

THE RELATIONSHIP AMONG MOTHER'S PARENTAL ATTITUDE,
CHILD TEMPERAMENT AND MOTHER-CHILD PLAY BEHAVIORS

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CHILD TEMPERAMENT AND MOTHER-CHILD PLAY BEHAVIORS

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DECLARATION OF ORIGINALITY

I, Feyza Yeliz Bayındır, certify that

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ABSTRACT

The Relationship among Mother's Parental Attitude, Child Temperament and Mother-Child Play Behaviors

The aim of the study was to examine the relationship among mothers' parental attitudes, children's temperament, and mother-child play behaviors. To observe the relationship between child temperament and mother's parental attitude in mother-child play, an online invitation was made to the mothers who have children between ages 3 and 6. After reaching 840 mothers and children, the mothers filled in an online questionnaire including items of the two scales: Parental Attitude Scale (Demir & Şendil, 2008) and Short Temperament Scale for Children-Parent Form (Yağmurlu & Sanson, 2009). Upon completion, the results of the scales were analyzed, and six pairs were formed by computing the mother's parental attitude (i.e., authoritative, authoritarian, and overprotective) and the children's temperaments (i.e., difficult and easy) scores. After forming the pairs, selected toys were sent to the pairs, and mother-child play observations were made by making a video-call in Zoom ©. Play observations were encoded and converted into numerical data by using a play cycle coding table (Gol-Guven, 2006; King & Newstead, 2020). Each play cycle was analyzed by identifying play roles, play frames, and annihilation of play. As a result, statistically significant relationships were found between parental attitudes and child temperaments. These findings were discussed in relation to the play roles and play frames of each mother-child pair.

ÖZET

Annenin Ebeveynlik Tutumu, Çocuğun Mizacı ve

Anne-Çocuk Oyun Davranışları Arasındaki İlişki

Araştırmanın amacı, annelerin ebeveynlik tutumları, çocukların mizaçları ve anne-çocuk oyun davranışları arasındaki ilişkiyi incelemektir. Bu ilişkiyi gözlemek için 3-6 yaş arasında çocuğu olan annelere çevrimiçi kanallar vasıtasıyla araştırma daveti yapılmıştır. 840 annenin ve çocuğun katılmış olduğu araştırmada Ebeveyn Tutum Ölçeği (Demir ve Şendil, 2008) ve Çocuklar İçin Kısa Mizaç Ölçeği-Anne-Baba Formu (Yağmurlu ve Sanson, 2009) olmak üzere iki ölçekten faydalanılmıştır. Ölçeklerin sonuçları analiz edilmiş ve annelerin ebeveynlik tutumu (demokratik, otoriter ve aşırı koruyucu) ve çocukların mizaçları (zorlayıcı ve kolay) belirlenerek 6 çift oluşturulmuştur. Çiftler oluşturulduktan sonra seçilen oyuncaklar katılımcıların evlerine gönderilmiş ve Zoom©’da görüntülü görüşme yapılarak anne-çocuk oyun gözlemleri yapılmıştır. Oyun gözlemleri, oyun döngüsünü kodlama tablosu kullanılarak kodlanmış ve sayısal verilere dönüştürülmüştür (Gol-Guven, 2006; King ve Newstead, 2020). Oyun döngüleri, oyun rolleri, oyun davranışları, oyunun başlangıç ve bitiş süreci analiz edilmiştir. Sonuç olarak, ebeveyn tutumları ile çocuk mizaçları arasında istatistiksel olarak anlamlı ilişkiler bulunmuştur. Bu bulgular, her anne-çocuk çiftinin oyun rolleri ve oyun davranışları bağlamında tartışılmıştır.

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CHAPTER 1

INTRODUCTION

1.1 The purpose of the study

The purpose of the study is to reveal the relationship among mothers' parental attitudes, children's temperament, and mother-child play behaviors. After exploring the relationship between mothers' parental attitudes and child temperament, their role in mother-child play is investigated. There are significant differences in the attitudes and behaviors of children at an early age. Some children are quiet and planned; on the other hand, some can display enthusiastic, creative, and helpful behaviors. Some children can focus easily while concentrating and working meticulously, and some can use other roads or techniques to achieve success. These differences may affect the way of play in early childhood (Callueng & Oakland, 2014). Furthermore, these individual differences in child temperament affect how children interacting with others during play which is the base for current and future relationships.

Current studies show that child temperament and parental attitudes affect child's social competence outcomes (Gagnon, Huelsman, Reichard, Kidder-Ashley Griggs, Struby, & Bollinger, 2013). However, the relationship between them has not been examined in the context of mother-child play behaviors. In the literature, the effects of child's temperament have been observed on child's peer plays. For example, less reactive children tend to be more open to peer interaction in play (Acar, Rudasil, Molfese, Torquati, & Prokasky, 2015). Children who exhibit positive prosocial behaviors establish better relationships with their friends and have stronger communication skills. Due to the advancement of these skills, they become less

aggressive in play and are more inclined to cooperate with their friends (Acar et al., 2015). Children with high regulation and low reactivity are more open to developing social and emotional skills and are more successful in friendships (Acar et al., 2015). Although the relationship between mothers' parental attitudes and child temperament on mother-child play is still unknown, parental attitude and child temperament seem to be connected. In a study, parental attitude and child temperament have been investigated. Although the relationship between the child's reactivity and authoritarian parenting have been associated positively, the data was collected by self-reports, not providing observational data on how mother-child play together (Gagnon et al., 2013). In another study, the effect of culture on parental attitude and parent-child play in the home environment has been observed (Parmar, Harkness, & Super, 2004). The study's aim was to investigate the differences of Asian and White parents' beliefs about the purpose of play. In the light of the results, White parents give more importance to play, and they feel more stressed about their role in parent-child play. In contrast, Asian parents consider play as a learning and academic tool for children's development and assign themselves to the teacher role in their play (Parmar, Harkness, & Super, 2004).

Many factors may impact parents' attitudes and beliefs about play which in turn might affect their play with their children. In the current literature, studies on the demographic characteristics of parents and children such as age, gender and education level are intense. In this study, the relationship between parental attitudes and child's temperament will be investigated to find out their potential effects on mother-child play. In other words, this study aims to examine the relationship among mothers' parental attitude, child temperament, and mother-child play behaviors. Moreover, while the possible effects of parental attitudes on mother-child play are

investigated, it is aimed to examine the contribution of positive parental attitudes, even though children have a difficult temperament accompanying challenging behaviors and visa versa.

The study aims to answer the following two research questions:

1. Is there a relationship between a mother's parental attitude and child's temperament?
2. How do different parental attitudes and different child temperaments play a role in mother-child play?

Children play alone, with their friends, teachers, or parents. In addition, while children play, their way of play may be affected by their temperaments and other environmental factors such as parental attitudes and social and emotional skills (Coplan, Rubin, & Findlay, 2006). Parents consider play as an entertaining and developmentally appropriate activity for child development (Shiakou & Belsky, 2013). They also tend to view themselves as effective play partners for their children (Farver & Wimbarti, 1995a; Haight, Wang, Fung, Williams, & Mintz, 1999).

In the literature, mothers tend to role-play with their children more than fathers (Lindsey & Mize, 2001). A few studies have been done about how mothers and fathers differ in parental attitudes on the parent-child play. The results of these studies indicate that mothers are more supportive and encouraging about their children's development while fathers exhibit more restrictive attitudes (Bornstein, Putnick, & Lansford, 2011). Therefore, the mother is chosen as the play partner to observe more effectively in the study. In conclusion, mothers are chosen as a play partner in this study. It aims to examine what happens when different temperaments and parental attitudes come together during mother-child play.

1.2 Conceptual framework of the study

In this research, the relationship between the mother's parenting attitudes and the child's temperament in the mother-child play context was examined. The Ecological Systems Theory by Bronfenbrenner (1979) and the Transactional Model of Development developed by Sameroff (1975) are used to understand the complex relationships among the study's constructs since parenting attitudes and child temperament feed off each other.

As Bronfenbrenner (1979) stated in the Ecological Systems Theory in which the child is put in the center of the integrated systems, parents/caregivers in the home environment influence children's developmentally more than any other individuals and contexts. The social formations that children and parents made during childhood play significant roles in later stages of life. From the moment children are born, they are in various social environments and are influenced by different people. In addition, children gain new knowledge and skills regarding cognitive, cultural, and social-emotional development while establishing social relationships (Coulacoglou & Saklofske, 2017). The behavioral patterns and communication schemes that children learn from their parents are used when interacting with others in different contexts (Slagt, Dubas, Dekovi'c, & Aken, 2016).

Additionally, the transactional and bidirectional relation between children and parents in the microsystem surely affects the interactions between them (Sameroff, 1975). In the other words, The Transactional Model of Development includes bidirectional reciprocal interaction in parent child relationships (Sameroff, 1975). In this model, the child's development is considered together with nature and nurture. In addition to the child's temperament, factors such as interactions in the family

members, cultural effects, socio-economic and education level of the parents also affect the development process. Furthermore, in this model, it is emphasized that there are two different interaction models that affect the child, proximal and distal influences (Sameroff, 1975). Proximal influences are factors that take place in the child's microsystem and affect her closely. On the other hand, distal influences are social effects where the child is left out of the microsystem (Sameroff, 1975).

Because it's a two-way relationship, children's behaviors and parental attitudes are at the forefront of the factors that affect these interactions. Within this relation, child temperament that contains innate features, is also open to influences of parenting attitudes (Slagt et al., 2016).

Within the scope of this research, the mother's parenting attitude and the child's temperament were investigated. In this context, the parenting attitude of the mother and the temperament of the child are the two variables that feed off each other which in turn affect the mother-child play. If the parent's behavior is aligned with the child's temperament, less conflict is expected during play; however, if the parent does not act in accordance with the child's temperament, less negotiation and more conflict may occur in play (Sameroff, 1975). In this case, if the mother behaves in harmony with the child's emotions and behaviors during play sessions, the child is expected to be more adaptable during play. Likewise, the child is expected to be less compliant if the mother does not respect the child's decisions during play and does not respond to the child's demands and needs. On the other hand, if the child has a difficult temperament and the parent is trying to act in harmony, at this point the child may also be affected by the parent's compatibility and her compulsive behaviors may decrease (Sameroff, 1975). Another research indicated that even if the child has a difficult temperament, she is inclined to exhibit positive social behaviors

due to the supportive parenting attitudes she is exposed to (Slagt et al., 2016). The same situation can be explained by the mother's authoritarian behavior but the child's being compliant. The adaptable and easy temperament of the child may change the mother's authoritarian parental attitudes over time. The mother's authoritarian parental attitude may make the child more aggressive during play, and this cycle may turn into a negative relationship gradually. From a positive point of view, the mother's play behaviors suitable for the temperament may make the child with a difficult temperament more adaptive during play, and this will be a positive reinforcement for the mother, and the mother may be inclined to exhibit more positive social behaviors (Sameroff, 1975). All the possible scenarios stated here might be expected in transactional relationships.

To summarize, Bronfenbrenner's (1979) ecological perspective focuses on two-way interaction and the parent, child, and society relationship. It is obvious that the mother's parenting attitude will affect the child's temperament or the child's temperament will affect the mother's parenting attitude. In this context, Sameroff's theoretical stand positions these two variables in a two-way relationship that affects each other in a positive or negative way. In this study, mother's parenting attitude, child temperament and mother-child play behaviors were examined in the light of the Ecological and Transactional theories.

CHAPTER 2

LITERATURE REVIEW

In this section, the literature review that was conducted to design the current study is presented. Play, child temperament and parental attitude were first discussed separately. In the play section, the role of play in the development of children was discussed. In the child temperament section, definitions and components of temperament characteristics were stated. In the section on parental attitudes, different types of parenting and the effects of these parenting types on the parent-child relationship were summarized. The last section focused on the interrelationship of these three constructs.

2.1 Play

Play is one of the primary activities that children engage in gaining life experiences. It may be an excellent component of the natural development of children and supports children in terms of physical development, language development, cognitive and social-emotional skills (Honig, 2006). It is a natural language used by preschool children who do not have sufficient language skills to express their feelings and thoughts (Ozdemir & Budak, 2019). Play is a source of all kinds of emotions (Hoffmann & Russ, 2012). Through play, children can pretend a lot of emotions and talk about their real-life counterparts. It develops imagination, reinforces creativity, increases curiosity, and thus stimulates the limbic system and directs it to learn in the anterior lobe of the brain. Through play, children can experience many emotions and use their senses to explore (Catani, Dell'Acqua, & De Schotten, 2013). Briefly, children need to recognize and regulate their emotions. Playing with peers or parents

offers children rich and exciting experiences such as learning to live by rules, problem-solving, sharing, and expressing their opinions and feelings (Stanton-Chapman, 2015).

Play is a tool for adaptation and getting easier to survive for both humans and animals (Johnson et al., 2015). It has an essential role in acquiring many social skills, especially in the early childhood period. For example, children who learn to take responsibility, cooperation, and respect for other people through play improve their ability to become entrepreneurs, take risks, make decisions, and solve problems. Children who are directed to age-appropriate play may become aware of their social role in society and the characteristics that distinguish them from other individuals. During play, they find the opportunity to express information about themselves and their environment. Moreover, it allows children to become independent learners, creative thinkers, and successful individuals (Johnson et al., 2015).

Play brings children together (Schank, 2015). When they play at home, school, or parks, they share a lot and save the moment. At this point, play is an important tool for social sharing with others. As children grow up, it is necessary for them to come together with other children to achieve social-emotional competence. Social-emotional competence is evaluated in different ways according to environmental indicators such as success in social relations, friendship, and individuals' skills (Chen & French, 2008). It is expected that a socially competent child in early childhood will have the ability to form strong emotional bonds with her parents, to build positive relationships with adults and peers, to be accepted by the peers in the playgroup, to have self-confidence, to share, to help and to cooperate; thus the child is more likely to be in a group for being socially competency (Chen & French, 2008) than a peer who is lack of those skills. In brief, the quality of the mutual relationship

built in play is important for the child's healthy development and social cohesion. Thus, in play, the child may have all these experiences, and play may provide a platform for the child to come together with others.

Play may evolve in many ways. One of the frameworks developed by King, Atkins and Burr (2021) defines the components of play as play cycle, play frames, play cue, play return, and annihilation. The play cycle starts with a cue and continues with the other partner's return to this cue. During play, the play frames of the players affect the flow of play. While these frames can sometimes point to a toy, sometimes they can be instructions that will guide the flow of the play. In other words, behaviors that add meaning to and deepen play are called play frames. The play frame is seen as one of the most valuable play elements that contribute to the continuation of play. The play frames in this research are discussed in detail in the Instruments section. In addition to the play frames, the roles of the players in play may also vary. Roles such as being a model, guidance, instructor or a participant are some of the play roles. It is one of the other elements that directs the flow of play. Finally, the person who starts and ends the play cycle can vary in partner plays. Some cues can be given to terminate play as well to initiate play. Decreased interest, giving attention to another toy, physical needs interrupting the play, or disagreements during play can terminate the play cycle. Losing the meaning of play and then terminating called annihilation. This study also contains data on who initiates and terminates play cycles (King, Atkins, & Burr, 2021).

2.2 Child temperament

Child temperament is defined as the physiological basis of individual differences in response to an event. It is an inherited trait and difficult to change (Thomas & Chess,

1977). There are nine dimensions of temperament that shape these differences (Kiff, Lengua, & Zalewski, 2011; Yoleri, 2014). These dimensions are activity level, rhythmicity, approach or withdrawal, adaptability, the intensity of reactivity, the threshold of responsiveness, distractibility, attention span, persistence, and quality of mood (Thomas & Chess, 1977). These dimensions, their referrals, and ratings were identified in Table 1.

Table 1. Descriptive information about temperament dimensions

Dimension	Refers to	Rating
Activity level	the child's movement motivation, physical energy and use of the body	High - Low
Rhythmicity	regularity or irregularity in behavioral habits like sleep routine or eating	Regular - Irregular
Approach or withdrawal	reacting to new experiences, places, objects, tastes or person	Positive - Negative
Adaptability	an attitude to adapt to the change of a routine she is used to	Adaptive - Not adaptive
Intensity of reactivity	the child's reactions when she faces exciting experiences or events	Intense - Mild
Threshold of responsiveness	the child's level of reaction to environmental changes or different stimuli	Low - High
Distractibility	the level of distraction from what the child is doing	Distractible - Not distractible
Attention span and persistence	the length of time the child continues to be active despite the environmental factors or stimuli she faces	Long - Short
Quality of mood	the mood of the child such as cheerful, sad, angry and silent, which she often feels	Positive - Negative

In early childhood, children can be categorized into three general types of temperament that these nine dimensions come together and form. These types are easy, slow-to-warm-up, and difficult (Thomas & Chess, 1977). Firstly, children with easy temperament are pleasant and able to communicate effectively with friends and to adapt quickly. They tend to persist and are easy to calm when they face difficulties. In early childhood, 40% of children have easy temperament. Secondly, children with slow-to-warm-up temperament are cautious; they tend to observe and to try. They try to pay attention to the rules and take a harmonious attitude. In early childhood, 15% of children have a slow-to-warm-up temperament. Finally, children with difficult temperament may be highly reactive and easily tempered. Their level of sensitivity is high; they can be quickly affected by sensory factors such as sound, light, and smell in the environment. Besides, they have difficulties in coping with a challenging event. In early childhood, 10% of children have a difficult temperament (Thomas & Chess, 1977).

