dependent children displayed more non-imitative dependency than low-dependent children in the free-play session.

Haschke (1978) investigated mothers' and fathers' responses to the dependent and independent behaviors exhibited by their four-year-old children in a semi-structured play setting. The subjects were first born, white, four year old children and their parents. All the subjects attended nursery school and were from intact, middle class families with above average levels of education. Results indicated there were no sex differences in the type or total amount of dependent or independent behavior exhibited by boys and girls. Results also indicated support for a bi-polar model of parent. Child interactions were each influences and is influenced by the

other. When children initiated the interaction, the parents were responsive to the child's behavior. Similarly, when parents initiated the interaction, the children were responsive to parental initiation.

Nelsen (1960) investigated the effects of both reward and punishment of dependency on the incidence of children's dependent responses in a subsequent social interaction situation. During training, half the children were shown approval for dependency, while the remaining children received mild verbal rebukes for acting in a dependent manner. Pretest-to-posttest changes indicated that reward for dependency resulted in an increase in dependency responses toward the rewarding agent, while punishment for dependency resulted in a decrease of such responses. The effects of reward were more marked for girls than for boys.

d) Anxiety and Dependency

Rosenthal (1967) investigated the generalization of dependency behavior in preschool children. The influence of two factors on the range of generalization was studied (a) anxiety and (b) general level of dependency. Two subgroups of dependency behavior, attention seeking of sixty-four girls aged 3-5 was divided into two groups of high-and low-dependency. They were then assigned to two experimental groups, high and low anxiety. Each child was seen twice, once with her mother and once with a stranger. The order of presentation of the stimulus person was significantly higher under high-anxiety

conditions than under low-anxiety conditions. (c) Children classified as highly dependent towards mother showed a significantly higher frequency of attention-seeking behavior than the low-dependent children.

Rosenthal (1967) studied the effects of a novel situation and of anxiety on two groups of dependency behaviors, attention seeking and proximity seeking. 64 girls aged three-five were assigned to two experimental conditions, high and low anxiety. Each child was seen twice and each session lasted 30 minutes. Frequency of dependency behaviors was recorded by an observer. Rosenthal's findings were: (a) under high anxiety conditions frequency of attention seeking decreases with time and frequency of proximity seeking increases when there is a graduate increase in number of fear-provoking elements. (b) Under low anxiety conditions frequency of attention seeking decreases with time while only a negligible decrease of proximity seeking takes place and an unexpected interaction indicated that attention seeking decreases significantly faster under conditions of low anxiety than under conditions of high and sustained anxiety, although no main effect of anxiety on attention seeking was found.

C. CHILD-REARING PRACTICES

Children learn from their social environments (family members, teachers, peers, television characters, and other

people) in two ways, directly and vicariously. Children learn directly through the personal interactions they have with other people, such as through the instruction and discipline they receive from their parents at home. Vicarious learning involves observing the actions of others.

Two theories work out and research about child-rearing practices and their effects:

a) According to social learning theory, children are constantly forming and refining their conceptions of the sorts of behavior that society thinks desirable or undesirable for people like themselves. The discipline children experience at home is a major contributor to their conceptions of praise worthy and blame worthy behavior. Presumably, once children know what society does or does not want from them, they begin to regulate their behavior to conform to these expectations. Social learning theorists (Bandura, 1977) suggest that successful socialization rests upon parents instructing their children to perform in desirable ways and to inhibit undesirable behavior. If parents are warm, justify their discipline with verbal reasoning, and avoid using more force than needed to achieve compliance, their parental control is associated with desirable socialization outcomes in children.

b) According to attribution theory, parents who rely on powerful external incentives, such as the threat of severe punishment or a promise of a material reward, are causing

their children to feel that their behavior is under the control of external contingencies. If this is so, children may not engage in the desired activity when the external contingency is not around. In contrast, if parents can manage to elicit desirable behavior from children in clever ways, preventing them from realizing that they were externally controlled, then presumably the children will conclude that they are intrinsically willing to perform the behavior and will continue to do so when they are not under the watchful eyes of adults (Lepper 1981).

Baumrind (1973) has conducted several direct-observational studies of parent-child interaction and has found that many parents can be classified into one of three types, each type defined by the presence of a certain combination of disciplinary practices and attitudes. The three types of parents are:

a) Authoritarian. These parents control their children by enforcing an absolute set of standards, which they rarely justify to the children. They like power assertion, discourage verbal give-and-take, and sometimes reject their children.

b) Authoritative. These parents make demands for maturity by encouraging independence and decision making. They offer reasons to justify their requests for compliance, listen to their children's opinions. They provide discipline in the context of a warm, emotionally supportive home environment.

c) Permissive. These parents act in an accepting, positive way toward their children's impulses and actions, use little punishment, allow the children to regulate their own activities.

According to Baumrind's finding, authoritative parents have friendly, happy, independent, self-reliant, self-controlling socially responsible children, whereas children of authoritarian and permissive parents are less competent, less self-confident, dependent and immature.