Child temperament affects many factors in the early years, such as peer relationships, social competence, and emotion regulation (Rothbart & Bates, 2006). Different dimensions that form the child's temperament naturally affect all these factors. For example, a child with a difficult temperament may have difficulty in peer relationships. She may be excluded from peer play or bullied by her friends. Difficult temperament may cause her to cope with regulating her emotions or be prone to physical violence, additionally, there is a significant positive relationship between the anger and reactivity dimensions (Rubin, Burgess, Dwyer, & Hastings, 2003).

On the contrary, children with easy temperament can easily communicate with their friends or quickly join in play. Moreover, the child's temperament also affects social competence. If the child is socially competent, her friendships are also

positively affected. A child that has social competence can also be more successful in social relationships (CASEL, 2019). This ability to communicate and empathize is more developed in these children than in children with low social competence (Oneren-Sendil, 2010). Therefore, there is a significant relationship between child temperament and social competence (Sterry et al., 2010).

Although temperament traits are based on innate foundations, the effect of environmental factors on shaping a child's attitudes and behaviors is also quite high. In other words, factors affecting the child's temperament can be found in genes or the brain, but it does not mean that the environment has no impact on the development of the child's temperament. One of the most important environmental factors is parental attitudes. As a parent, it is very valuable to observe the child's mood and behavior, be aware of her temperament, and most importantly, behave according to her temperament. Therefore, play is one of the best tools to observe children and gain insight into the effect of parental attitude on the child's temperament and development (Kiff, Lengua, & Zalewski, 2011).

2.3 Parental attitudes

Parental attitudes and parents' behaviors are at the top of the environmental factors that directly affect children's development and behaviors. They make significant contributions to the children's lives and developmental process. Parental attitudes are divided into main categories: authoritarian, authoritative, overprotective, and permissive (Baumrind, 1966; Plomin & Dunn, 1986). First, an authoritarian parent can be prescriptive, controlling, or less supportive in communicating with the child. At the same time, she can often be punitive or inadequate for emotional support in the face of relationship difficulties. Unfortunately, authoritarian parents may be a

negative role model for the child and fail to exhibit positive prosocial behaviors in relationships. They may have difficulty in emphasizing and gaining social competence (Baumrind, 1966). Second, an authoritative parent tends to use two-way communication and negotiate while making decisions. Rules are jointly determined, the parent explains the reason for each rule, and emotional support is high in parent-child communication. The parent respects the child's decisions, makes the child feel her presence more in social life, reinforces the child's positive prosocial behaviors, and supports self-regulation skills (Baumrind, 1966). Third, in overprotective parenting, she tries to protect her child from the problems she will encounter. She may take decisions for the child and prevent her from taking risks. In addition, parents with an overprotective parenting style prioritize the academic success of their children. Children's ability to make responsible decisions, implement their decisions or solve problems may be hindered by overprotection (Baumrind, 1966). Finally, a permissive parent accepts the child's demands without much questioning and does not demand too much from the child. In permissive parenting, rules are very flexible, but this flexibility may cause child behavior problems. Moreover, since there may be uncertainty in the attitudes of the permissive parent, it may make the child anxious (Baumrind, 1966).

One of the factors that affect parental attitudes is a child's behaviors and attitudes. In other words, the process of the child's development is shaped by both the mother's attitudes and the child's temperament. This cycle, which affects each other, is called the transactional model (Sameroff, 2009). For example, if the child has a difficult temperament and the parent does not properly respond to this temperament, the child's behavior may become more challenging. On the other hand, because of the effective and positive attitude of the parent, positive changes can be observed in the

behavior of the child with a difficult temperament. The more challenging the child's behavior is, the more the parent is overwhelmed; and the more the parent is overwhelmed, the more she reflects this on the child, and the child's challenging behaviors may increase.

Various research has added additional parental attitudes to Baumrind's model since its development. Some of these parental attitudes are tiger, helicopter, uninvolved/neglectful, overindulgent, snowplow/bulldozer, free-range and attachment. Parents who have tiger parental attitude are rooted in cultural experience and are generally common in China. Tiger parents want their children to excel in everything they do and can impose their own demands on them. This type of parental attitude is close to authoritarian parenting (Chua, 2014). Helicopter parenting, like a helicopter, follows the child from above and constantly observes it. In particular, she has a constant say in the school life, social life and relationships of the child and is aware of everything (Cline & Fay, 2020). It is close to the overprotective parental attitude. Parents with uninvolved/neglectful parental attitude are not very participatory about their children's development, education, social life, and relationships (Baumrind, 1991). For example, they may not want to participate in their child's family involvement program at school or may not know their friends. Snowplow/bulldozer parents anticipate any obstacles or difficulties their children may face and eliminate these difficulties for the child. Although there is no empirical evidence of this parenting attitude, there are many blog posts and media articles. This parenting attitude negatively affects the child's problem-solving, responsible decision-making and coping skills. It is similar to the overprotective parenting style; parents are ready to make any sacrifice for their child. In free-range parenting, children are free when they feel safe, and they develop the skills to make mistakes

and make up for mistakes. In this type of parenting, it is very important to provide a safe environment for children and support their development (Skenazy, 2021).

Finally, attachment parental attitude focuses on trust and commitment in the relationship with the child. She recognizes her child's temperament and regulates her attitudes and behaviors by considering the child's needs (Bretherton, 1994). In this study, the original three parental attitudes (authoritative, authoritarian, and overprotective) were used due to lack of research-based evidence in support of the newly developed parental attitudes.

2.4 Relationship among play, child temperament and parental styles

Children's individual differences in reactions to an event called child temperament affect the way children play with their partners, let it be mothers or peers. The studies investigating the effect of child temperament on play indicate that children with easy temperament are more active in group plays and exhibit less disconnecting and disrupting play behavior than children with difficult temperament (Coplan, Wichman, & Lagace-Seguin, 2001; Struby, 2012). For example, children who have an easy temperament and behave properly in daily life show emotional understanding, empathy, perform emotion regulation and self-regulation skills in plays. If children have externalizing behavior problems in social life, they tend to have poor regulation skills in play.

Children use play as a communication tool; they convey their feelings and thoughts through play where their verbal language skills are insufficient (Landreth, Homeyer, & Morrison, 2006). They acquire skills such as strategy development, problem-solving, empathy, prediction, responsible decision-making and role-playing through plays, and they demonstrate these skills through their play. Children with

different temperaments may develop these skills at different rates, which is reflected in their play behaviors (Stanton-Chapman, 2015).

Temperament refers to the individual differences that children give to experiences and reflects how they manage these differences. For example, when there is a challenging experience, some children express this experience with stress and anger, while others wait for the situation to pass by shutting down and keeping quiet (Kiff, Lengua, & Zalewski, 2011). At such moments, environmental factors come into play and shape children's responses to the challenging experiences they face. At this point, parental attitudes may be at the forefront of environmental factors. When faced with a harsh, insensitive and disinterested parental attitude, children with a challenging experience may have difficulty regulating their emotions and thoughts. On the other hand, if they often encounter a responsive and caring parental attitude, they will feel more secure and more comfortable regulating their emotions (Kiff, Lengua, & Zalewski, 2011).

The impact of parental attitudes on shaping the child's attitudes and behaviors is also quite high (Plomin & Dunn, 1986). In the literature, when studies on parental attitudes and child temperament were examined, it was seen that these factors were mostly associated with children's daily behaviors (Lee, Cloninger, Park, & Chae, 2015). For example, it has been observed that children of less supportive and less sensitive parents may exhibit compulsive behaviors due to their parental attitudes, even if the children have an easy temperament (Bryan & Dix, 2009).

When the child temperament and parental attitude are considered together, the outcomes in social competencies were examined (Gagnon et al., 2013). Therefore, considering that play is a tool to regulate social relationships, it can be assumed that it is also a tool to improve the quality of communication between

mother and child and to strengthen their relationship. To sum up, apart from the relationship between child temperament and mother's parental attitude on play, it is thought that mother-child play can also contribute to the child's social competence since play generally has a role in regulating social relations.

Apart from social competence and daily relationship habits, parental attitudes affect child's and mother-child play behaviors (Gagnon et al., 2013). First, an authoritarian parent tends to build a one-way communication, which can be reflected in the parent-child play similarly. For example, children who have an authoritarian parent are likely to play in an instructive way (Gagnon et al., 2013). Second, since an authoritative parent tends to use two-way communication, positive outcomes are expected to be observed in the child's areas of development so authoritative parenting is expected to positively affect play behaviors in mother-child play as in daily relationships. For example, when a child with a difficult temperament exposed to an authoritative attitude, the child's behaviors are positively affected (Slagt, Dubas, Deković, & Aken, 2016). Finally, an overprotective parent is less likely to have a stable and orderly routine order in daily life. The rules may be too strict at home or irregularity may cause anxiety in the child. When this situation is reflected in the parent-child play, factors such as not obeying the play rules or being too strict and protective may affect play negatively (Slagt, Dubas, Deković, & Aken, 2016).

CHAPTER 3

METHODOLOGY

In this section, the methodology for this research was explained. The details of research design, invitation and recruitment of the participants, the instruments, procedures of data collection and analysis, and the ethical issues were discussed.

3.1 Research design

This study was designed as quantitative research. Rather than establishing a cause-effect relationship between the variables or focusing on correlation, the primary purpose of the research is to obtain descriptive data on the play behaviors of mother-child pairs with different characteristics. For this reason, the descriptive data was used as a research tool.

In descriptive research, variables are identified, the relationship between variables is observed and reported without comment (Siedlecki, 2020). The behaviors and values that occur when the variables interact with each other are recorded. In addition to being based on observation and reporting, descriptive research may also contain numerical data. Using different data collection tools are attempted to ensure consistency and reliability in the data. It is very important to recognize the variables, observe and define the relationship between them correctly. In descriptive research, there is usually no independent variable; instead of finding a cause-and-effect relationship, the existing interactional situation is explained as is. How variables react to certain situations is observed and reported (Siedlecki, 2020). There are three main methods of descriptive research: observation, case studies, and questionnaires/surveys. The observation method aims to reach the answer to the

research question by observing the participants in their natural environment or in the laboratory. When in its natural environment, there is no interference during observation, but sometimes the variables can be controlled when it is in a laboratory environment. In case studies, the number of participants is relatively small, and the participants' story is examined in depth to reach the answer to the research question. Finally, the survey method is aimed to reach a large participant group (Siedlecki, 2020). In models where these three methods are blended, the answer to the research question can be reached more consistently. In this study, mainly play observation and surveys took place.

3.2 Procedure

The research was conducted in two stages. It was aimed to reach as many participants as possible and to create pairs. So, the research was announced on online platforms to reach more participants and create the ideal pairs.

In the first stage, numerical data were collected through questionnaires. Eight hundred and forty mothers participated in the survey by filling out the questionnaires. The responses were transferred to the SPSS© program and the analyzed. Demographic information of the participants was computed and parenting scores of mothers and temperament scores of children were calculated. In the second stage, the mothers who had the highest parenting score were determined in each of the three parental attitude categories separately. The mothers with the highest score in each parenting attitude and were in the top 10% were selected. The temperament scores of the children of these mothers were evaluated. Six mother-child pairs were formed by determining the pairs with the highest parenting score of the mother and the temperament scores of the child far from the mean. It was aimed to reach a total of

six pairs, each parental attitude matching the child temperament of easy and difficult. Before six pairs were formed, four more back-up pairs were identified for each pair. In total, 30 pairs were identified for the second stage. First a round of calls/emails was sent, and a week was given to receive a response. A reminder email was sent after a week. If the response was negative or there was no response, then the same procedure was performed for the back-up pairs. In the end, six mother-child pair was reached.

After the identification of the pairs, an email was sent to the mothers to ask for their further collaboration. Then, play observations were made with the pairs (6 mother-child pairs) who got the highest/lowest scores with the related concepts (i.e., mothers' parenting and children's temperament) among these groups. While the pairs were playing, their play behaviors were observed and recorded on Zoom©. The play behaviors were coded, and the data was transformed into numerical data.

This research strived to determine whether there was a difference in mother-child play behaviors when the mother's parental attitude and the child's temperament changed. The data collection process used a demographic information form, scales, online observation, and observation notes as data collection tools for consistent and valid analysis. In this direction, mother-child pairs consisting of mothers with different parental attitudes and children with varying temperaments were needed. Authoritative, authoritarian, and overprotective parental attitudes were discussed as parental attitudes. Difficult and easy temperament were discussed as child temperament.

3.2.1 Data collection in the first stage of the research

The process of reaching the participants and collecting data was online due to the pandemic, so the announcement of the research was shared on online platforms (see Appendices F and G). Mothers and their children between 3 and 6 of age were invited to contribute to the study. If they wanted to get detailed information and to participate in the study, they could click on the link on the announcement. The announcement included the subject of the research, data collection process and contact information on whom to consult if there is any question about the research. To participate in the research, it was requested to check the confirm box, which is a consent form. After clicking the confirm box in the announcement and giving consent to participate in the research, the mother was directed to the online questionnaire form and was expected to complete the questions in this form. The form consists of three parts. In the first part, demographic information about the mother and her child was asked. Mother's educational level, mother's monthly income, household's monthly income, child's age and child's school experience were asked (see Appendix H). The second part was the Parental Attitude Scale (Demir & Şendil, 2008) (see Appendices I and J), which includes items about the mother's parental attitudes. In the last and third part, there was a Short Temperament Scale for Children (Yağmurlu & Sanson, 2009) (see Appendices K and L) that included items to identify the child's temperament.

Mothers who wanted to participate in the study viewed the participant form, navigated to the online survey and filled it out. This survey includes demographic information, the questionnaire for the mother's parental attitude, and the questionnaire for the child's temperament. After the announcement, 840 mothers with children in the 3-6 age group were reached.

3.2.2 Data collection in the second stage of the research

There were three different parental attitudes and two different child temperaments in the second stage of the research so six mother-child pairs were formed after the survey results were analyzed. Six mother-child pairs were contacted by email, which they previously indicated in the online form (see Appendices B, C, D and E).

The mothers with the highest parenting scores were reached through emails, but some mothers did not respond to the e-mail or refused to participate in second stage of the research. In the first round of contacting, the two mothers with the highest valid scores who agreed to participate were: the overprotective-easy pair and the authoritative-difficult pair. The potential pairs in the back-up list were contacted as follows: The authoritative-easy pair in the second place; the authoritarian-difficult pair in fourth place; and the authoritarian-easy pair in the second place, and the overprotective-difficult pair in fifth place. However, after the toys were shipped, the overprotective mother in fifth place did not reply to messages and did not communicate, so the pair withdrew from the research. Thus, the overprotective-difficult pair in sixth place was recruited.

The mothers approved to participate in the second stage were notified that they have received an invitation to continue research. They were informed via email and asked to send an e-mail/message that they approved to participate in the second stage of the study. If they agreed to continue research, a toy set was sent to be used during mother-child play and after the mothers had received the toys, the play observations began. Each of the pairs received the same toys to be consistent while observing the mother-child play behavior.

There were 6 types of toys in the toy set (see Appendix M). The toys were categorized as open-ended and closed-ended, and the toys were intended to appeal to

different types of play. Open-ended toys tend to serve to different intentions producing different ways of play that in turn do not limit the play cycle. Contrary to open-ended toys, closed-ended toys have one particular purpose that would not allow the used to play with it in different ways in the play cycle (Kawin, 1934). In the research, more open-ended toys were used as it was desired to observe the natural behavior of the mother and child in free play (Miller, Lossia, Suarez-Rivera, & Gross-Louis, 2017). The toys used in the research were an animal matching puzzle, a soft toy, a block set, a toy truck, a kitchen play & food set and a toy repair set. The soft toy was a lamb which could make a noise. The block set consists of 40 wooden pieces of different shapes. A toy truck, the kitchen play & food set and the toy repair set were categorized as open-ended toys, addressing socio-dramatic and fantasy play. The only toy categorized as closed-ended was the puzzle that consists of 36 pieces and has 12 different animals on it. Each animal figure is completed with 3 pieces.

Play types are categorized as game with rules, constructive play, socio-dramatic play, imaginary play, and fantasy play. Games with rules have toys such as board games or puzzles, with certain rules and boundaries. Constructive play is where children build structures with objects by combining balance and fine motor skills, hand-eye coordination, and imagination. Socio-dramatic play allows children to take on certain roles and helps them to have different experiences with themes such as housekeeping, horse riding and doctoring. Imaginary play is realized by using the open-ended toy in different ways in relation to children's imagination. Fantasy play, on the other hand, is the make-believe world of children, experiencing different life practices as if they were actually experiencing them (Miller et al., 2017).