Mussen et al. (1956) classified parental attitudes into four categories:

a) Permissiveness. The mother who is permissive and easy going provides a social setting where the child learns, independent behavior. She rewards new responses and terms encourages her child to continue his exploration. Experiences of this sort foster the development of self-confidence and spontaneity.

b) Rejection. There are two types of rejecting mothers some of them rejects her child from earliest infancy, so he may never develop strong dependency reactions, and is likely to learn independent reponse relatively early. Other kinds of rejecting mothers who have frustrated their children in early infancy face even greater problems and become more rejecting as their children manifest more independence. Such mothers may find it most convenient to restrict the child's activities by punishing him whenever he goes outside a limited area.

c) Overprotection. The overprotective mother sees the child's growing independence as a threat to her domination and possession of him. So, she attempts to restrict independent activities. Such as exploration and experimentation as soon as they appear. Thus she minimizes her youngster's opportunities to learn new responses.

b) Overmeticulousness. Mothers who are overly concerned about order and neatness in the house may inhibit their children's spontaneous activities. If the child is continually restricted for his independent exploratory behavior, he may become extremely inhibited. Fear of punishment will keep the child from practicing and Perfecting his newly developed skills, such as walking, and thus many contribute to his becoming an awkward, poorly coordinated individual.

Sears (1957) surveys child development primarily as a mirror of child-rearing practices built upon innate drives which are modified by his socializing environment, and become the secondary motivational drives. They are potentially stronger than innate drives and determine ultimately the individual's behavioral patterns. They become the behavioral systems of feeding, toilet training, dependency, aggression, competition and identification. They become the critical variables of child-rearing practices.

Sears' findings emphasize that child-rearing practices in these critical areas do not follow an accumulative linear

pattern, but rather a curvilinear one. Child-rearing depends upon finding a proper balance between providing too much and too little in any one area. Curvilinear development implies that too much permission and opportunity intensifies the behavior under question while at the same time, too many limiting or controlling actions inhibit behavior.

Child development can be summarized as the totality of a child's behavior. As the child behaves, he develops. In turn, his behavior is the product of his immediate social experiences of being brought up. Child development, consequently, is the visible product of the parental child-rearing efforts.

The mother-child relationship and the development of dependency in the child depends mostly on the specific characteristics of the mother. Mother's personality effects child's behavior. The stimuli she presents to the child are very important in conditioning him to dependent or independent behavior. The way the mother behaves toward the child is a model for him. If she is anxious and therefore depends on her child, her youngster will also depend on her.

Martin (1975) suggested that some mothers develop intense fears of separation from their infants, which cause the children to display school phobia when beginning nursery or grade school. Although school phobia is typically conceptualized as the child's problem, Martin pointed out that school phobias may actually originate in the mother's fear of separating herself from the child. The mother's anxiety may be communicated to and internalized by the child.

D. PARENT-CHILD RELATIONSHIPS AND DEPENDENCY IN TURKISH CULTURE

Before mentioning the results of studies in Turkey, related to parent-child relationship and dependency, it will be helpful to define the Turkish society. Kağıtçıbaşı (1977) summarizes the literature in this area by putting together studies on the Turkish society and the Turkish family. The Turkish family can be defined as traditional. Most of the population lives in rural areas. Although the families are nuclear families their bonds with their relatives are still strong and the distribution of activities in the family is traditional. Turkish families are patriarchal and the oldest male in the family is the head of the family. Respect for authority and for older people is a cultural value.

The father is the absolute leader in family relations and he has complete rule in making decisions (Köknel, 1970). There appears to be a loving and tolerant relationship between father and daughter, and mother and son. The father-son relationship is somewhat harsh (Kandiyoti, 1977).

The role of the mother still has a dependent and traditional quality, but according to Kandiyoti (1978), this quality demonstrates some change with modernization. The mother-son relationship is close, protective and can create dependence (Kıray, 1976). It has even been expressed that, it is very difficult for the mother who leads a dependent and

suppressed life herself, to help the positive development of the personalities of her children (Köknel, 1970). It has been stated that children see their father as more powerful and more capable in general than their mother (Okman, 1980; Kandiyoti, 1978).

According to most findings, the Turkish family is suppressing and conservative, inhibits free and independent development of the child, and leads to a passive, dependent personality (Köknel, 1970). Discipline is carried out by inconsistent methods which depend on the temper of the adult at various moments, usually without any verbal explanation. The discipline mostly involves use of power by the parent, mostly physical punishment. It is known that this type of child rearing method leads to dependent children who can not use their self-control well (LeCompte et al., 1978). LeCompte et al., study on child rearing attitudes of Turkish families have adapted the PARI scale and have done research on low, middle and high SES mothers in Ankara. The findings of this research indicated that child rearing attitudes group into five main factors. Low SES mothers with extreme motherhood and control want the child to be dependent and hard working, and have an attitude where mother and father have absolute power. Middle SES mothers have a democratic and equalitarian attitude. High SES mothers show a tendency to reject the housewife role, and they have problems with their husbands.

Kalaycıoğlu (1978) applied this PARI scale to parents of children with and without psychological problems. According to the results of this research, fathers of children with problems prefer to work on their children with too much attention and closeness, whereas fathers of children without problems prefer items which suggest that children should be well behaved. On this topic mothers showed no difference. Parents of children without problems preferred items which reflect equalitarian and democratic attitude while parents of children with problems preferred items of "rejection of housewife role" and items which reflected mistrust.

Erer (1983) investigated the relationship between the dependency behaviors of Turkish preschool children of 5-6 years and the child-rearing attitudes of mothers. The dependency scale was given to both the mothers and the teachers in order to obtain two independent measures. The PARI was used to assess the mothers' attitudes toward child-rearing practices. The effects of sex, birth order, family size and mother education were also looked into and measured.

The results revealed that mothers who were high on extreme mothering, rejection of the housewife role; control and discipline; equalitarianism, friendship and sharing factors have more dependent children.

No significant difference was viewed in dependency behaviors between boys and girls, neither did birth order give significant differences. In regard to the educational

level of the mothers, the results indicated that children with university educated mother are less dependent than children with mothers who have had less than university education.

E. MEASUREMENT OF DEPENDENCY

A review of the literature indicates that the measurement of dependency behavior has been done in various ways.

The rating of dependency behavior by teachers and/or mothers on the operationally defined components of dependency such as seeking physical contact, reassurance, positive attention, help and negative attention in the absence of an adult figure have been frequently used.

Unobtrusive observation of children during free play is another method of measurement. Each observer watches each child for a specific period of time and marks each dependency interaction on a specially designed form. The children are observed in an experimental room which is an observation room containing some furniture and toys with a one-way screen. Direct observations have the advantage of being uninfluenced by memory distortion, but they also have the disadvantage of providing an almost unavoidable small sample of behavior, and the disadvantage of not being able to generalize the behavior for every situation. We can not determine what behavior the child will show in situations that we can't recreate in the experimental room.

F. AIM OF THE STUDY

The major purpose of this study is to explore the relative contribution of the mother-related variables of the anxiety level of the mother, the protection degree of the mother, withdrawal of love as a disciplinary technique, severity of punishment for aggression toward parents and feeding schedule to the dependency behaviors of a group of preschool children.

G. HYPOTHESES

1- The children who were fed by schedule will show significantly more dependency behavior than those who were fed on self-demand.

2- Parent's use of punishment for aggression toward parents will lead to dependency behaviors in children.

3- Parent's use of withdrawal of love as a disciplinary technique will lead to dependency behaviors in children.

4- The level of anxiety and the degree of protection of the mother is expected to emerge as the two important independent variables contributing to the dependency behavior of children:

a) The children of the overanxious mother will show significantly more dependency behavior than those of the low

anxious mother.

b) The children of the overprotective mother will show significantly more dependency behavior than those of the low protective mother.

METHOD

A. SUBJECTS

The sample of this study consisted of 28 girls and 32 boys between the ages of 4 and 6 who were recruited from four kinder-gartens in Kadıköy and Nişantaşı districts. The rationale for the age specification was based on the following considerations:

Stendler (1952) and Sears (1957) state that there are two "critical" periods in the socialization process during which it will be easier for the child to develop dependency than at other times. The first period occurs near the end of his first year of life. In this time the child has matured sufficiently in his perceptual powers to not only recognize his mother but to recognize that he is dependent upon her. When he arrives at this stage, he will turn to her for comfort and reassurance whenever an unusual state of tension arises within him because he has already learned to associate "mother" with tension-reduction.

The second critical period is between the ages of two and three when a child is expected to relinquish some of his dependent attitudes and behaviors. The infant during the third year of life becomes fearful and anxious when the mother leaves him temporarily. Therefore, in this study, the possible effects of the above-mentioned critical periods during which dependency might develop relatively easily were controlled.

The birth order characteristics of these children are shown in Table 1, while the educational level of the parents are indicated in Table 2.

TABLE 1- The birth order characteristics of the children

	Only	Oldest	Middle	Youngest
Boys	8	10	14	0
Girls	7	10	9	2

TABLE 2- The educational level of the parents

	Element.	Middle	High-Sch.	Univ.
Mothers	5	5	35	15
Fathers	2	11	16	31

The children of ages 4-6 who are not from broken families and who do not have a missing parent were selected to be the subjects of this study. In order to eliminate the possible confounding effects of non-working and working mothers

we studied only with non-working mothers. The study required the fill-in of questionnaires, therefore the literate mothers were included in this research.

B. INSTRUMENTS

(1) Dependency Scale (Erer, 1983)

The Dependency Scale was developed by Erer (1983). Each mother is asked to rate each item as it applies to their child on a 5-point scale ranging from (Never) to (Always). The scale consists of 36 items relating to seeking physical contact, reassurance, positive attention, help and negative attention. A copy of this scale is included in Appendix 1.

(2) Trait-Anxiety Scale (Spielberger, 1966)

This instrument was developed by Spielberger (1966) and translated into Turkish by Öner and Le Compte (1976). It consists of 40 items yielding two subscale score of State-Anxiety and Trait-Anxiety. In this study only the Trait-Anxiety subscale score was used. The items require that the respondent indicate the degree to which each statement applies to her/him in general on the following scale: (1) Never, (2) Sometimes, (3) Most of the times, (4) Always (Appendix 2).