Six mother-child pairs were observed and recorded by video call on Zoom© with their consent while playing with the toys. Observation notes were taken while play was observed (see Appendix N). Before starting the mother-child play observation, instructions were given. These instructions were: Adjust the angle of the camera so that you and your child can be seen while playing. Make sure the camera and microphone are on. Keep the camera at a minimum distance for sound quality. You can play as usual with your child using the toys we sent you. There were 3 observation sessions in total, so it was aimed to ensure stability in the data by observing the play behaviors of the mother and child at 3 different times. At this stage, play observations were made 3 times with 6 pairs. The total number of play observations made during the research was 18. Before data collection, a demo session was held to meet pairs and warm up by using Zoom©. At the beginning of the research, although it was stated to the participants that there would be at least three observations, which each at most 10 minutes, each observation was completed in a different time depending on the parent and the child. Each of the observations was made at different times and there was at least 10 days between the two observations.

3.2.2 Data analysis

In the first stage of the research, 840 mothers participated by filling in the parental attitude and child temperament questionnaires. Some demographics were also asked. The survey results of 840 mothers were analyzed using the SPSS© program. Demographic data were numbered and transferred to SPSS©, and descriptive analysis of demographic data was performed. Parental attitudes of mothers were determined by collecting the relevant items in the scale. Scores of 2, 5, 6, 7, 10, 13,

14, 15, 20, 23, 25, 29, 36, 37, 38 and 42 items in the Parental Attitude Scale (Yağmurlu & Sanson, 2009) were computed to reach the authoritative parental score. The authoritarian parental score of the mothers was obtained by summing the items 3, 9, 11, 19, 26, 27, 32, 35, 39, 40 and 45. The mothers' overprotective parental score was obtained by summing up items 4, 8, 12, 16, 21, 22, 28, 41, and 46.

On the other hand, the scores on the Short Temperament Scale for Children scale were computed to reach the temperament scores of the children. The items 2, 7, 8, 11, 16, 19, 20, 24, 25 and 29 in this scale determined the child's reactivity score, with item 8 reversed. Items 5, 10, 12, 23, 27, and 30 in the scale determined the child's persistence score, with item 23 reverse coded. Children with high reactivity and low persistence scores were categorized as having a difficult temperament, while children with low reactivity and high persistence scores were categorized as having easy temperament.

In the second stage of the research, mothers with the highest scores in the relevant parental attitudes were selected in order to identify six mother-child pairs. Online play observation was made with these mother-child pairs.

Six mother-child pairs were formed as below.

1. pair: Authoritative mother - child with difficult temperament
2. pair: Authoritative mother - child with easy temperament
3. pair: Authoritarian mother - child with difficult temperament
4. pair: Authoritarian mother - child with easy temperament
5. pair: Overprotective mother - child with difficult temperament
6. pair: Overprotective mother - child with easy temperament

The mothers with the highest scores in the related category from the parental attitude scale were determined. If a mother scored highest in more than one parental

attitude, that mother was eliminated and the researcher moved on to the next mother. The mothers with the highest scores in each of the three parental attitudes and who were in the top 10% of the participants were listed. Of these mothers' children, reactivity and persistence scores were checked, starting with the mother with the highest score. The temperament scores of the children of the mothers with the highest scores were analyzed, and pairs were formed. For example, to form the authoritarian mother and the child with a difficult temperament pair, the mother with the highest authoritarian parenting score and the children with the highest reactivity and the lowest attention/persistence score were chosen. In order to form the authoritarian mother and the easy-tempered child pair, the mother with the highest authoritarian parenting score and the children with the lowest reactivity score and highest persistence score were chosen. In some cases, it was difficult to form the perfect match having mothers' and children with the highest scores. In those cases, the children the mothers who had the highest scores in their belonged category and whose reactivity and persistence score were the farthest from the mean were chosen. To sum up, the priority order is as follows:

- The mother with the highest score and highest/lowest scoring child
- The mother with the highest score and the child with the farthest score from the mean

The data obtained through play observation was coded and transformed into numerical data by using a play cycle coding table (see Table 5 on page 44). It was determined whether their play differed according to parental attitude and child temperament. At the end of the first and second stages, overall data were analyzed, and the results were discussed. Finally, the study's main purpose was to observe and explain play behaviors impartially and contribute to the literature instead of

determining a cause-effect relationship between parental attitudes, child temperaments, and mother-child play behaviors.

3.2.4 Ethical issues

Approval was obtained from the Ethics Committee of the Institute for Graduate Studies in Social Sciences at Boğaziçi University to conduct the research (see Appendix A). Participants were given the contact information about their rights regarding the research, whom they could consult in case of risk, and whom they could ask if they had questions. Online survey consent forms and survey results were stored in the researcher's encrypted cloud account and encrypted personal computer. The Zoom© application was used for the second stage (play observation). Participants of the second stage were asked to download the Zoom© application to their phones/computers/tablets and create a personal account if they did not have one. The researcher sent the Zoom© invitation link and password of the meeting session to the participant's email address.

During play observations, consent forms were read to the mothers and children. They were reminded that they have the right to withdraw from the research at any time. During play observations, audio and video recording were made with the consent of both the mother and the child. These recordings were stored in the researcher's personal encrypted Zoom© cloud system and encrypted personal computer. Verbal consent of the child and mother was recorded, and the written consent form sent to the mothers were signed and sent back via email. Those who did not have the opportunity to sign were asked to return to the email with the statement "I have been informed about the research and I approved to participate in the research both on my own and on behalf of my child." Observation notes taken during

play and printed documents collected were kept in the files of the researcher's personal computer/account.

The participants were informed that email addresses or other personally identifiable information of the participants would not be used in publications or presentations after the study ended. Emails were encrypted in the study. All data to be collected during the research was not shared with third parties and institutions. The data were stored on the researcher's encrypted personal computer and encrypted cloud account. In data analysis, only the data of children and parents whose consent and participation consent has been obtained were processed.

3.3 Participants

3.3.1 Mothers in the first stage of the research

A total of 840 mothers were reached during the research. The level of education and monthly incomes of the mothers were given in Table 2. Almost half of the participating mothers are university graduates. There is a small number of primary school graduates. More than half of the mothers have a monthly income of 0-2,500 TL. Mothers with a monthly income of 4,001-6,000 TL are in the second rank. The number of mothers with a monthly income of 10,001 TL or more is in the minority. In addition, household monthly income was identified by computing mother's and father's monthly income. Household income was separated in three groups as below average, average, and above average. It was considered that 69,349 TL/annually was the average, which is the annual average total household income determined by the Turkish Statistical Institute (TÜİK, 2020).

3.3.2 Children in the first stage of the research

In the first stage, a total of 840 mothers with their children in the 3-6 age group were reached by announcing the research on online platforms. In the questionnaire, the age group of the children and whether they had kindergarten experience were asked.

Descriptive findings on demographic information of children included in the study through their others was given in Table 2.

More than half of the children participating in the study were in the age group of 36-48 months. Considering the kindergarten experience, 81.2% of the children in this group have no kindergarten experience yet, 13.3% have less than 1 year kindergarten experience and 5.5% have more than 1 year kindergarten experience. Of 192 children aged 49-60 months who participated in the study, 45.3% had no kindergarten experience, 35.4% had less than 1 year kindergarten experience, and 19.3% had more than 1 year kindergarten experience. When the kindergarten experience of 61-72 months old children is evaluated, 17.4% of the children have no kindergarten experience, 30.4% have less than 1 year of experience and 52.2% have more than 1 year of preschool experience. In summary, the age group with the most kindergarten experience is 61-72 months and the least found is the age group of 36-48 months.

Table 2. Descriptive findings on demographic information of participants n

Variables	<i>N</i>	(%)
Mother's level of education		
Primary school	12	1.4
Secondary school	24	2.9
High school	169	20.1
Two-year degree	98	11.7
Institute	29	3.5
Undergraduate	417	49.6
Graduate	76	9.0
Doctoral degree	15	1.8
Mother's monthly income		
0-2,500 TL	449	53.4
2,501-4,000 TL	129	15.3
4,001-6,000 TL	164	19.5
6,001-10,000 TL	86	10.2
10,001 or more	12	1.4
Household's monthly income		
below average	176	21
average (6,000 TL)	551	65.5
above average	113	13.5
Child's age		
36-48 months	533	63.5
49-60 months	192	22.9
61-72 months	115	13.7
Child's school experience		
No experience	174	20.7
Less than 1 year	126	15.0
More than 1 year	560	64.3
Total	840	100

3.3.3 Six mother-child pairs in the second stage of the research

Descriptive information of participants in the second stage were detailed in Table 3. As seen in Table 3, five of the mothers were university graduates and one was secondary school graduate. Their monthly income varied between 0 TL and 6,000 TL. The children were all girls. Kindergarten experience periods varied. Age group was close to each other. Table 3 also provides the parental attitudes scores of the mothers and the child's reactivity and persistence scores. Forming the pairs for the second stage was based on the scores received in Parental Attitude Scale (Demir & Şendil, 2008) and Short Temperament Scale for Children-Parent Form (Yağmurlu & Sanson, 2009). The paragraph below explains how the pairs were formed based on the scales' scores.

While identifying the participants, the scores they got from the scales were evaluated and the means of the variables in Table 5 were discussed. Considering the scores of the authoritative-difficult pair, the mother was among the mothers with the highest score, getting 80 points. While the child was 5 points above the mean with 36 reactivity points, she was .05 points below the mean with 23 persistence points. Considering the scores of the authoritative-easy pair, the mother got 80 points and was among the mothers with the highest score. While the child was 6 points below the mean with 20 reactivity points, she was approximately 6 points above the mean with 29 persistence points. Considering the scores of the authoritarian-difficult pair, the mother got 41 points and placed in the top 10%. The child scored 35 reactivity points, 4 points above the mean, while 20 persistence points were 3 points below the mean. Considering the scores of the authoritarian-easy pair, the mother got 46 points and entered the top 10%. The child scored 20 reactivity points, 10 points below the mean, and 30 persistence points, approximately 7 points above the mean.

Considering the scores of the overprotective-difficult pair, the mother got 45 points, one of the mothers with the highest score. The child got 34 reactivity points, about 3 points above the mean, and 21 persistence points, 2 points below the mean. Finally, considering the scores of the overprotective-easy couple, the mother was in the top 10% with 42 points. While the child was 7 points below the mean with 24 reactivity points, she was 5 points above the mean with 28 persistence points in Table 3.

The scores in the parent attitude scale in the first stage were calculated to form the parental attitudes' categories. Parental attitudes of mothers were scored separately for each category. In the second stage of the research, authoritative, authoritarian, and overprotective parental attitudes were identified. The mothers who got the highest score separately in authoritative, authoritarian, and overprotective parental attitudes and entered top 10% were classified. For instance, if a mother received the highest score in the authoritarian parenting category, her authoritative and overprotective parenting scores were checked, and attention was paid to ensure that these scores were below the mean of those categories. Those who scored the highest in more than one parental attitude were not included in the study.

Permissive parental attitude was not included because it could not create a distinctive category meaning, mothers who have scored high in permissive subscale also received high scores in the other parental attitude subscales. Additionally, distinctive features of children's temperament would only give sharp characteristics of the nature of mother-child play. The temperament of the children whose persistence and reactivity scores were close to the mean was categorized as slow-to-warm-up. Children with slow-to-warm-up temperament were not included in the second part of the study, assuming they did not have many distinguishing features.

Table 3. Descriptive information of participants in the second stage of the research

Pairs	Mother's parenting attitude score	Mother's education level	Mother's income	Child's reactivity score	Child's persistence score	Child's age	Child's gender	Child's school experience
1. Authoritative-Difficult	80	Undergraduate	0-2,500 TL	36	23	4	Girl	More than 1 year
2. Authoritative-Easy	80	Undergraduate	2,501-4,000 TL	20	29	4	Girl	More than 1 year
3. Authoritarian-Difficult	41	Undergraduate	2,501-4,000 TL	35	20	3	Girl	No experience
4. Authoritarian-Easy	46	Secondary school	0-2,500 TL	20	30	4	Girl	No experience
5. Overprotective-Difficult	45	Undergraduate	2,501-4,000 TL	34	21	3	Girl	No experience
6. Overprotective-Easy	42	Undergraduate	4,001-6,000	24	28	4	Girl	More than 1 year

3.4 Instruments

3.4.1 Short temperament scale for children

Prior, Sanson and Oberklaid (1989) developed the scale. The scale was adapted into Turkish by Yağmurlu and Sanson (2009). In this study, it was used to determine the temperament of the children. There are 30 items and four subscales in the scale, which include intensity, rhythmicity, persistence, and mood. The study focused on the intensity of reactivity and persistence of the participating children. These features consist of items 2, 7, 8, 11, 16, 19, 20, 24, 25 and 29 for reactivity and items 5, 10, 12, 23, 27 and 30 for persistence in the scale. Parents evaluated how often the child shows the behavior specified in each item according to a 6-point Likert-type scale. The 6-point Likert-type scale consists of 6 categories: hardly ever, not often, variable-not often, variable-usually, often, and always. For example, item 10 indicates that "My child does not want to leave a play or activity that she has not completed." or item 12 indicates that "My child engages in an activity such as puzzles, jigsaws, and reading for a long time". The mother marked 1 if she thought "almost never", and 6 if she thought "always".

The mood consists of items 1, 4, 13, 15, 18, 21 and 28, while the rhythmic consists of items 3, 6, 9, 14, 17, 22 and 26. Items 1, 4, 8, 14, 17, 22, 23 and 28 are reverse coded. High scores indicate a child's high intensity, high persistence, low mood and low rhythmicity, respectively (Baydar et al., 2010). Internal consistency was .83 for authoritative, was .83 for authoritarian and was .81 for overprotective parenting.

3.4.2 Parental attitude scale

The scale was designed to determine the parental attitudes towards their children between 2 and 6 ages (Demir & Şendil, 2008). The scale includes four sub-dimensions, with "authoritative", "authoritarian", "overprotective" and "permissive" and a total of 46 items.

Mothers rated their own parenting styles according to a 5-point Likert-type scale. The 5-point Likert-type scale consists of 5 categories: never, rarely, sometimes, often, and always. Items 1, 17, 18, 24, 30, 31, 33, 34, 43 and 44 refer to permissive; items 2, 5, 6, 7, 10, 13, 14, 15, 20, 23, 25, 29, 36, 37, 38, 42 refer to authoritative; items 3, 9, 11, 19, 26, 27, 32, 35, 39, 40, and 45 authoritarian, and items 4, 8, 12, 16, 21, 22, 28, 41 and 46 refer to overprotective. For example, item 14 indicates that "I respect my child's opinions" and the mother marked 5 points in the scale for this item; this tends to be an authoritative parental attitude. Another example, item 8 indicates that "I protect my child from work that may be tiring for her" and the mother marked 5 points in the scale for this item; this tends to be an overprotective parental attitude. For the last example, item 26 indicates that "When I get angry with my child, I punish her." and the mother marked 5 points in the scale

for this item; it tends to be an authoritarian parental attitude. Internal consistency was .72 for reactivity and .74 for persistence.

3.4.3 Play cycle and play coding table

Mother-child play was observed within the framework of the play cycle. Play cycle takes play as a whole and focuses on the process rather than the outcome. When the play cycle was first introduced, six components were mentioned: metalude, play cue, play return, play frame, loop and flow and annihilation (Sturrock & Else, 1998).

However, this has been recently revised to pre-cue, play cue, play return, play frame, flow and annihilation (King & Newstead, 2020). The mother-child play cycle coding table (see Table 4) below was used (Gol-Guven, 2006; King & Newstead, 2020).

During play, this table was used to observe the behavior of the mother and child carefully and to put the observation notes into numerical data. Three observation sessions took part with each pair. It was prepared for the researcher to make effective observations and take quick notes during play. The results were also associated with the data collected from the questionnaires in the first stage.

Play cycle focuses on how the play starts, who starts and who ends the play, the interventions that will affect the course of the play and the themes that change during play. Play cue is a sign that allows the play to start with verbal or nonverbal interaction. Play return is defined as the reaction to the play cue. Play cue, which is the starting point of the play, is fed with play return. Actions that contribute to the continuation of play and affect the course of play constitute the play frame. Play frame focuses on the flow of play. The behavior of the players during play and the interaction within the play form the play frame. Themes may change from time to time throughout the play, which means that one play cycle terminates and another

initiates. Reaching the termination of a play cycle is called annihilation. The play cycle elements that can be observed during play are: Play cue, the play return, the play frame and annihilation (King and Newstead, 2020). In addition to these play cycle elements, total duration of play, the roles of the participants in the play and the frequency of play cycle were also discussed in the research.

The following example can be given for the play cycle step by step.