(3) Parental Attitude Research Instrument (PARI)

(Bell and Schaefer, 1958)

The original PARI consists of 115 items yielding 23 subscale scores. PARI was translated into Turkish and standardized by LeCompte, LeCompte and Özer (1978). The standardization study undertaken by LeCompte et.al., produced a 60-item Turkish PARI. The items require that the respondent indicate her agreement or disagreement with statements bearing upon the attitudes and practices relating to child rearing, on the following scale: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree (Appendix 3).

From these items 24 items were chosen in Erer's (1983) study to be most relevant for the purposes of the study. The conceptual analysis showed that these items related to attitudes and practices of child rearing focused on eliciting dependent behavior on the part of the child. So, these 24 items appeared also to be most relevant for the purposes of this study. 11 of the items were chosen from factor 1 (extreme mothering); 2 of the items were chosen from factor 2 (friendship equalitarian, sharing), 5 of the items were chosen from factor 3 (rejection of housewife role) and 6 of the items were chosen from factor 5 (control and discipline).

(4) Feeding Schedule

The mothers were asked directly how they fed their children during infancy. The answers of this multiple-choice

question were then categorized into two groups: (1) fed on self-demand, (2) fed by schedule (Appendix 4; Question 4).

(5) Type of Punishment

In order to assess the type of punishment of the mother, they were subjected to a multiple-choice question (Appendix 4; Question 5). The answers for this question were then categorized into 3 groups: (1) No punishment, (2) Appropriate punishment, (3) Severe punishment.

(6) Withdrawal of Love

The mothers were subjected to an open ended question (Appendix 4; Question 6) in order to assess the use of withdrawal of love as a disciplinary technique. Then the answers were given to three judges who rated them from 1 to 9. Then the answers of this question were also categorized into 2 groups:

(1) Mothers who got a score between 1-3 were considered as low use of withdrawal of love.

(2) Mothers who got a score between 7-9 were considered as high use of withdrawal of love.

C. PROCEDURE

A letter was sent to each of the mothers of children enrolled in the four kindergarten selected for this study. It was indicated in the letter that the investigator conducting a study concerning the relationship between dependency and child-rearing attitudes. They were asked if they would be willing to participate in this study. Sixty mothers responded to the letter. Each mother was contacted at her home. Following an interview, they were asked to fill the Anxiety Scale, Dependency Scale, and PARI. The same Dependency Scale was also administered to the teachers in kindergartens in order to get a fuller scale of dependency measure.

RESULTS

The comparison of dependency score means of girls and boys by a t-test yielded no significant difference ($t=-1.11$, n.s.).

Similarly, there was no statistically significant difference between mean dependency scores of the only and the first born children and later born children, as revealed by a t-test ($t=2.54$, n.s.).

Therefore, analyses using parental attitude variables were carried out on the whole sample, without controlling for sex or birth order.

In order to see the relative contribution of the five independent variables of mother's anxiety, mother's over-protection, feeding schedule, withdrawal of love as a disciplinary technique and severity of punishment for aggression toward parents, to the understanding of the dependency scores obtained on the children, a multiple regression analysis was employed.

Table 1 inserted here

The results indicated that with all the five parental attitude variables, 29 % of the variance of the dependency scores could be explained. The total-PARI score alone accounted for 18 % of the variance. The multiple regression analysis produced an F-ratio of 4.43 (df=5,54), which is significant at $p < .05$.

The Pearson correlation coefficients Matrix of the five independent variables and the dependency scores are presented in Table 2.

Table 2 inserted here

As can be noted, the highest correlation of the Dependency scores was with the Total-PARI scores ($r = .43$, $p < .05$). The Trait-Anxiety scores correlated .31 with the Dependency scores ($p < .05$), while Total-PARI scores and Trait-Anxiety scores produced a rather low correlation of .17.

Since the Multiple Regression Analyses yielded a statistically significant F ratio, the dependency scores were further examined by separate Analyses of Variences.

TABLE 1- Multiple Regression Analysis of Dependency Score with the Parental Attitude Variables

VARIABLES	MULTIPLER	R. SQUARE	F	PROBABILITY
Total-PARI	.43	.18	4.43	p<.05
Feeding Schedule	.44	.19		
Severity of Punishment	.47	.23		
Withdrawal of love	.50	.25		
Trait-Anxiety	.54	.29		

TABLE 2- Pearson Correlation Matrix of independent and dependent variables

VARIABLES	Dependency	Feeding	Punishment	Withdrawal	T-Anxiety	Total-PARI
Dependency	1.00					
Feeding	.05	1.00				
Punishment	-.20	.28	1.00			
Withdrawal	.16	.13	.15	1.00		
T-Anxiety	*.31	.04	.01	*.30	1.00	
Total-PARI	*.43	-.12	-.13	.01	.17	1.00

* $p < .05$

It was expected that those children who were feed by schedule would obtain significantly higher dependency scores than those fed by self-demand. This hypothesis was not supported as an analysis of variance showed that no statistically significant difference existed between the means of these groups.

It was also hypothesized that children who were severely punished would score significantly higher on dependency than those who received little or no punishment. This hypothesis was not supported either, as the Analysis of Variance did not reveal a significant F-ratio.

It was also expected that those children whose parents used higher levels of withdrawal of love as a disciplinary technique would obtain significantly higher dependency scores than those whose parents used lower levels of withdrawal of love. This hypothesis was not supported either as an analysis of variance did not indicate a statistically significant difference between the means of these groups.

It was also predicted that the children of those mothers who scored higher on Total-PARI would obtain significantly higher dependency scores than the children of those mothers who scored lower on Total-PARI. An analysis of variance of dependency scores with the high and low Total-PARI groups revealed an F-ratio of 7.01 ($df=1,43$, $p<.01$), thus supporting the hypothesis. The analysis of Variance Tables associated with each independent variable is included in Appendix 5.

Since the Total-PARI score is a composite of four subscale scores, it was desired to examine which one of these subscale scores contributed most to the F-ratio associated with Total-PARI. Separate analyses of variances were conducted on the dependency scores and the subscale scores. The only subscale score that produced a significant F-ratio was that of "Extreme Mothering" ($F(4,55)=3.66, p<.05$), indicating that the children of those mothers who practiced extreme mothering, scored significantly higher on dependency than those children whose mothers scored low on the "Extreme Mothering" subscale of PARI.

In order to further examine the relationship of the subscale scores of PARI and the dependency score, a simple correlation matrix is presented in Table 3.

Table 3 inserted here

As can be noted, the highest correlation of the Dependency scores was with the "Extreme Mothering" scores ($R=.44, p<.05$). The "Control and Discipline" scores correlated .41 with the Dependency scores ($p<.05$), while "Rejection of Housewife Role" and "Friendship, Sharing, Equalitarian" scores correlated very low and nonsignificantly with Dependency scores.

Finally, it was also hypothesized that the children of those mothers who scored higher on Trait-Anxiety would

TABLE 3- Pearson Correlation Matrix of subscale scores of PARI and Dependency

VARIABLES	Dependency	Extreme Mothering	Equalitarianism Friendship	Rejection of Housewife Role	Control and Discipline
Dependency	1.00				
Extreme Mothering	*.44	1.00			
Friendship, Equalitarianism	.10	.18	1.00		
Rejection of Housewife Role	.17	.62	.04	1.00	
Control and Discipline	.40	.71	-.05	.47	1.00

* $p < .05$

obtain significantly higher dependency scores than the children of those mothers who scored lower on Trait-Anxiety. This hypothesis was supported as an analysis of variance of dependency scores with the high and low Trait-Anxiety groups revealed an F ratio of 6.46 (df=1, $p < .01$).

DISCUSSION

The major purpose of this study was to explore the relative contribution of the anxiety level and the protection degree of the mother, feeding schedule during infancy, mother's use of withdrawal of love as a disciplinary technique and mother's use of punishment for aggression toward parents to the dependency behaviors of a group of preschool children.

It was expected that children who were fed by schedule would obtain significantly higher dependency scores than those fed by self-demand. No difference was observed between the means of these groups. This finding is somewhat inconsistent with the literature in that Sears et al.(1957) did report a significant difference for boys only. Although one might speculate that early infancy feeding experience has no significant impact on the dependency behavior, other factors might have contributed to our inability to find a difference. One possible reason can be the tendency of the mothers to deceive in answering the questions as they might not have wanted to jeopardize the image of a "good mother".

Second, our method of measuring the variables consisted of only one question, thus resulting with an inadequate measurement.

It was also hypothesized that children who were severely punished would score significantly higher on dependency than those who received little or no punishment; this was not supported either.

Another expectation was that those children whose parents used withdrawal of love as a disciplinary technique would obtain significantly higher dependency scores than those whose parents did not resort to withdrawal of love. The expected difference between these groups was not found. In a study conducted by Sears, Maccoby, and Levin (1957) it was found that use of withdrawal of love as a disciplinary technique and severity of punishment for aggression toward parents were significantly related to the degree of dependency behavior. Our inability to be consistent with the Sears et al. (1957) finding might have resulted from the fact that only a sample of the questions that Sears et al used in their study were utilized in this particular study to measure the type of punishment and withdrawal of love. Thus, the above mentioned variables might not have been measured adequately enough to compare with the results of Sears et al study.

Most of the mothers were interviewed in the presence of their child(ren). It was noticed that some children did

object to the mothers' responses with respect to punishment and withdrawal of love. This might suggest a "social desirability" tendency of the mothers, thus confounding our results.

As expected, the children of those mothers who scored higher on Total-PARI and Trait-Anxiety obtained significantly higher dependency scores than the children of those mothers who scored lower on Total-PARI and Trait-Anxiety. This is consistent with the finding in the literature (e.g. Levy, 1943; Bandura and Walters, 1963).

In addition to the above stated hypotheses, the children's sex and birth order were also measured and analyzed. Beller (1957) suggested that girls are more dependent than boys. The expected difference between boys and girls in dependency was not found. Maybe, Turkish culture preschool children are treated similarly, in such a way that both boys and girls are dependent.