1. The play cycle is initiated by pointing a toy, giving a direction or asking a question. For example, the mother initiates the play by pointing at the puzzle.
2. The play partner (child) responds to this call and she also performs a play frame. For example, she asks a question about the puzzle.
3. Then the communication between the mother and child continues and they start playing with the puzzle. During play, they talk about the puzzle, ask detailed questions, imitate the animals on the puzzle, and the interest in the puzzle continues.
4. The play cycle terminates when one of the players quit playing. For example, the child's interest is directed to another toy.
5. The play cycle is over.

During online play observations, the play behaviors of the participants were noted by the researcher. In addition, the observations were recorded as video in the encrypted cloud system with the consent of the participants. These videos were used when analyzing the play behaviors of the participants. First, all the videos were transcribed, then each video and the transcript were checked together, and the play elements of the participants were given points. Play elements were given in detail in Table 5. While scoring, one point was given to the participant for each repetition of the play frame/play role and annihilation. These scores were added together and

calculated separately for each play cycle. After all play cycles were completed, the total score for each play element was reached and the participant's final score on the relevant item was calculated.

To ensure the reliability of the video analysis, video recordings were coded by an external researcher who did not know the purpose of the study. For reliability, at least 10% of the video recordings should be coded by both researchers (Haidet, Tate, Divirgilio-Thomas, Kolanowski, & Happ, 2009). In this research, there were 18 observation video recordings in total and the duration of each observation video was different. The sum of all play observation sessions of the six mother-child pairs was 338 minutes. A total of 60 minutes was coded by the other researcher, with 10 minutes of observation video from each pair, which was more than 10% of the total time. Co-coded 60-minute video observations were compared. In studies involving observational coding, the appropriate score for efficacy reliability can be accepted as $\geq .80$ (Haidet, Tate, Divirgilio-Thomas, Kolanowski, & Happ, 2009). Cohen's kappa can be used in a study with two different coders, with this measurement tool, participants code categorically. Cohen's kappa has five different assumptions. In this study, since the coders evaluate the same play observation, the second assumption, which is paired observation, was considered. The inter-rater reliability score obtained in the study was .84.

Table 4. Play cycle coding table

Play roles	Play frames	Annihilation	Frequency of play cycle	Play duration
1.instructor 2.model 3.guidance 4.partner 5.participant 6.onlooker	1.pointing to a toy 2.naming a toy 3.showing/offering a toy to the partner 4.commenting on a toy 5.giving suggestion 6.giving direction to the partner 7.asking a general question 8.asking a specific question 9.giving information/asking in a didactic way 10.using kind words 11.trying to protect play partner	1.M-M: mother initiates and terminates 2.M-C: mother initiates and child terminates 3.C-C: child initiates and terminates 4.C-M: child initiates and mother terminates	Total score of initiation and termination	Minutes in total of the three play observation

CHAPTER 4

RESEARCH RESULTS

In this chapter, the data collected during the research were analyzed and reported. The descriptive data of the participants were presented in the tables. First, the demographic information of the participants was analyzed and reported. Then, bivariate correlation was run to notice possible relationships between the variables. Detailed findings were obtained on how each variable is related to the other.

The observation notes obtained in the second stage of the research were converted into numerical data and the play behaviors among the participants were compared. The play roles and play frames of each participant were reported separately in each play cycle. In the last part, a table containing the play roles and play frames findings was shared to make the data of all participants easier to understand.

4.1 Descriptive analysis of children's temperaments and mother's parental attitudes

The children's persistence and reactivity scores determined their temperaments. In this case, the mean scores of persistence and reactivity were considered while determining the temperament of the children. Mean persistence score was 23.05 and mean reactivity score was 30.94. If the child's persistence score was lower than the mean and the reactivity score was higher than the mean, the child's temperament was considered as difficult. On the other hand, if the persistence score was higher than the mean and the reactivity score was lower than the mean, the child's temperament was considered as easy. The number of children with easy temperament was 200,

which means there were children with a persistence score above the mean and a reactivity score below the mean. On the other hand, the number of children with difficult temperament was 190, which means there were 190 children with a persistence score below the mean and a reactivity score above the mean. The scores of the remaining children could not be determined as difficult or easy temperament because they did not fit the range of the mean values, these children could be included in the slow-to-warm-up temperament type, which was not included in the study. To sum up, Table 5 contains the details of children's reactivity and persistence scores. Additionally, considering the parental attitude scores of the mothers, the authoritative mean was 73.71, the authoritarian mean was 20.77 and the overprotective mean was 31.09 as seen in Table 5.

Table 5. Descriptive statistics of children's temperaments and mother's parental attitudes

Variables	N	Min	Max	<i>M</i>	<i>SD</i>
Temperament dimensions					
Persistence	840	7	36	23.05	5.115
Reactivity	840	11	55	30.94	8.371
Parental attitudes					
Authoritative	840	25	80	73.71	5.949
Authoritarian	840	11	55	20.77	6.674
Overprotective	840	13	45	31.09	6.692

4.2 Correlations among the mothers' parental attitudes and the child's temperament

There are two independent variables in the study, namely the parental attitudes of the mothers and the temperamental characteristics of the children. Bivariate correlations were used to examine the relationship among variables.

Table 6 shows that there was a negative significant relationship between the mother's level of education and overprotective parental attitude $r = -.174, p = .000$. On the other hand, there was no significant relationship between mother's education level and authoritative parental attitude $r = .004, p = .906$ and authoritarian parental attitude $r = .062, p = .073$. There was a negative significant relationship between authoritative parental attitude and authoritarian parental attitude $r = -.384, p = .000$. At the same time, there was a positive significant relationship between authoritarian and overprotective parental attitudes $r = .160, p = .000$. Results showed that there was a positive significant relationship between mother's education level and monthly income $r = .439, p = .000$. Table 6 shows that there was no significant relationship between school experience and persistence $r = -.016, p = .649$ and reactivity $r = .021, p = .547$. Table 6 shows that there was no significant relationship between the mother's education level and the child's persistence $r = -.010, p = .776$ and reactivity scores $r = .052, p = .132$.

When children's temperament and parental attitudes were analyzed, table 8 shows that there was a positive significant relationship between authoritative parental attitude and persistence $r = .223, p = .000$. On the other hand, there was a negative significant relationship between this parental attitude and reactivity $r = -.153, p = .000$. Table 6 shows that there was a positive significant relationship between authoritarian parental attitude and reactivity $r = .336, p = .000$. On the other hand, there was no significant relationship between this parental attitude and persistence.

Finally, Table 6 shows that there was a significant positive relationship between overprotective parental attitude and reactivity $r = .234, p = .000$. On the other hand, there was no significant relationship between this parental attitude and persistence $r = .049, p = .160$.

Table 6. Bivariate correlations among variables and demographics

Variables	1	2	3	4	5	6	7	8
1 Mother's level of education	1							
2 Mother's income	.439**	1						
3 Child's school experience	-.142**	-.149**	1					
4 Authoritative	.004	-.015	.041	1				
5 Authoritarian	.062	-.005	-.384**	-.054	1			
6 Overprotective	-.174**	-.068*	.042	.160**	.159**	1		
7 Reactivity	.052	.053	-.153**	.336**	.234**	.021	1	
8 Persistence	-.010	.014	.223**	-.051	.049	-.016	.064	1

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

4.3 Mother-child play observations in detail

In this section, play observations of all pairs are discussed in detail. First, each pairs' play environment, toy preferences and play duration were provided. Then, the focus moves to the play roles and play frames of the participants.

4.3.1 Mother with authoritative parental attitude & child with difficult temperament

4.3.1.1 Play environment, toys preference and types of play and play duration

The mother and child sat on the floor and played. In the camera recording, it seems that they had large enough areas to play. There was a play mat on the floor and the toy set was sent to them. The surrounding items were positioned within the reach of the child. From the camera's point of view, the child's bed and library were also chosen according to her physical capacity. Art works made by the child hung on the wall or on the door.

Preferred toys during three play observations were the block set, soft toy (lamb), repair kit, food set and 3-piece animal completion puzzle. Only the toy truck was not preferred in any play. The play preferences of the pair were symbolic plays and imaginative plays. The child usually set up a garden, renovation or building construction scenarios in plays. In general, play transitions were linked to the previous play scenario.

The total duration of the pair's 3 play observations was 64 minutes. There have been 4 play cycles in total. The duration of the play cycles 16, 21, 15 and 12 minutes respectively.

4.3.1.2 Play roles of authoritative mother and child with difficult temperament

As seen in Table 7, the roles of authoritative mother were mostly the guidance and participant in the plays. She offered suggestions and consulted the child rather than giving directions in play. At the same time, she followed the instructions from the child with a difficult temperament and took part in plays both as a participant and a partner.

On the other hand, the child's instructor score was higher in all cycles than that of the mother as seen in Table 7. In addition, the score of being a participant was higher than the other roles. She shaped the play by giving instructions. She gave instructions by asking her mother to do as she did, at which point being a model dominated. She was very active during play, so she was not in an onlooker role.

Table 7. Play roles of authoritative mother and child with difficult temperament

	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4
instructor	2	10	4	16	3	10	4	8
model	5	7	6	8	5	4	7	4
guidance	12	4	16	5	14	4	13	2
partner	7	4	10	5	6	6	6	5
participant	7	4	16	7	11	5	10	7
onlooker	1	0	0	2	0	0	0	0

MC1 means mother's play roles in play cycle 1.

CC1 means child's play roles in play cycle 1.

4.3.1.3 Play frames of authoritative mother and child with difficult temperament

The behaviors that keep the play going and interact are called frames (King, Atkins, & Burr, 2021). As seen in Table 8, the play frame that the mother displayed the most during play was giving suggestions, and with these suggestions she became a guide in play. In addition, she was explanatory in answering questions from the child and asked detailed questions that greatly contributed to the continuation of play. The act she displayed the fewest number of times during play was trying to be protective.

The frame that the child used frequently during play was to give instructions to her mother as seen in Table 8. At the same time, she made statements about what to do about the toys they used during play. She contributed to the play by commenting on toys. While guiding her mother, she showed the toys and gave direction

Table 8. Play frames of authoritative mother and child with difficult temperament

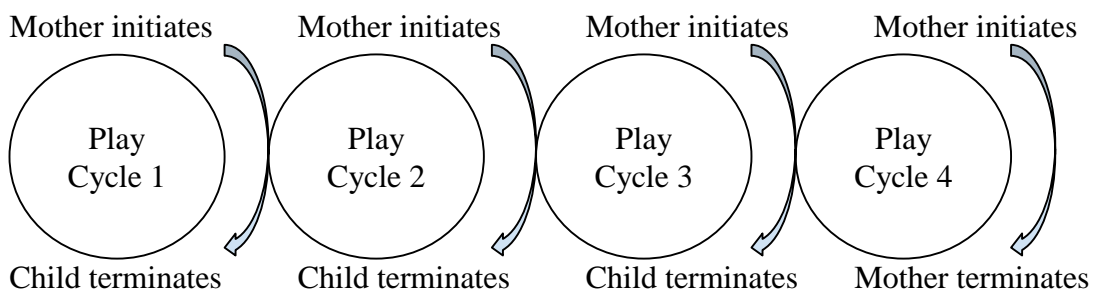
	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4
pointing to a toy	4	4	4	5	3	4	2	3
naming a toy	5	1	5	1	7	2	2	3
showing/offering a toy to the partner	2	5	2	8	3	3	4	5
commenting on a toy	9	9	12	14	10	4	5	5
giving suggestion	14	4	27	7	18	4	14	3
giving direction to the partner	4	6	5	14	5	10	3	8
asking a general question	3	2	2	4	5	2	3	1
asking a specific question	11	1	18	4	12	3	10	2
giving information/asking in a didactic way	2	0	5	1	5	0	3	0
using kind words	3	0	2	2	3	0	1	0
trying to protect play partner	2	0	0	0	2	0	0	0

MC1 means mother's play frames in play cycle 1.

CC1 means child's play frames in play cycle 1.

4.3.1.4 Play cycles and annihilation

There was a total of four play cycles during play observation. When the behaviors of starting and ending this cycle are examined, it was seen that the mother initiated the play four times and terminated it once; the child never initiated any cycle and she terminated three times.



Example of play cycle:

Mother initiates the play by commenting on the toy.

Mother: The lamb will wake up, shall we prepare food for it?

Child: Let's get it ready. Eat ice cream.

Mom: Does he want to eat ice cream when he wakes up?

Child: Yes, he would.

Mom: Ok then what about ice cream?

Child: Chicken

Mom: Chicken? Have you ever had chicken ice cream?

Child: I ate, it was very good.

Mom: Ah, how interesting. Okay, then I'll have the chicken ice cream.

Child: He laughs saying ok.

Mom: In a bowl or in a cone?

Child: Put it in that glass.

Mother: Oh, is that a glass, isn't it a straw?

Child: Yes yes, put the ice cream in this glass.

Mom: Are you sure you want chicken ice cream?

Child: Strawberry.

Mom: The purple one or the pink one?

Child: Which one is purple?

Mom: The purple one is blueberry ice cream, the pink one is strawberry ice cream.

Child: Strawberry.

Mom: Hazelnut too?

Child: Let it be.

Mom: Oh, the ice cream is melting, shall we put it in the fridge? Let it stay in the closet until the lamb wakes up, so that it does not melt.

Child: Aren't we eating?
 Mom: Let's eat, you eat too.
 Child: The lamb is waking up.
 Mother: Come on, bring the lamb with us, let's love it a little.
 Child: OK
 Mother: We prepared something to eat for you dear lamb, we made ice cream. Are you hungry?
 Child: He's not hungry. Shall we make him a dinner table?
 Mom: Okay, we can do it using these block pieces. Let these be chairs.
 Child: Do it like me.
 Mom: If we put this on it, it can stand up more solidly. Shall we put it?
 Child: Let's not put it, you do it as I showed you.
 Mom: But I don't have that piece either.
 Child: Ok then you make a chair too.
 Mom: We can make another chair, we have too many blocks.
 Child: Okay, now let's finish the table.
 Mom: What parts do you think we'll need?
 Child: These.
 Mom: Okay then I'll finish the chairs.
 Child: Lamb eating ice cream on the table.
 Mom: It was very comfortable.
 Child: Let's build a window.
 Mom: For what?
 Child: Let the lamb eat here, let's build another house and window.
 Mom: What kind of house?
 Child: Have a big garden.
 Mom: Shall we make a zoo?
 Child: Yes. How?

Child terminates the play cycle by giving direction "Let's build a window." Mother initiates the other play cycle by saying "Shall we make a zoo?"

4.3.2 Mother with authoritative parental attitude & child with easy temperament

4.3.2.1 Play environment, toys preference and types of play and play duration

The mother and child played on the floor. As seen from the camera, the room where they played was the child's room. They poured all the toys onto a playground-like floor and examined them there. There was a large enough area to play.

Preferred toys during three play observations were the block set, repair kit and 3-piece animal completion puzzle. The toy truck, soft toy and food set were not preferred in plays. They played different plays, especially with the block set.

Symbolic plays, imaginative plays and balance plays were preferred. The total duration of the pair's three play observations was 61 minutes. There were four play cycles in total.

4.3.2.2 Play roles of authoritative mother and child with easy temperament

The mother mostly assumed the role of guidance as seen in Table 9. She tried to guide the child in play with different questions and comments. In addition, she was a participant in plays as she was open to offers and suggestions from the child. She listened to the child's instructions and followed them. During play, she was open to experiencing play together, accompanying the child and occasionally taking on the role of partner.

The role that the child acquired most during play was the role of participant as seen in Table 9. She was very compliant, listened to the mother's suggestions and followed the directions. She cooperated with her mother during play and participated in play by answering her detailed questions. As the child's interest in play continued, she did not become an onlooker, but responded to the play cues from her mother.

Table 9. Play roles of authoritative mother and child with easy temperament

	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4
instructor	3	2	3	4	5	5	3	3
model	7	2	8	2	3	3	4	2
guidance	14	2	12	5	11	3	13	2
partner	9	3	11	4	7	4	8	5
participant	5	8	14	8	13	10	12	12
onlooker	0	0	0	0	0	1	0	0

MC1 means mother's play roles in play cycle 1.

CC1 means child's play roles in play cycle 1.

4.3.2.3 Play frames of authoritative mother and child with easy temperament

The most frequently repeated frame of the mother was to give suggestions as seen in Table 10. In addition, she enriched the play by asking detailed questions to the child. She commented a lot about the toys and kept the child's interest afloat. In addition, she did not show much behavior or discourse to protect the child during play.

The child was quite involved in play and made comments about the toys. Her most frequent behavior was to say something about toys as seen in Table 10. She asked questions about the use of toys and tried to use them in different ways. Meanwhile, she continued to be a participant by making new suggestions in play in line with the detailed explanations from the mother.