It was also expected that only and first born children will show more dependency behaviors than children with brothers and/or sisters. No difference was observed between these two groups. It can be speculated that mothers do not show different attitudes depending on the birth order of the child. Another reason could be the education level of the mother. In a study Erer (1983) found that children of university educated mothers were less dependent than children of less than university

educated mothers, indicating that education is a very important factor in helping mothers to allow their children to be independent. In this study, one possible reason as to why the only children were not found to be significantly dependent might be due to the fact most of these mothers in this study had a university education.

There are some limitations in this study worth mentioning. The sample consisted of 28 girls and 32 boys. Due to practical reasons the sample was obtained rather arbitrarily by selecting a district in Istanbul. Thus, the sampling method used can not be considered as desirable. Although the children of the non-working mothers come from unbroken families, it would not be appropriate to generalize the results for all the SES groups. It would be desirable to conduct a study in order to explore whether there are differences in dependency behavior of children from different SES groups.

Since this study was conducted with non-working mothers, it can be speculated that the major role of these mothers is child-care and housework, leaving no or little opportunity for contact with the external world. Therefore, these mothers seem to be anxious and related to this, overprotective on their children, because children are an important element of their life.

Besides this, the Turkish society associates "good mother" with overprotectiveness, and a "good child" is expected to be obedient and dependent. Therefore, to reduce

the dependency in children, it is necessary to change the notions. Educating mothers will help to broaden their horizons. So, they will help their children to acquire the necessary skills to cope with the future world as they grow up.

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APPENDIX 1 - ÇOCUK DAVRANIŞINI DEĞERLENDİRME ÖLÇEĞİ

Çocuğunuz/öğrenciniz aşağıda sıralanan davranışları ne sıklıkla gösterir?
Şu ölçeğe göre değerlendiriniz:

<u>Hiçbir</u> <u>Zaman</u>	<u>Nadiren</u>	<u>Arada</u> <u>Sırada</u>	<u>Sık sık</u>	<u>Herzaman</u>
1	2	3	4	5

Görüşünüzü bu sayılardan birini daire içine alarak bildiriniz. Bu ifadelerde doğru veya yanlış yoktur, sadece kendi görüşünüzü işaretlemeniz gerekiyor. Araştırma için, bütün soruların cevaplandırılması çok önemli bir noktadır. Onun için bazı ifadeler birbirlerine benzer dahi olsa, gene de cevaplandırmanızı rica ederiz.

- | | | | | | |
|---|---|---|---|---|---|
| 1- Yalnız oyun oynamak istemez. | 1 | 2 | 3 | 4 | 5 |
| 2- Yeni durumlara çabuk alışır. | 1 | 2 | 3 | 4 | 5 |
| 3- Tek başına uzun süre oynayabilir. | 1 | 2 | 3 | 4 | 5 |
| 4- Yolda yürürken annesinin/öğretmeninin elini hiç bırakmaz. | 1 | 2 | 3 | 4 | 5 |
| 5- Sıklıkla öpülmek, güzel sözler (yavrum, canım) duymak ister. | 1 | 2 | 3 | 4 | 5 |
| 6- Yalnız başına uyuyabilir. | 1 | 2 | 3 | 4 | 5 |
| 7- Büyükler bir işle meşgulken onları rahatsız etmez. | 1 | 2 | 3 | 4 | 5 |
| 8- Yattıktan sonra bahanelerle anneyi/öğretmeni odaya ister. | 1 | 2 | 3 | 4 | 5 |
| 9- Kucağa alınmak ister. | 1 | 2 | 3 | 4 | 5 |
| 10- Arkadaşlarını annesine/öğretmenine şikayet eder. | 1 | 2 | 3 | 4 | 5 |
| 11- Bir işe ya da oyuna başlamadan önce annesine/öğretmenine sorar. | 1 | 2 | 3 | 4 | 5 |
| 12- Kendi başladığı işi kendi bitirir. | 1 | 2 | 3 | 4 | 5 |
| 13- Yürürken elinin tutulmasından hoşlanmaz. | 1 | 2 | 3 | 4 | 5 |
| 14- Sevilip öpülmekten hoşlanmaz. | 1 | 2 | 3 | 4 | 5 |
| 15- Başardığı bir işten sonra onay almak ister. | 1 | 2 | 3 | 4 | 5 |

- 16- Arkadaşlarıyla olan meselelerini kendi halletmeye çalışır. 1 2 3 4 5
- 17- Büyüklerin yakınında oturmak için ısrar etmez. 1 2 3 4 5
- 18- Başarabileceği bir işin her safhasında annesine/öğretmenine doğru mu yapıyorum diye sorar. 1 2 3 4 5
- 19- Yabancı kişilerle kolaylıkla kaynaşır. 1 2 3 4 5
- 20- Kendi başına yemek yiyebilir. 1 2 3 4 5
- 21- Ufak-tefek düşmelerde bile ağlar. 1 2 3 4 5
- 22- Kucaktan hoşlanmaz. 1 2 3 4 5
- 23- Yaptığı işi bitirmeden önce birkaç defa bir büyüğüne danışır. 1 2 3 4 5
- 24- Yemek yerken yardım bekler. 1 2 3 4 5
- 25- Bir işle uğraşırken kimseden fikir danışmaz. 1 2 3 4 5
- 26- Kendi düşen ağlamaz ilkesine inanır. 1 2 3 4 5
- 27- Anne/öğretmen bir işle meşgulken mızımızlanarak ilgi çekmek ister. 1 2 3 4 5
- 28- Annenin/öğretmenin yakınında oturmak ister. 1 2 3 4 5
- 29- Oyunlarını kendi seçer. 1 2 3 4 5
- 30- Bir işle meşgulken kimsenin kendisiyle ilgilenmesini istemez. 1 2 3 4 5
- 31- Başarıları için övgü aramaz. 1 2 3 4 5
- 32- Yeni durumlara alışmakta güçlük çeker. 1 2 3 4 5
- 33- Kendi işini kendi görmekten hoşlanır. 1 2 3 4 5
- 34- Oynarken veya herhangi bir faaliyet sırasında kendisinin izlenmesini ister. 1 2 3 4 5
- 35- Bir işe başlar fakat bir büyüğün bitirmesini ister. 1 2 3 4 5
- 36- Yabancı kişilerle karşılaştığı zaman tanıdığı kişiye sığınır. 1 2 3 4 5