Table 10. Play frames of authoritative mother and child with easy temperament

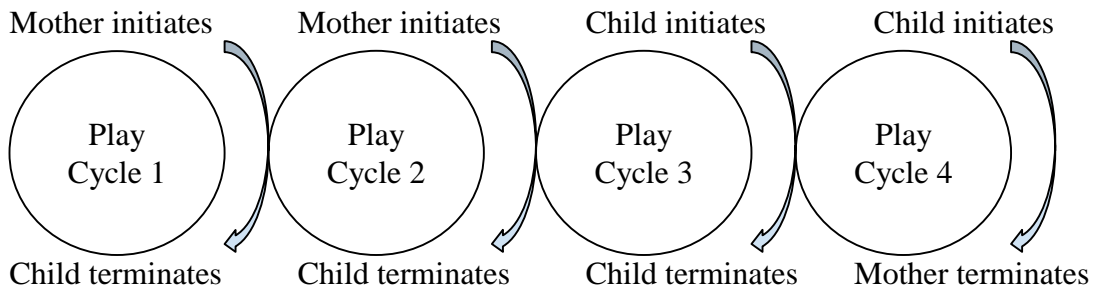
	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4
pointing to a toy	3	2	2	5	5	1	4	4
naming a toy	4	2	8	2	3	5	4	3
showing/offering a toy to the partner	4	2	5	1	2	2	3	3
commenting on a toy	10	11	9	15	11	11	8	7
giving suggestion	16	6	24	7	22	9	17	8
giving direction to the partner	7	3	8	3	3	2	2	4
asking a general question	4	2	6	2	4	3	3	1
asking a specific question	14	5	13	4	13	9	17	3
giving information/asking in a didactic way	1	0	4	0	2	1	3	0
using kind words	3	0	3	0	2	0	3	0
trying to protect play partner	2	0	1	0	0	0	0	0

MC1 means mother's play frames in play cycle 1.

CC1 means child's play frames in play cycle 1.

4.3.2.4 Play cycles and annihilation

There were four play cycles in total during the observation. When the initiation and termination were examined, it was seen that the mother initiated the play two times and terminated it once; the child initiated two times and she terminated three times.



Example of play cycle

The mother initiates the play by giving a suggestion.

Mom: Let's match the cards now shall we?
Child: Let's match first, then let's build a tower, shall we?
Mom: Sure. Let's see where the other part of the cow is? We need to complete the parts.
Child: I can't find it, where is it?
Mom: Let me see if it's there?
Child: Ah, I found it. Yes here. Where is the other piece?
Mother: Not here. Where is it? Take a good look around. under other cards.
Child: Is that the new card?
Mom: Not still looking for the same piece.
Child: I found it, here are the cow's feet.
Mom: How fast do you find it, congratulations mommy. So what do you think could be part of this monkey?
Child: Are they the same?
Mom: I think I found one.
Where is the kid?
Mom: It's like over there.
Child: Is that it?
Mother: Yes.
Child: The duck is also complete. Let's remove that too.
Mother: Did you hide the parrot?
Child: Yes.
Where is Mother? Why did you hide? Did you hide it so I couldn't find it?
Child: (answers with a laugh)
Mom: I think I found it. Do you love this play? I loved it.
Child: Yes. We find it very fast.
Mom: You're too fast. Where is this? Is this? Let me see. No darling. It?

Child: Where is the rest of the mother leaf?
Mom: Hmm, let's see. I couldn't find it, I guess. Do you want to play another play? For example, this time I'll hide the pieces, you find them, okay?
Child: Sure!
Mom: Okay now close your eyes.
Child: OK.
Mom: Open now.
Child: I couldn't find it.
Mom: Find out. I could not find it. I can't find it either. But it's here. If you want to look more carefully. In these animals. It could be here. I think you could look a little different.
Child: I couldn't find it. I am bored.
Mom: Do you want to play with other toys here? What toys would you like to play with?
Child: With the block sets?
Mom: Let's play with them then.

Child terminated the play cycle by saying that she wanted to play with another toy.

4.3.3 Mother with authoritarian parental attitude & child with difficult temperament

4.3.3.1 Play environment, toys preference and types of play and play duration

The mother and child played on the play mat on the floor. The play mat stood slightly above the ground. It took time for the child to get the toy that fell from the mat during play. The field was wide enough for play. During play observations, there was only a maximum of two toys on the mat. They played in the child's room, as seen from the camera. There was no stimulus like shapes, animal pictures or picture books for the child in the room.

They used only three toys during plays. These were the block set, the animal matching puzzle, and the soft toy. They did not use the kitchen set, repair kit and toy truck. They played the building play with the block set and they preferred the structured play with the animal matching puzzle.

4.3.3.2 Play roles of authoritarian mother and the child with difficult temperament

The child's most important role during plays was to give instructions as seen in Table 11. Then there were scenarios when the mother played the role of partner in play, saying to the child, "Let's do it together".

The role that the child acquired the most during play was to be an onlooker as seen in Table 11. She often remained silent against the instructions from her mother. In addition, she was not a very talkative child, but gave directions by pointing at a toy and making sounds.

Table 11. Play roles of authoritarian mother and the child with difficult temperament

	MC1	CC1	MC2	CC2	MC3	CC3
instructor	6	4	7	3	10	4
model	2	0	1	1	2	0
guidance	2	2	3	1	2	1
partner	3	1	3	0	4	0
participant	2	2	1	1	4	1
onlooker	1	4	0	6	1	6

MC1 means mother's play roles in play cycle 1.

CC1 means child's play roles in play cycle 1.

4.3.3.3 Play frames of authoritarian mother and the child with difficult temperament

The frame that the mother used most during plays was to give direction to the child as seen in Table 12. Since the pair's play sessions were short, the mother's instructions were also less frequent. In addition, the level of interaction with toys was higher than other frames. While giving instructions to the child, she gave directions by pointing to the toy.

The child's most frequently repeated frame was to point to a toy. She interacted with a toy using body language because she didn't talk often. In addition, she gave instructions to the mother both verbally and through body language during plays.

Table 12. Play frames of authoritarian mother and the child with difficult temperament

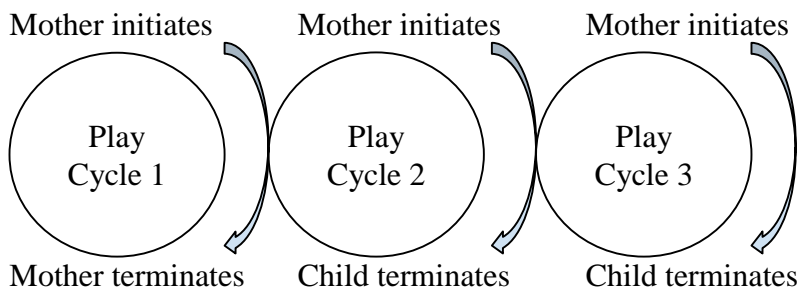
	MC1	CC1	MC2	CC2	MC3	CC3
pointing to a toy	4	9	7	8	3	8
naming a toy	1	1	2	0	1	1
showing/offering a toy to the partner	2	1	2	0	3	1
commenting on a toy	5	2	5	3	5	2
giving suggestion	2	1	3	0	3	1
giving direction to the partner	6	2	8	4	6	4
asking a general question	2	1	4	1	2	1
asking a specific question	4	1	2	0	3	4
giving information/asking in a didactic way	2	0	1	1	2	0
using kind words	0	0	1	0	1	0
trying to protect play partner	2	0	1	0	2	0

CC1 means child's play frames in play cycle 1.

MC1 means mother's play frames in play cycle 1.

4.3.3.4 Play cycles and annihilation

The total duration of the pair's three play observations is 27 minutes. There were three play cycles in total and each play observation session started and ended as a cycle, they didn't want to continue the online video call any longer and the mother turned off the camera and left the play.



Example of play cycle:

Mother initiated the play by naming the puzzle and pointing at the animals on it.

Mom: Look. But look, is this the same color as this one? Look, this is a puzzle.

Child: It's his.

Mother: But it's his head. Where is her belly? This is her belly. Wear it like this. These are her feet. Look here too (pointing to the box). Well done. Put this on too. Come on. Put this on too. Let's remove that too. stay with me. Now?

Child: That!

Mom: Where are your feet with that head?

Child: Here!

Mom: Let's see which one is this? Let's find the lion's head. Look here. Where are his feet?

Child: There!

Mom: Look at those feet. Those feet, mommy. his feet. But where is her belly? Where is her belly? Here. Plug the parts together.

Child: Mom, you wear it, mom.

Mom: You can wear it, but you can wear it.

Child: Let's not put that here.

Mom: Let me see him. Let's get him. What is this?

Child: I want to do this.

Mom: Is she the same as him?

Child: Mom give it.

Mom: Look. This is a monkey. This is the monkey's head, this is its belly.

Child: I want to do this. (Mumbling, trying to express dissatisfaction)

Mom: This is different.

Child: (sounds like crying)
 Mom: Where is his head? Look, this is the head of it.
 Child: No.
 Mom: Didn't you want to?
 Child: (trying to reach other puzzles)
 Mom: Wait, we're putting it on first. But collecting cards are. Look how beautiful it is. This is his belly, this is his feet, this is his head. Good for you.
 Child: That.
 Mom: Let's do that too. Where is that belly? Stop. Not that. Where is that belly? Where is her belly?
 Child: (trying to touch other cards)
 Mother: Don't break it, don't break it. Come. Look. What about the head?
 Child: Here.
 Mom: Give me your head. Pour it to the other side. What is this? Okay, put your feet there.
 Child: Mom, mom.
 Mom: Well done, mind you here too. Stop head off. the other way around. Look, look. Rotate this. Turn it like this. huh. Yeah. Ok. Put on your feet too.
 Child: (murmurs)
 Mother: Good for you. Ok.
 Child: Do it!
 Mom: Let's get this too. Look, this is his belly, this is his head, this is his feet.
 Child: Mom! (tapping the cards on the side)
 Mom: But look at me. We do not spoil them. We don't spoil. Come. Look, don't be bored, come.
 Look, let's do this. This head, this belly.
 Child: (interferes with the play by dealing all the cards and making a noise)
 Mother: Let it be over, let it be over. Let it be so. My mom is just a little bit more. It's almost time, mommy, take it. But let's finish these. Can't we finish?
 Child: (while playing with the box of the puzzle)
 Mom: Okay, let's finish these too.

Mother terminated the play by saying let's finish our play time.

4.3.4 Mother with authoritarian parental attitude & child with easy temperament

4.3.4.1 Play environment, toys preference and types of play and play duration

The mother and child played in a different area each time. Sometimes they played on the floor, sometimes they preferred the sofa. The playground, as seen from the camera's point of view, was the living room of the house. The mother participated in some plays by sitting in the living room chair.

They played with all the toys except the soft toy (lamb) sent to the participants. Although the child preferred imaginative plays, the mother's guidance was more limited. They mostly set up plays with cooking, building plays and animal matching puzzles. Play duration was 51 minutes and there were four play cycles in total.

4.3.4.2 Play roles of authoritarian mother and the child with easy temperament

The scores of the mother's play roles were given in Table 13. She acted mostly as an instructor during plays. The level of being an instructor was quite high compared to other roles. She also made suggestions from time to time by taking a guidance role, especially in the fourth play cycle, the guidance score has increased. The role that the mother undertook the least compared to other play roles was the a model role. In the first play cycle, unlike the others, the score of being an onlooker was higher.

The scores of the child's roles in play were given in Table 13. Her most frequent role was to be a participant, and especially in the last play cycle this score was highest. In addition, the score of being an instructor was quite high. During play observations, the most interaction occurred during the last play cycle. In general, the child's role-based scores increased in the last play cycle.

Table 13. Play roles of authoritarian mother and the child with easy temperament

	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4
instructor	14	4	10	4	20	6	24	8
model	1	0	1	1	0	0	1	1
guidance	1	2	4	2	3	2	9	7
partner	2	4	2	3	3	2	5	3
participant	2	6	2	6	3	5	3	7
onlooker	7	4	3	3	0	4	0	4

MC1 means mother's play roles in play cycle 1.
CC1 means child's play roles in play cycle 1.

4.3.4.3 Play frames of authoritarian mother and the child with easy temperament

The scores of the mother's play frames were given in Table 14. By far, the most frequently repeated play frame of the mother was giving directions to her partner.

This behavior was less observed in the first two play cycles, while the score increased in the last two play cycles. There was a parallelism between this play frame and the role of being instructor. The mother asked the child detailed questions during play. Especially during the last play cycle, it was seen that she asked more specific questions than general questions. Considering their roles in the last cycle, the score of being in a guidance role was high.

The scores of the child's play frames were given in Table 14. The most frequent frame was to say something about the toy. A remarkable detail was that this score was very high in the second play cycle. In this cycle, the mother's play frame score of commenting on the toy was also quite high. In this play cycle, there was a long dialogue between the mother and the child about the toy. It was observed that the child did not try to give information to the mother in a didactic way during play and did not act to protect her.

Table 14. Play frames of authoritarian mother and the child with easy temperament

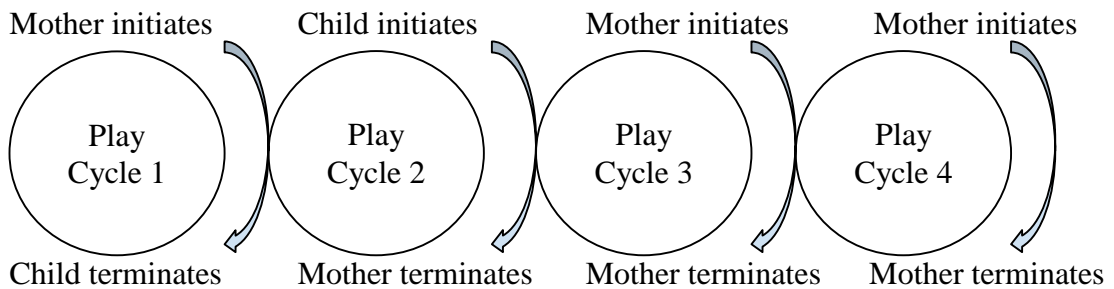
	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4
pointing to a toy	0	1	10	16	1	2	2	4
naming a toy	0	0	3	3	7	4	12	2
showing/offering a toy to the partner	2	0	0	0	0	0	1	4
commenting on a toy	5	5	14	25	8	2	7	9
giving suggestion	4	1	3	0	6	0	7	4
giving direction to the partner	12	5	15	1	32	4	29	8
asking a general question	1	1	6	1	11	2	2	0
asking a specific question	8	1	7	10	8	4	16	0
giving information/asking in a didactic way	1	0	5	0	0	0	3	0
using kind words	1	0	5	2	7	1	4	1
trying to protect play partner	0	0	0	0	0	0	3	0

MC1 means mother's play frames in play cycle 1.

CC1 means child's play frames in play cycle 1.

4.3.4.4 Play cycles and annihilation

The total duration of the play is 51 minutes. There were four play cycles in total. The mother initiated three times and terminated three times. The child initiated once and terminated once.



Example of play cycle:

Child initiates the play cycle by giving direction to the mother.

Child: Let's be a mother and I will be a child. Okay?

Mom: Okay.

Child: No, be the mother.

Mom: Okay, let me be you. Ok. Give me the tray. Let's go to eat.

Child: Where shall we go?

Mom: Shall we eat? What shall we eat, shall we eat a hamburger? Come on, come on, I'm hungry. Come on, come on. I'm hungry. Come on. Come on.

Then shall we go for a drive with you? Shall we go for a walk, mommy?

Then let's go to eat. I got hungry. Shall we go for a drive?

Child: No mother.

Mom: Why? Come on. Come on. Okay, let's do it together. Please come on.

Come on, I'm hungry, let's go to eat. Come on girl.

Child: Mom, I can't do it, you help too.

Mom: Okay, put it on this tray. Come on, my stomach hurts. Come on, it's time for dinner. Please. Come on, mom, I'm hungry. Come on. What is that?

Come on, can you put the tray here? Come on, mom.

Child: Do you want this?

Mom: What are you doing?

Child: I'm making ice cream.

Mom: Let's have ice cream after dinner, okay?

Child: I also cooked, I also made tea.

Mom: Okay, I'll have tea too. Got me ice cream?

Child: Yes, you have ice cream too.

Mom: Come on, I'm very hungry.

Child: OK.

Mom: Do it again. Come on. I am so hungry.

Child: (indicates that his toilet is coming)

Mom: Do you have pee?

Child: Yes.
Mom: Wait a minute. Is it too much?
Child: (returns to the play)
Mom: Let's cook your dinner. C'mon, I'm so hungry. What are you doing, are you making a cake?
Child: Yes.
Mom: When will it be cooked?
Child: In 5 minutes. There was also ice cream.
Mom: OK. But my stomach is hungry. Give it, give it. Come on please.
Child: Ok, I'm ready.
Mom: Come on, what happened? You couldn't make your meal. Can I drink tea until dinner? Can you give me tea? Do you make tea or coffee? Are you not hearing me?
Child: I hear.
Mom: Let's have tea with you. Give me my tea too. I am so hungry. Give me my tea.
Child: Our dinner is ready.
Mom: Give it to me. What's that?
Child: Where is the other?
Mom: You lost it. Come on, I'm so bored.
Child: OK
Mom: When are you planning to give it?
Child: It's over mom.
Mom: Are you finished? Thank God. What did you do? Is the cake mine?
Child: Here. This is food.
Mom: Shall we eat together? Sit down.
Child: I'll give it to my sister too.
Mom: Your sister will not eat. Let's have our dinner.
Child: Is it over mom?
Mom: The cake is beautiful. Come, sit down, let's eat together. Come on. come on
Child: You eat mom.
Mom: Let's go for a drive after we eat. Okay? Did you give it to me?
Child: Yes. Is this your, okay? You take this too.
Mom: Let's go for a walk after we eat. Shall we go to the park?
Child: Yes.
Mom: Why did you take my tea? Health to your hands. It's very nice. Come on, eat your food, come on.
Child: Mom, now I will serve again.
Mom: OK. OK, I'm done.
Child: Now ice cream.
Mom: Okay, my tea is finished, my cake is finished, now I can eat ice cream.
Child: Yes.
Mom: They are all very beautiful, well done.
Child: You're welcome mom.
Mom: Have you had enough?
Child: I'll bring tea, drink your tea too.
Mom: Well done, my daughter is very talented. It's very nice. Make ice cream. Okay? Child: Have you had enough?

Mom: It was great. Well done to my daughter. Come do it here if you want, do it here. Bring it here please. Don't melt. May I help?

Child: I don't think any help is needed.

Mom: No need?

Child: The ice cream fell to the floor.

Mom: Let's go for a drive after we eat our ice cream, okay?

Child: Ok done. Let's do the puzzle now.

Child terminates the play cycle by commenting on another toy.

4.3.5 Mother with overprotective parental attitude & child with difficult temperament

4.3.5.1 Play environment, toys preference and types of play and play duration

The child and mother played on the floor. The area where they played was the living room of the house. They preferred the same environment for three play observations. They played with all the toys sent to the participants. The block set was the most preferred toy during play observations. They used toys in a mixed way. Each play cycle did not have a toy of its own; instead they used an average of 2 toys together in a play cycle. A didactic frame of information was dominant in play, the mother did not ask too many open-ended questions. They preferred structured plays as well as symbolic plays. For instance, they did not go beyond the rules by playing with the animal matching puzzle. They especially played imaginative and role-playing plays with the soft lamb. Play duration was 50 minutes and there were 6 play cycles in total.

4.3.5.2 Play roles of overprotective mother and the child with difficult temperament

The mother took on the role of being a model the most as seen in Table 15. In addition, it was observed that she was often a partner during plays. The role that the

mother takes the least was the role of onlooker, but this rate was still higher compared to other mothers.

The child's most frequent role in plays was to be an instructor as seen in Table 15. In addition to this, she also took on the roles of being a model and an onlooker. From time to time, the mother was also an onlooker, and the mother's model score was high, thus the play roles of the mother and child were similar.

Table 15. Play roles of overprotective mother and the child with difficult temperament

	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4	MC5	CC5	MC6	CC6
instructor	6	10	5	4	6	8	4	9	7	8	6	4
model	9	2	14	4	10	2	13	5	9	4	11	4
guidance	3	2	4	1	6	1	9	2	3	3	6	3
partner	9	1	11	0	10	3	12	3	7	2	8	6
participant	2	2	3	1	5	1	2	3	3	2	3	2
onlooker	1	4	3	3	2	6	2	3	2	2	1	2

MC1 means mother's play roles in play cycle 1.

CC1 means child's play roles in play cycle 1.

4.3.5.3 Play frames of overprotective mother and the child with difficult temperament

Considering the play frames of the mother, the most frequently repeated behaviors were giving information to the child in a didactic way and pointing to the toy as seen in Table 16. In addition, giving instructions to the child during play and trying to protect her were also high scoring play frames. The least repeated frame of the mother in play was using kind words.

The child's play frames scores were given in Table 16. The most frequently repeated play frame of the child was giving instructions to her mother. In addition, she got involved in play by showing the toy to her mother and offering the toy to the mother. The child's play frame frequency was less than the other participants, she did not interact much during play. While the mother's play frame of protecting her play partner was quite high, this play frame was not observed in the child, at this point it differed with the mother.

Table 16. Play frames of overprotective mother and the child with difficult temperament

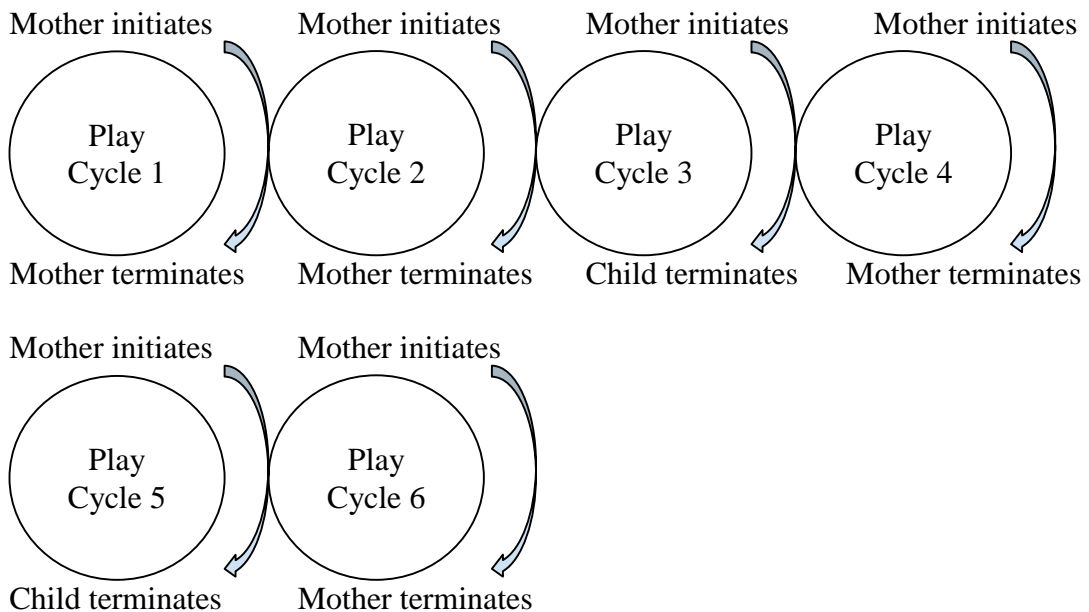
	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4	MC5	CC5	MC6	CC6
pointing to a toy	5	5	4	3	6	2	3	1	6	2	5	1
naming a toy	3	1	4	0	4	1	1	10	1	1	1	2
showing/offering a toy to the partner	1	6	6	3	6	2	5	2	3	5	6	2
commenting on a toy	4	3	3	3	5	2	4	3	3	6	3	2
giving suggestion	3	2	5	0	5	1	4	13	4	2	3	1
giving direction to the partner	6	6	4	2	3	5	3	1	6	4	4	4
asking a general question	7	3	2	2	2	3	3	2	2	1	2	1
asking a specific question	3	3	3	2	4	2	6	3	4	4	5	2
giving information/asking in a didactic way	5	0	5	0	4	0	6	0	6	0	5	0
using kind words	2	0	1	0	2	0	1	3	1	0	2	0
trying to protect play partner	3	0	4	0	6	0	4	10	4	0	5	0

MC1 means mother's play roles in play cycle 1.

CC1 means child's play roles in play cycle 1.

4.3.5.4 Play cycles and annihilation

The play duration was 50 minutes in total. There were six play cycles. The mother was always the initiator of the play and she terminated the play four times. The child did not initiate any play cycle and she terminated the play two times.



Example of play cycle

Mother initiated the play by naming the toy and giving suggestions on what they should do.

Mom: Bring the lamb here. Let's lay the lamb here, let's bring something to cover it up. Is it possible?

Child: No.

Mom: Shouldn't we cover it up? Come on, bring our lamb, let it lie down here. Then let's feed this baby with food. There are also glasses here. Isn't the lamb hungry?

Child: Drink it.

Mom: But you drink. He can't hold it. Give me one too and I'll drink it. Give it to me.

Let's see. Let's see. Well done, it's very nice!

Child: No, you put it.

Mom: What are we going to do with them now? They are hungry. Shall I put it there?

Child: (looking at camera)

Mom: She (refers to the researcher) will come, mommy. Yes, she will come. Now let's get your baby to drink water. Baby. Is your stomach full? Is he fed up? Are you laughing?

Child: Laughs.

Mom: Laughing mommy. Yes mommy. Now let the lamb follow us. We will play now. Come on. Come on, let's see. What should we do?

Child: (interests in block pieces)

Mom: Are you making a hat on the lamb's head? Shall we put that on him too? What? What color is this? Green. My mom. What color is this? My mom. It doesn't fall. What color is this?

Child: (continues to play with blocks)

Mom: Can you tell me what color this is? Blue. What is this? Red. Tell me.

Child: Red

Mom: Red. Yeah. What's this? Have a hat. Hat.

Child: Let it be.

Mom: You did it. Put the hat on the lamb's head. Oh, that's green too. Don't fall, okay, lamb? Look, I'll put it now, you count it. Come on. Let's count it.

Child: One.

Mom: Two. It's your turn.

Child: Three or four.

Mom: Six. Seven. Eight. Bravo.

Child: (looking at camera)

Mom: She (the researcher) will be here now. Let's do it again. Put it on. Shall I rank them from smallest to largest this time? What? From small to large.

This is small. Put the smallest at the bottom.

Child: (trying)

Mom: Yes you will put it here. Two blue. The lamb did not know how to count at all. You also learn a number.

Child: (trying to count)

Mom: Let the lamb listen to you. One, two, three, four, five, six, seven, eight, nine, ten. Bravo. And you say.

Child: (losing interest, looking at camera)

Mom: She will come now.

(researcher opened the camera and play observation ended)

The child terminated the play by looking at the camera a few times. The researcher opened the camera and she paused the record mode.

4.3.6 Mother with overprotective parental attitude & child with easy temperament

4.3.6.1 Play environment, toys preference and types of play and play duration

The mother and child played on a large table. The table was in the living room of the house, as was understood from their speeches and camera perspective. The physical environment they were in was the same during all play observations.

They played with all the toys sent to them except the toy truck. Role playing, symbolic and imaginative plays were predominant during plays. They preferred pretend play such as doctoring, marketing and cooking. Besides that, they made an animal matching puzzle as a structured play, but there were moments when they bent the rules while playing with this puzzle. Total duration of play was 85 minutes and there were 12 play cycles in total.

4.3.6.2 Play roles of overprotective mother and the child with easy temperament

The scores of the overprotective mother's play roles were given in detail in Table 17. The most common role of the mother was guidance. During the last play cycles, she has adopted this role more. In addition, she contributed to the play as a participant and partner. In the tenth play cycle, it was observed that the mother took on the roles of guidance and partner more frequently. This play cycle was one of the longest lasting play cycles of the pair, and they used the animal matching puzzle in different ways. On the other hand, it was observed that the mother participated in the play as an onlooker and a model.

Detailed scores of the child's play roles were given in Table 17. The play role with the highest score was the participant. She used this role more frequently, especially in the tenth and longest play cycle. In addition, she guided the mother as a guidance in play cycles. The role with the lowest score was the onlooker role; the

child interacted during play and sent signals to the mother and perceived the signals from the mother.

Table 17. Play roles of overprotective mother and the child with easy temperament

	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4	MC5	CC5	MC6	CC6	MC7	CC7	MC8	CC8	MC9	CC9	MC 10	CC 10	MC 11	CC 11	MC 12	CC 12
instructor	1	1	5	2	3	1	3	2	2	4	3	6	2	13	6	2	1	7	2	5	3	3	1	3
model	1	0	3	1	2	1	1	2	2	1	3	3	1	4	1	1	2	2	4	3	2	1	4	2
guidance	8	3	10	5	10	3	5	5	6	3	8	7	9	3	5	6	12	4	21	8	14	7	12	3
partner	1	0	5	3	3	3	2	2	3	2	4	3	2	2	4	1	3	4	8	7	5	1	5	3
participant	4	3	5	5	4	6	3	4	3	2	4	5	7	1	3	5	7	6	6	8	8	8	4	7
onlooker	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

4.3.6.3 Play frames of overprotective mother and the child with easy temperament

The scores of the overprotective mother's play frames were given in detail in Table 18. The most frequently repeated frame of the mother was to ask detailed questions. She used this frame a lot, especially in the 10th play cycle, and this cycle took longer than the others. In addition, she made suggestions instead of giving instructions during play. She contributed to the play by giving her opinion and suggestion about the toy. On the other hand, her protecting partner score was low, but this frame score was still higher compared to the frame score of mothers in other parental attitude categories.

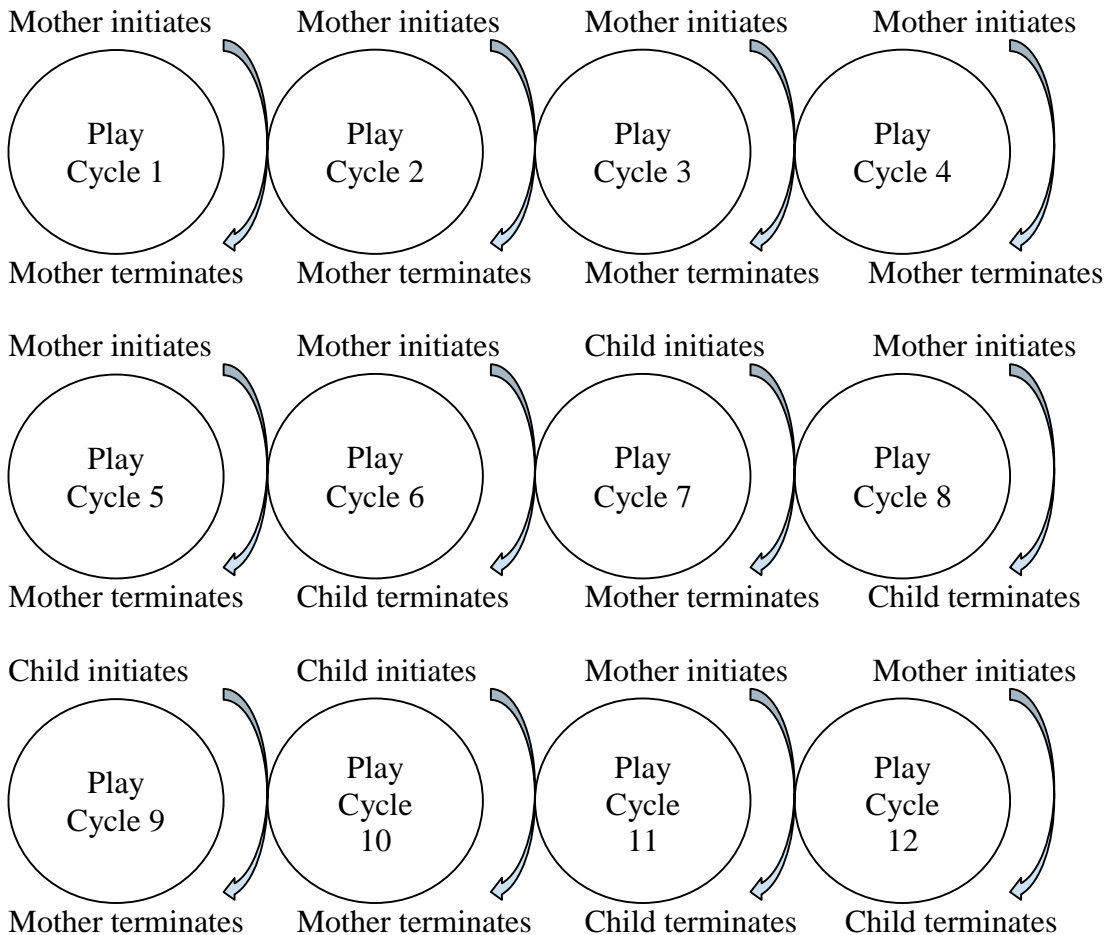
Detailed scores of the child's play frames are given in Table 18. The most common play frame was to say something about the toy. In addition, she guided the mother from time to time by making suggestions and giving instructions during play. The least repeated frames were trying to protect the mother and using kind words.