APPENDIX 2 - SÜREKLİLİK-KAYGI ENVANTERİ

YÖNERGE: Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi okuyan, sonra da genel olarak nasıl hissettiğinizi, ifadelerin sağ tarafındaki parantezlerden uygun olanını karalamak suretiyle belirtin. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin genel olarak nasıl hissettiğinizi gösteren cevabı işaretleyin.

	<u>Hayır</u>	<u>Bazan</u>	<u>Çok Zaman</u>	<u>Her Zaman</u>
1- Genellikle keyfim yerindedir	(1)	(2)	(3)	(4)
2- Genellikle çabuk yorulurum	(1)	(2)	(3)	(4)
3- Genellikle kolay ağlarım	(1)	(2)	(3)	(4)
4- Başkaları kadar mutlu olmak isterim	(1)	(2)	(3)	(4)
5- Çabuk karar veremediğim için fırsatları kaçıırırım	(1)	(2)	(3)	(4)
6- Kendimi dinlenmiş hissedirim	(1)	(2)	(3)	(4)
7- Genellikle sakin, kendime hakim ve soğukkanlıyım	(1)	(2)	(3)	(4)
8- Güçlüklerin, yenemeyeceğim kadar biriktiğini hissedirim	(1)	(2)	(3)	(4)
9- Önemsiz şeyler hakkında endişelenirim	(1)	(2)	(3)	(4)
10- Genellikle mutluyum	(1)	(2)	(3)	(4)
11- Herşeyi ciddiye alırım ve etkilenirim	(1)	(2)	(3)	(4)
12- Genellikle kendime güvenim yoktur	(1)	(2)	(3)	(4)
13- Genellikle kendimi emniyette hissedirim	(1)	(2)	(3)	(4)
14- Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım	(1)	(2)	(3)	(4)
15- Genellikle kendimi hüzünlü hissedirim	(1)	(2)	(3)	(4)
16- Genellikle hayatımdan memnunum	(1)	(2)	(3)	(4)
17- Olur olmaz düşünceler beni rahatsız eder	(1)	(2)	(3)	(4)
18- Hayal kırıklıklarını öylesine ciddiye alırım ki hiç unutamam	(1)	(2)	(3)	(4)
19- Akli başında ve kararlı bir insanım	(1)	(2)	(3)	(4)
20- Son zamanlarda kafama takılan konular beni tedirgin eder	(1)	(2)	(3)	(4)

APPENDIX 3 - AİLE HAYATI VE ÇOCUK YETİŞTİRME TUTUMU ÖLÇEĞİ

Aşağıda verilen ifadeleri okuyup, şu şekilde değerlendiriniz:

<u>Hiç Uygun</u> <u>Bulmuyorum</u>	<u>Biraz Uygun</u> <u>Buluyorum</u>	<u>Oldukça Uygun</u> <u>Buluyorum</u>	<u>Çok Uygun</u> <u>Buluyorum</u>
1	2	3	4

Görüşünüzü bu sayılardan birini daire içine alarak bildiriniz. Bu ifadelerde doğru veya yanlış yoktur, sadece kendi görüşünüzü işaretlemeniz gerekiyor. Araştırma için, bütün soruların cevaplandırılması çok önemli bir noktadır. Onun için bazı ifadeler birbirlerine benzer dahi olsa, gene de cevaplandırmanızı rica ederiz.