Table 18. Play frames of overprotective mother and the child with easy temperament

	MC1	CC1	MC2	CC2	MC3	CC3	MC4	CC4	MC5	CC5	MC6	CC6	MC7	CC7	MC8	CC8	MC9	CC9	MC10	CC10	MC11	CC11	MC12	CC12
pointing to a toy	1	1	4	3	0	0	2	2	1	1	2	2	1	2	5	2	5	6	11	9	3	1	11	5
naming a toy	3	1	1	1	1	2	6	5	2	1	9	1	1	1	0	0	11	9	1	1	0	0	1	1
showing/offering a toy to the partner	3	3	4	4	6	2	6	2	4	2	4	4	7	2	5	2	0	1	2	1	3	0	0	1
commenting on a toy	2	1	6	6	3	4	3	5	3	3	7	3	5	2	4	2	1	5	31	29	2	5	23	15
giving suggestion	5	1	4	2	3	4	7	6	7	4	13	13	7	6	13	6	11	5	17	7	28	16	15	3
giving direction to the partner	2	1	2	1	1	2	3	3	0	1	2	4	2	13	8	3	4	10	9	11	2	7	3	8
asking a general question	3	3	2	1	5	1	2	0	1	0	4	0	3	0	1	0	7	0	15	3	4	2	5	2
asking a specific question	0	3	6	2	3	0	6	0	10	3	15	0	19	0	11	2	20	1	44	7	18	5	28	11
giving information/asking in a didactic way	2	0	4	0	4	0	0	0	0	0	4	1	1	0	7	1	2	1	17	4	4	2	3	0
using kind words	0	0	0	0	0	1	0	0	4	1	3	0	3	1	1	0	5	0	18	0	2	1	1	0
trying to protect play partner	0	1	0	0	0	0	5	0	2	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0

4.3.6.4 Play duration and annihilation

The total duration of the play was 85 minutes, the longest play duration among the participants. Out of twelve play cycles ten were started by the mothers and two were started by the child. The cycles started by the mothers were also ended by the mothers.



Example of play

Mother initiated the play by asking a general question and taking suggestions from the child.

Mom: Which play should we start with? What should we play first?
 Child: I'm stuck here.
 Mom: Are you stuck? Come on okay. What should we play first?
 Child: Doctorate
 Mom: OK. Who are we going to examine this lamb?
 Child: Yes.
 Mom: OK. Then who is the doctor?
 Child: I

Mom: OK. Then I will come inside. Okay?
Child: Oh, be a nurse too.
Mom: OK. Then someone should bring this lamb (soft toy), will you?
Boy OK.
Mom: Then let's get started. Are you ready? Knock Knock. Who is it?
Child: We are.
Mother: Who are you?
Child: Sick.
Mom: Can we come in?
Child: You can come in.
Child: Stop, stop, stop. Let's love a little.
Mother: Doctor, the patient needs urgent treatment. Your lamb's stomach hurts. We need to inspect the box.
Child: You have a germ in your stomach.
Mom: What are we going to do?
Child: He has to stay here for five, five days.
Mother: Five days. Okay, then let's give him medicine.
Child: Serum.
Mom: OK. Let's prepare the serum then. I'll prepare the serum. This is the serum. Is it possible?
Child: Yes. Aaa, mom, I came up with a good idea, give it to me.
Mom: Are we preparing from there?
Child: Yes.
Mom: OK. Now you drink it. Let this lamb take the medicine.
Child: He's better.
Mom: Oh how quickly? I think this doctor was very good. He healed us right away. Can I go home?
Child: You can go.
Mother: Thank you. Bye.
Mom: Bye. Bye bye.
Child: Let's play now.
Mom: What shall we play?
Child: Let me be your nurse now, and you be my doctor.
Mom: OK. With this lamb again?
Child: Yes.
Mom: OK. This time you click. Okay?
Child: No, I just did it.
Mom: OK, I'll do it then.
No children. No, I will. Knock Knock.
Mother: Who is he?
Child: We are.
Mother: Who are you?
Child: Sick.
Mom: You can come in.
Child: Let's put it out, I think lamb.
Mom: OK. Aaa, what's wrong with this lamb?
Child: He has a stomachache, and he hasn't eaten for a few days.
Mother: Her face looks very pale. Is he sick?
Child: Yes. He has a lot of fire.

Mom: Then let's lower your fever first. Nurse, please help me. Prepare medicine for him with a nice vitamin. Let's heal the lamb, shall we?
 Child: OK.
 Mother: Let me examine the lamb. Let me check your ears.
 Child: I did.
 Mom: Let me see your teeth too. I guess this little lamb didn't brush his teeth last night.
 Child: Yes, I didn't brush.
 Mom: But you have to brush your teeth every day, lamb. You know.
 Child: Yes. We have to wash our faces too.
 Mother: Now you take your medicine, sister, nurse.
 Child: I did not recover.
 Mother: Oh, should we give some more medicine?
 Child: I think I just had an idea. Give me the cover.
 Mom: That?
 Child: Yes. Now let's fill it out here.
 Mom: I think we should put vitamins in it. He can get better if he takes the vitamin.
 Child: Ah! Let's put broccoli in it.
 Mother: Broccoli. Yeah. Broccoli.
 Child: Broccoli. Let's put it.
 Mother: Yes. If he eats broccoli, he can get better. Vegetables heal it. that. This much?
 Child: None of those covers. Of these. No. Yeah. Ok.
 Mother: Is the patient's vitamin ready?
 Child: Ready.
 Mom: Come on, I want to drink quickly, I need to get well soon. I will go to school.
 Child: Oh, you're so good.
 Mother: Thank you nurse. Then I'm going. Bye bye.
 Child: Let's play cooking now.

Child terminated the play by giving another play suggestion.

4.3.6.4 Play roles and frames of overall participant

Table 19 and Table 20 show the play roles' scores obtained by all participants in the second stage of the research during three play observations. Table 21 and Table 22 show the play frames' scores obtained by all participants in the second stage of the research during play observations.

Table 19. Play roles of mothers

Mothers' Play Roles						
	instructor	model	guidance	partner	participant	onlooker
Authoritative & difficult	13	23	55	29	44	1
Authoritative & easy	14	22	50	35	44	0
Authoritarian & difficult	23	5	7	10	7	2
Authoritarian & easy	68	3	17	12	10	10
Overprotective & difficult	34	66	31	57	18	11
Overprotective & easy	32	26	120	45	58	1

Table 20. Play roles of children

Children's Play Roles						
	instructor	model	guidance	partner	participant	onlooker
Authoritative & difficult	44	23	15	20	23	2
Authoritative & easy	14	9	12	16	38	1
Authoritarian & difficult	11	1	4	1	4	16
Authoritarian & easy	22	2	13	12	24	15
Overprotective & difficult	43	21	12	15	11	20
Overprotective & easy	49	21	57	31	60	1

Table 21. Play frames of mothers

Mothers' Play Frames												
pairs	participant	pointing to a toy	naming a toy	showing/offering a toy to the partner	commenting on a toy	giving suggestion	giving direction to the partner	asking a general question	asking a specific question	giving information/asking in a didactic way	using kind words	trying to protect play partner
Authoritative & difficult	mother	13	19	11	36	73	17	13	51	15	9	4
Authoritative & easy	mother	14	19	14	38	79	20	17	57	10	11	3
Authoritarian & difficult	mother	14	4	7	15	8	20	8	9	5	2	5
Authoritarian & easy	mother	13	22	3	34	20	88	20	39	9	17	3
Overprotective & difficult	mother	29	14	27	22	24	26	18	25	31	9	26
Overprotective & easy	mother	46	36	44	90	130	38	52	180	48	37	9

Table 22. Play frames of children

Children's Play Frames												
pairs	participant	pointing to a toy	naming a toy	showing/offering a toy to the partner	commenting on a toy	giving suggestion	giving direction to the partner	asking a general question	asking a specific question	giving information/asking in a didactic way	using kind words	trying to protect play partner
Authoritative & difficult	child	16	7	21	32	18	38	9	10	1	2	9
Authoritative & easy	child	12	12	8	44	30	12	8	21	1	0	0
Authoritarian & difficult	child	25	2	2	7	2	10	3	5	1	0	0
Authoritarian & easy	child	23	9	4	41	5	18	4	15	0	4	0
Overprotective & difficult	child	14	7	20	19	9	22	12	16	0	0	0
Overprotective & easy	child	34	23	24	80	73	64	12	34	9	4	2

CHAPTER 5

DISCUSSION

In this chapter, the findings are discussed in the light of the current literature. First, a general discussion is made on the findings and outputs are evaluated. The relationships between mothers' parental attitudes, parental attitude and demographic information, child temperament and demographic information, and mother's parental attitude and child's temperament were explored. The results are discussed, and inferences are made. Limitations, implications, and suggestions are presented.

Second, participants' play roles, play frames and the whole play cycles are discussed regarding mothers' parental styles and children's temperament. In the study, two child temperaments (i.e., easy and difficult) in relation to mothers' parental attitudes are discussed. As a result, when the child's temperament remained the same, it is mentioned how the play behaviors of mothers with different parental attitudes shaped play. Since the number of participating pairs is six, each pair is discussed in detail within its own limits, rather than reaching a general conclusion about the groups represented by the pairs. In this sense, the play frames of different parental attitudes with children with different temperaments are examined within the scope of the literature.

5.1 Discussion on the relational findings

5.1.1 Relationships among parental attitudes

There was a positive relationship between the mother's overprotective parental score and the authoritarian parental score. In other words, if the mother is overprotective, she also tends to display an authoritarian attitude. Authoritarian parental attitudes

include punishing, directing, and disregarding the child's decision. Overprotective parental attitude can interfere with the child's decision, preventing her from making responsible decisions and using self-management skills. Considering social and emotional learning skills, it is very important for a child to participate in decisions and social life to develop self-management and self-awareness skills (Gagnon et al., 2013). If the parent makes decisions without negotiating and consulting with the child, this may adversely affect the child's other social and emotional learning skills, such as establishing positive relationships, communication skills, and social awareness. The mother's punitive attitude may adversely affect the child's ability to be an independent individual if the mother does not listen to suggestions from the child or is not open to negotiation. Straus and Paschall (2009) state that the more the parent exhibits a punishing attitude, the less likely the child is to engage in cognitive and behavioral control methods, such as commenting on something in the environment that is new to her. On the other hand, displaying parental attitudes suitable for the child's temperament contributes to the child's autonomy and positively affects the child's development.

Another finding of the study was the negative correlation between parents' authoritative and authoritarian attitudes. In other words, when the authoritarian attitude of the parent increases, the probability of having an authoritative attitude decreases and vice versa. This negative correlation was also confirmed by the play behaviors. During play, the mothers who were identified as authoritarian gave instructions without taking children's ideas into considerations. They were less likely to make suggestions which are the features of authoritative parenting.

The literature shows how children are being affected by their parenting attitudes. Authoritative parents are more accepting of what their children say and do

than other types of parents. They also respect the child's decisions, as it supports the child's ability to act independently (Baumrind, 1966, 2013a; Baumrind, Larzelere, & Owens, 2010). When the mother does not accept or reject the child's suggestions and ideas, the child's self-expression skills may be negatively affected. In addition, the child's ideas should be sought out and an authoritative attitude should be displayed to develop the child's cause-effect relationship, strategy development, and problem-solving skills during play. Mothers with an authoritarian parental attitude are less likely to be the role models for their children and guide their children; on the contrary, they may interfere with play and change its flow. To exhibit play behaviors appropriate to the child's interest and needs, mothers need to display a more authoritative parental attitude instead of being authoritarian. Clearly, children's social competences are affected both by their own temperament and by the attitudes of their parents. When children's temperaments and mothers' parenting attitudes come together, it can be predicted that play behaviors may change, as attitudes in daily life can change (Gagnon et al., 2013).

5.1.2 Relationship between parenting styles and mothers' demographic information

Considering the relationship between the mother's education level, mother's monthly income and parental attitudes, when the mother's education level and monthly income increase, the attitude of being overprotective decreases. In the overprotective parental style, parents protect their children from both physical and psychological difficulties. In this case, children exposed to an overprotective parental style may develop less responsible decision-making, risk-taking and problem-solving skills.

As the education level of the mother increases, she might be equipped with the skills to guide and support the child's actions. Parents with a high level of anxiety

may also have a low level of self-efficacy which in turn may reflect on the child. As the education level of the mother increases, the possibility of establishing a cause-effect relationship between situations and accepting the child as an individual may increase. In this case, instead of overprotecting the child, the mother may display behavioral patterns that will support the child's self-awareness. For children to solve their own problems, take risks and make decisions, their self-efficacy and self-awareness levels should be high. In this case, the child can be more free due to the decreasing protective attitude as the education level of the mother increases. How mothers' parenting and children's temperament play a role in interaction was shown in the current study's findings.

5.1.3 Relationships between children's temperament and children's demographic information

The relationship between the children's school experiences and their temperament scores showed no significant correlation. Since more than half of the children participating in the study had no kindergarten experience, there may not have been any correlation. Although temperament characteristics are an innate and hereditary factor, environmental factors are also very effective in shaping temperament. Parental attitudes and peer relationships may come first in environmental factors. At this point, when children have school experience and establish relationships with their peers in the following years, a significant relationship may emerge between children's temperament and their school experiences.

Considering the relationship between the child's school experience and the mother's parenting attitude, there is a significant positive relationship between the mother's overprotective parenting score and the child's school experience. In other

words, as the child's school experience increases, the mother's overprotective behaviors increase. In another study, it was mentioned that high academic expectations of overprotective parents may put pressure on children to prepare themselves with academic knowledge and skills (Rauf & Bakar, 2019). Compared to other parenting attitudes, overprotective parents may engage in behaviors such as preparing their children for kindergarten and performing well at school in daily life, compared to other parenting styles (Spera, 2005). Considering their play behaviors, they may prefer play that has academic anxiety and aim to provide didactic information to the child. They may prefer more structured play by avoiding imaginary and symbolic play. This situation may increase as children gain school experience and they may give more weight in their play to the knowledge and skills they have acquired at school (Lareau, 2011).

5.1.4 Relationships between parental attitudes and children temperament

In this study, there is a positive relationship between the mother's overprotective scores and the child's reactivity scores. In other words, when the mother's overprotective scores increase, the child's reaction to situations also increases. On the other hand, the mother's overprotective attitude may weaken the child's risk-taking and achievement skills which in turn may cause the child's self-confidence to decrease. The child, who can be easily affected by the negative situation, might have intense feelings of sadness, shame or humiliation in the face of failure. As a result, this situation can reduce the child's self-esteem (Gagnon et al., 2013).

Another finding in the study is the positive significant relationship between the mother's authoritarian parenting and the child's reactivity. In other words, when the mother's authoritarian and dominant behaviors increase, the level of the child's

reactions to situations also increases. In this case, as in the transactional model, the temperament of the child and the behavior of the mother affect each other. The child's compulsive behaviors and intense reactions can make the parent more anxious, angry, and dominant. On the other hand, decreasing the mother's authoritarian behavior may decrease the child's reactivity level (Sameroff, 2009).

Another finding from the research is the significant relationship between authoritative parenting and child temperament. There is a positive significant relationship between the mother's authoritative parenting and the child's persistence. Related literature shows that when parents of reactive children exhibit less authoritarian behaviors, negative play behaviors decrease (Gagnon et al., 2013). On the other hand, persistence score corresponds to the ability of the child to focus, to be persistent and not to give up. The results of the study show that when the mother exhibits a parenting attitude by listening to the child and guiding the child in line with the child's interest and needs, the child also fulfills her responsibilities better, does not get bored immediately and can keep her attention on the thing she is interested in. In another study, it was determined that fathers' authoritative attitudes were more effective in children's persistence scores. The father's caring, sensitive and reasonable approach contributes to the child's ability to finish a task she has started and to focus on what she is doing (Padilla-Walker, Day, Dyer, & Black, 2012). On the other hand, there is a negative significant relationship between authoritative parenting and reactivity. Reasonable attitudes of the mother and being the person who gives suggestions, listens, and accompanies in daily life positively affect the child's temperament. In the differential susceptibility hypothesis model, the child's reactivity varies according to the positive or negative attitude of the parents. In particular, children with a high level of reactivity are very affected when they

encounter negative parenting attitudes, and they show extremely positive development because of the exposure of positive parenting attitudes (Belsky & Pluess, 2009).

5.2 Mother-child pairs' play behaviors based on parental attitudes and child temperaments

5.2.1 Child with difficult temperament and each of parental attitudes in plays

5.2.1.1 Mother with authoritative parental attitude

Total play duration of the authoritative-difficult pair was 64 minutes and there were four play cycles in total. The most frequent play roles of the mother were to be a guidance and a participant during plays. She responded to the child's instructions by taking a participant role when the child had too many instructions. She played almost no onlooker roles, she was quite open to the signals and directions from the child. The literature states that the authoritative parental attitude is a parenting style that explains to the child and responds to the child's needs (Miklikowska & Hurme, 2011). In this sense, the mother's play frames were in line with the child's need for play. Although the child has a difficult temperament, the mother's supportive and participatory play frames contributed to the child's continued play. When the child's persistence level decreased during play, the mother managed to keep the child active by including an element of fun in play.

Considering the play frames of the mother, it was seen that she often gave suggestions during play. Parents with an authoritative parental attitude are inclined to exhibit the behaviors of offering alternatives and giving the child the right to choose to develop the child's responsible decision-making skills (Miklikowska & Hurme, 2011). Moreover, the mother tried to deepen the play by asking specific questions to

the child. By asking detailed questions in line with the child's interest and current focus, she increased the time that the child could stay in play even if the persistence score was low. On the other hand, the least used play frame was to protect the child against a challenge. She acted in accordance with authoritative parenting by supporting the child's responsible decision-making skills and ability to solve the problems she encounters during play. However, she did not use positive reinforcement or kind words. It would be effective to give positive reinforcements during play to increase the child's self-worth, self-esteem and self-confidence.