- | | | | | |
|--|---|---|---|---|
| 1- Çocuk hiçbir zaman ailesinden sır saklamamalıdır. | 1 | 2 | 3 | 4 |
| 2- Bir anne çocuğunun mutluluğu için kendi mutluluğunu feda etmesini bilmelidir. | 1 | 2 | 3 | 4 |
| 3- Eğer anne-babalar çocukları ile şakalaşıp beraber eğlenirlerse, çocuklar onların öğütlerini dinlemeye daha çok yönelirler. | 1 | 2 | 3 | 4 |
| 4- Bütün genç anneler, bebek bakımında beceriksiz olacaklarından korkarlar. | 1 | 2 | 3 | 4 |
| 5- Anne-babalar çocuklarına sorgusuz sualsiz kendilerine sadık kalmalarını öğretmelidirler. | 1 | 2 | 3 | 4 |
| 6- Anneleri kendileri yüzünden zorluk çektiği için çocuklar onlara karşı daha anlayışlı olmalıdırlar. | 1 | 2 | 3 | 4 |
| 7- Çocuklarının toplantılarıyla, kız erkek arkadaşlıklarıyla ve eğlenceleriyle ilgilenen anne-babalar onların iyi yetişmelerinisaglarlar. | 1 | 2 | 3 | 4 |
| 8- Anne ve babaya sadakat herşeyden önce gelir. | 1 | 2 | 3 | 4 |
| 9- Hiçbir kadından yeni doğmuş bir bebeğe tek başına bakması beklenmemelidir. | 1 | 2 | 3 | 4 |
| 10- Anne babalar çocuklarına hayatta ilerleyebilmeleri için hep birşeyler yapmaları ve boşa zaman geçirmemeleri gerektiğini öğretmelidirler. | 1 | 2 | 3 | 4 |
| 11- Bir çocuğa ne olursa olsun doğuşmekten kaçınması gerektiği öğretilmelidir. | 1 | 2 | 3 | 4 |
| 12- Çoğu anneler bebeklerine bakarken onu inciteceklerinden korkarlar. | 1 | 2 | 3 | 4 |

- 13- Çocuklar, anne babalarının kendileri için neler feda ettiklerini düşünmelidirler. 1 2 3 4
- 14- Genç bir anne için ilk bebeğinin bakımı sırasında yalnız kalmaktan daha kötü birşey olamaz. 1 2 3 4
- 15- Anne ve babalar çocuklarını kendi kendilerine oluşturdukları güveni sarsabilecek güç işlerden sakınmalıdırlar. 1 2 3 4
- 16- Küçük bir çocuk cinsiyet konusunda sakınmalıdır. 1 2 3 4
- 17- Akıllı bir kadın yeni bir bebeğin doğumundan önce ve sonra yalnız kalmamak için elinden geleni yapar. 1 2 3 4
- 18- Çocuk yorucu veya zor işlerden korunmalıdır. 1 2 3 4
- 19- Uyanık bir anne baba çocuğunun tüm düşüncelerini öğrenmeye çalışmalıdır. 1 2 3 4
- 20- Bir çocuğa başı derde girdiğinde döğüşmek yerine büyüklere başvurması öğretilmelidir. 1 2 3 4
- 21- Bir anne çocuğunun düş kırıklığına uğramaması için elinden geleni yapmalıdır. 1 2 3 4
- 22- İyi bir anne çocuğunu ufak tefek güçlüklerden korumalıdır. 1 2 3 4
- 23- Bir çocuğun diğer birçocuğa vurması hiçbir şekilde hoşgörüle karşılanmaz. 1 2 3 4
- 24- Çocuğun en gizli düşüncelerini kesinlikle bilmek bir annenin görevidir. 1 2 3 4

APPENDIX 4

- 1- Çocuğun: Yaşı:
Cinsiyeti:
Kaçınıcı çocuk:
Kardeşlerinin yaşı:
Kardeşlerinin cinsiyeti:
- 2- Annenin: Yaşı:
Eğitim durumu:
- 3- Babanın: Yaşı:
Eğitim durumu:
- 4- Çocuğunuzu, bebekliğinde ne tür bir beslenme programı ile yetiştirdiniz?
 - Tamamiyle kendi isteğine bağlıydı
 - Doktor tavsiyesine göre verdim
 - Yiyebildiği kadar yerd
 - Uyandığı müddetçe gece mamasına devam ettim
 - Saatle, belirli bir düzende verirdim
 - Acıktıkça verirdim
 - Gece uyansa da mama vermemeyi tercih ederdim
- 5- Bazan çocuklar anne ve babalarına kızıp, onlara vurabilir ve öfke ile bağırabilirler. Çocuğunuz size ya da babasına karşı bu tip bir davranışta bulunursa, onu nasıl cezalandırırsınız?
 - Görmemezlikten gelirim
 - Poposuna, eline v.s. vurur veya kulağını çekerim
 - Yaptığının yanlış olduğunu izah ederim
 - Çok sevdiği bir şeyden mahrum ederim
 - İşi şakaya vururum
 - Hırsımı alana kadar döverim
 - Odasına kapatırım
 - Kesinlikle dövmem
- 6- Çocuğunuz sizi kızdıran bir hareket yaptığı zaman, kızgınlığınızı hangi sözlerle ifade edersiniz?

APPENDIX 5- ANALYSES OF VARIANCES

	Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
DEPENDENCY	Main effect	27.24	1,59	27.24	.15	.99
	Feeding schedule	27.24		27.24	.15	.99
	Main effect	419.1	2.59	209.5	1.18	.31
	Punishment	419.1		209.5	1.18	.31
	Main effect	174.27	1.52	174.27	.89	.99
	Withdr. of love	174.27		174.27	.89	.99
	Main effect	1298	1.43	1298	7.01	.011
	Total-PARI	1298		1298	7.01	.011
	Main effect	993.03	1.43	993.03	6.46	.014
	Trait-Anxiety	993.03		993.03	6.46	.014