When the child's play roles were evaluated, the most frequent one was the instructor role. Model and participant roles come second and third. Her least observed role was to be an onlooker. She may have preferred to be an onlooker at least because she was open to interaction with her mother and expressed her own views. She directed the flow of play by telling her mother what they would do during play session. She did not accept the new scenarios she encountered at first, but then accepted them gradually with the guidance of her mother. The reason for this situation can be considered as the high reactivity score and the high probability of reacting intensely to new situations.

The most frequently repeated frames by the child were giving directions to the play partner and commenting on the toys. The child changed the flow of the play by giving directions. In addition, although her persistence score was low, the child exhibited the behaviors of making sentences about toys and showing them during play when toys caught her attention. Due to the supportive attitude of the authoritative mother, it was seen that the child interacts more than the other pairs who match the difficult child. In addition, the behavior of trying to limit the child's exposure to challenging situations, which was not observed in the other mothers, was

repeated more frequently by the mother. For example, she used phrases such as "You have to be careful when unpacking the toy, don't hurt your hands" and "This screwdriver is not real, we are not playing with the real one".

Considering the choice of toys used during plays, it was observed that the mother offers all the toys to her child. The child then decided which toy she wanted to play with. In line with these choices, the mother adapted to the child and became a participant. The mother's creation of imaginative plays attracted a lot of attention from the child. They built a garden, a dining table, a pool and an animal farm using the blocks. In general, the mother gave the suggestions, but the child accepted these suggestions and continued to play. While giving play instructions, the child also acted as a role model for her mother, as the mother was the role model for her. The mother listened to the child's suggestions and did those suggested actions; this contributed to the child's feeling of being listened to in play. Authoritative parental attitude respects the child's decisions and accepts her feelings and thoughts (Steinberg, Lamborn, Dornbusch, & Darling, 1992). On the other hand, it was observed that the mother was insistent on her own suggestions from time to time. In this case, the child adapted to the mother if she accepted the mother's proposal, but at the point when the child did not accept the proposal, the mother adapted to the child. As a result, when the authoritative mother and the child with a difficult temperament came together in play, the play took a long time because the mother was sensitive to the child. The play continued with the questions asked by the mother to the child, suggestions based on imagination, and behaviors in symbolic plays. In a separate study, the relationship between children's playing time and their social and cognitive levels was investigated. According to the results of the research, it was determined

that children who can establish social relationships have longer play times (Christie, Johnsen, & Peckover, 1988).

When the initiations and terminations of play cycles are considered, play cycles were generally started by the mother and the child ended it. Play cycles ended as a result of the change in the child's needs and interests. For example, one play cycle was about eating fruit, this play cycle ended because the child was physically very active and wanted to grapple with her mother. The mother started the next play cycles, and the play cue was usually "Which toy would you like to play with?"

5.2.1.2 Mother with authoritarian parental attitude

Total play duration of the authoritarian-difficult pair was 27 minutes and there were three play cycles in total. There was less communication and interaction between the mother and the child compared to other pairs. Considering the mother's roles in play, she was mostly in the role of instructor and then as a partner. Although the mother sometimes participated in play as a partner, she generally tried to continue playing with her own instructions. In an authoritarian parental attitude, the parent's own wishes and interests are more dominant, and the parent expects the child to fulfill these requests. At the same time, the parent avoids using explanatory and reasoning sentences. In this play observation, it was observed that the mother gave instructions to the child but did not ask her questions. In other words, she gave directions rather than listening to the child's suggestions during play. Parent's guiding questions during play, suggestions that increase the imagination of the child and prompt her to think symbolically are very important for the quality of the play. However, the authoritarian mother preferred to ask more closed-ended questions during play.

When the play frames of the authoritarian mother, matched with the difficult temperament, were examined, it was determined that the most frequently repeated behavior was giving directions. In addition, she was involved in play by pointing at the toys and commenting on the toys. It was usually the mother who guided the child and made the decisions in play while showing or commenting on the toys. When the roles of the difficult child with authoritarian parental attitude were examined, the mother was seen that she was mostly the instructor.

It was observed that the child did not communicate verbally often and used body language during play. The child's most frequently observed role in play was to be an instructor. Considering that the mother also exhibited the instructor attitude, there were small-scale conflicts during play. In addition, the child's persistence level in play was quite low.

Considering the choice of toys used, the child was not given much choice. Only three different toys were used during play sessions, the minimum number of toys among all participants. In addition, structured plays were performed with selected toys.

Considering the initiation and termination of the play cycles, there were three different play cycles in total. The mother started each of the cycles and the child finished it. When starting the play, the mother started with an instruction such as "Let's build a house with this". The mother did not pay much attention to the child's interests and needs at the beginning. While the mother's responsiveness level was low, her demanding level was quite high. When the child lost interest in play, she usually ended play by scattering the toys around (tower, animal matching puzzle etc.). The child's reactivity level was high, and the child behaved reactively. Because the child had high reactivity score, it was observed that the child with an

authoritarian parent took on the role of instructor more and gave direction frame during play cycles. This affected the quality and duration of the play, the shortest playing time belonged to this pair. Since the child did not communicate much verbally, she tried to express herself with body language, which sometimes led to compulsive behavior. In the literature, one of the main factors that cause children's compulsive behaviors is poor language development and communication skills (Jansen et al., 2020). Play lasted a total of 27 minutes and was the shortest playing time among the pairs.

5.2.1.3 Mother with overprotective parental attitude

Total play duration of the overprotective-difficult pair was 50 minutes across six play cycles. The roles that the mother undertook the most during plays were being a model and being a partner. She often used sentences like "you do it like me". She did not give the child enough opportunities to think independently and act freely. She gave instructions for play in her own way. Considering the play frames of the mother, the most frequently repeated behavior was trying to give information to the child in a didactic way. For example, she asked the colors of the toys and their English correspondences. She frequently asked her to count 1, 2, 3 in play. They counted the puzzle pieces together.

When the child's play behaviors were examined, it was determined that she gave instructions to her mother and communicated by showing the toy to her mother during play. In addition, she was either the one who gave instructions in play cycles, or she acted as an onlooker by being silent about what the mother said. In the scenarios she gave instructions, the mother assumed the role of partner, reinforcing

what the child said by saying "let's do it together". Overall the child did not communicate much during play.

Regarding the toys used during play, the mother had various directions about the use of toys. The toys were scattered on the floor and the mother did not have her child take actions such as unpacking the toys. Subject to an overprotective parental attitude, a child can be prevented from taking responsibility and facing any failures by the parent. In this pair's play behaviors, it has been observed that the mother constantly prevented the child to play by taking small risks. The mother made an effort not to collapse the tower that the child built using the block set. For example, while she was playing with the stuffed lamb, she used sentences such as "it's evening now, she has to go home".

Considering the initiations and terminations of the play cycles, it has been observed that the mother generally both initiates and ends play. There were six play cycles in total, four of which were started and finished by the mother; the mother started the remaining two, and the child finished them.

5.2.2 Child with easy temperament and each of parental attitudes in plays

5.2.2.1 Mother with authoritative parental attitude

Total play duration of the authoritative-easy pair was 61 minutes and there were four play cycles in total. Considering the authoritative mother of the easy temperament, it has been observed that the mother frequently takes the roles of guidance, partner and participant in the plays. Compared to the authoritative mother of the child with a difficult temperament, more partnership was built during play, which can be attributed to the easy temperament of the child and the quicker adaptation to the mother's suggestions. On the other hand, the authoritative mother of the difficult

child used more imagination, symbolic play, and humor during play; this mother was more involved in play by asking detailed questions about the toys.

The most frequently repeated play frames of the mother were asking detailed questions during play and making suggestions. During play, she made suggestions without directing the child, only by expressing her opinion. When she asked detailed questions, she continued to play in line with the answers given by the child to these questions. In this case, she continued to ask questions to meet the child's interest and needs in play. She tried to enrich the play by talking about the toys. Her less observed behavior was trying to protect the child from any challenge during play, saying kind words to her and giving information in a didactic way.

Considering the child's roles in play, she has the highest score on the role of partner. She showed a participatory attitude in play in response to her suggestions and questions, since she was open to the mother's guidance. In addition, she was also a partner to the mother in play by presenting her ideas and suggestions. The child's the least shown role is to be an onlooker since she was active in play, she received the signals from the mother, and she sent play cues to the mother. Compared to the difficult child who was matched with an authoritative mother, it is determined that she takes on less instructor and more participant roles.

When the child's play frames were analyzed, the most frequently repeated frame in play was to talk about the toys. This frame can be an indicator for why the child was a participant in play and shared her ideas about the toys presented to her. In addition, she made suggestions to the mother during play cycles. The mother's acceptance of the child's suggestions may encourage the child to generate more ideas and be creative in the play.

The toys they used in their play were usually open-ended toys (e.g., soft toy and block set). They preferred symbolic and pretend plays. While the child was unpacking the toys, the mother did not interfere too much, she asked the child which toy she wanted to play with. She explained the animal matching puzzle and waited for the child to discover the toys. Considering the initiations and terminations of the play cycles, it has been observed that the mother generally both initiates and ends play. There were six play cycles in total, four of which were started and terminated by the mother; the mother started the remaining two, and the child terminated them.

Unlike the other participants, this pairs' play environment was not the child's room, their plays took place in the hall of the house. While the mother is sitting on the sofa in some play cycles, the child is on the floor in the others. Their preferred toys are the block set, kitchen set, toy repair kit and animal matching puzzle. The mother and the child mostly preferred symbolic play, but the mother could not give her full attention to play in parallel with her child most of the time. It was usually the mother who initiated and terminated play cycles.

5.2.2.2 Mother with authoritarian parental attitude

Total play duration of the authoritarian-easy pair was 51 minutes and there were four play cycles in total. Considering the play roles of the mother, who pairs with the easy child, it was seen that the role of the instructor was assumed by mother most often. The second most common role played by the mother was being a guide. Compared to the other mother with an authoritative attitude and child with different temperament, the role of being an instructor was more frequently observed in the mother.

Considering the play frames of the mother, it was seen that she mostly gave instructions and asked detailed questions. A surprising result is that this mother has

the highest score on using kind words among all participants. While using many kind words is a positive reinforcement for the child's self-esteem, it may not be a positive behavioral reinforcement for the mother to say "well done" in every situation which the child acts. During play, the mother constantly used sentences such as "my daughter does it, well done".

Considering the play roles of the child, it was seen that she has a participant role in general. On the other hand, the instructor score is quite high compared to other children with easy temperament. Even if the temperaments are the same, different temperamental characteristics may have affected this result.

When the play frames of the child were closely evaluated, the scores of talking about the toys and giving instructions were high. Although the child has an easy temperament, the score for giving instructions is quite high compared to other children with an easy temperament.

5.2.2.3 Mother with overprotective parental attitude

Total play duration of the overprotective-easy pair was 85 minutes and there were twelve play cycles in total. Considering the play roles of the mother, the mother has the highest guidance score in overall mothers. In addition, she took part in play as a participant. She both listened to the suggestions from the child and made suggestions regarding the needs and interests of the child during plays. Despite the positive relationship between the overprotective and authoritarian parenting styles in the research results, the play roles of this mother are closer to the authoritative parenting style.

When the play frames of the mother are examined, the highest score is asking detailed questions during play. These questions were generally open-ended

questions. The usual second following frame is making suggestions during play cycles. One of the biggest reasons for the long play time can be interpreted as the mother's adding depth to play with her questions and keeping the child in play by making different suggestions. There was a lot of interaction between mother and child in each play cycle, although there were more play cycles in total. The questions asked by the mother increased this interaction, and the child shared her own ideas. Although there are many play cycles, almost a single toy was used in almost every play cycle and this toy was used in different ways. For example, they matched the puzzles, imitated the animals on the puzzle and matched puzzle pieces in different ways.

When the child's play roles are examined, it is seen that she has the highest score in being a participant. She expressed herself more in play and expressed her needs. During play, she kept her presence by giving instructions and suggestions.

When the child's play frames are examined, commenting on the toys has the highest score. In addition, interestingly, she exhibited both directive and suggestive behaviors. During play, the child frequently asked questions in response to the mother's open-ended questions. There was mostly equal participation in play.

This mother-child pair has the longest playtime and the most play cycles. During play, many questions were asked that fed off each other. They used the same toys in different scenarios. For example, they used animal matching puzzles in different ways, such as imitating animals, forming the most creative animal, guessing animals according to their puzzle parts, and finding the missing animals on the table. In addition, they preferred pretend and symbolic play.

Regarding to the play environment, the mother and the child were in the same spot during play. When the initiation and termination of the play cycles were

evaluated, it was seen that the mother was dominant. The mother's overprotective attitude may also affect her attempt to take control at the point of starting and ending the plays.

This study focused on changing play roles and play frames in the mother-child play when mothers with different parental attitudes and children with different temperaments came together. The relationship between mothers' parental attitudes and children temperament was observed in mother-child play. In addition, it was investigated how children with the same temperament reacted when faced with different parental attitudes during play. It has been observed that mothers with the same parental attitude, regardless of the child's temperament, exhibited similar play behaviors. For example, authoritative mothers made suggestions and asked questions during play. Authoritarian mothers were in the position of giving directions. Finally, overprotective mothers tended to be the initiator and terminator of play cycles. On the other hand, it is important for mothers to exhibit parental attitudes appropriate to the child's temperament. For example, it is expected that the mother who exhibits an authoritative attitude to continue to display an authoritative attitude towards a child with a difficult temperament. In addition, the mother, who exhibits an authoritarian attitude, should move away from the authoritarian attitude, and display an authoritative and sensitive attitude, even if the child's temperament is difficult or easy. If the child of an overprotective mother is a child who expresses her opinions, makes suggestions, and takes responsible decisions, then the mother should adjust her attitudes by considering the child's temperament (Selçuk & Kırış, 2020).

Finally, total duration of play observation in children with the difficult temperament were shorter than the children with easy temperament. When a child with a difficult temperament and an authoritative parental attitude played together,

play cycles lasted longer compared to the parent with an easy temperament and an authoritarian attitude.

5.3 Overall discussion on relationships among parental attitudes, children temperament and demographic information

Regarding parental attitudes and children's temperament, mothers in authoritative-difficult and authoritarian-easy pairs most frequently repeated the role of guidance. In this case, the authoritative parent or the child with easy temperament adjusts to her partner's instructions during play. Additionally, there was not much difference in play frame scores. Furthermore, both mothers in authoritarian-difficult and authoritarian-easy pairs most frequently repeated the role of instructor. However, when the play role scores were evaluated, the instructor score of the mother with easy children was clearly higher. The child with the difficult temperament may have difficulty accepting the instructions given by the mother. This statement is also applicable for the child with the easy temperament who followed the instructions more. When the play frame scores were evaluated, it was found that the mother with an easy temperament child gave instructions more frequently and used more kind words during play. Since children learn by taking role models, kind words that the mother can use during play can be a learning experience for the children, it is important to provide feedback and positive reinforcements during play to support the child's social and emotional development (Hardy & McLeod, 2020). Finally, while the mother in the overprotective-difficult pair played the role of modeling most frequently, the mother in the overprotective-easy pair most frequently repeated the role of guidance. While playing with the child with a difficult temperament, the mother may have had to be a model more because the child's persistence score was

low, and she may have experienced difficulties to focus on play. When the play frame scores were evaluated, the mother of the child with easy temperament asked specific questions more frequently, while the mother of the child with difficult temperament displayed protective behaviors more frequently.

Regarding the demographic information, educational levels of mothers and their monthly income may have a role in their play behaviors. For example, the mother in the authoritarian-difficult pair was a university graduate, while the mother in the authoritarian-easy pair was a secondary school graduate. The most common role they took in play was to be instructor, but the secondary school graduate mother's giving instruction score in play frames was higher by far. Another example, in overprotective-difficult and overprotective-easy pairs, both mothers were university graduates, but the mother of the difficult child had a lower monthly income. In the research findings of the first stage, a negative relationship was associated between the mother's education level, monthly income, and overprotective parenting. The protective play frame of the mother with a higher income in play was less frequent compared to the mother with a lower income.

To sum up, it has been concluded that mothers' parental attitudes had an important role in the flow of play. Additionally, children's temperament changed the way of play. Then, it can be deduced that the interaction between the mother and the child may cause the differences in play. Even if the children's temperaments are the same, the changing parenting attitudes of the mothers might make a difference in the play behaviors of the children. The next section presents the limitations encountered in reaching these findings. Additionally, recommendations for future work on how the findings might be used are provided.

5.3.1 Overall discussion on macrolevel dimensions

Social, cultural, and economic factors affect parental attitudes (Clark, 2020). The knowledge that parents have gained until they have children, their experiences, their observations and what is imposed by the society may vary. In addition, the parental attitudes that the parent sees from their own parents are also important in their relationship with their child. Parenting is not an innate trait and is a learned relationship pattern (Clark, 2020). In this sense, one of the main factors feeding the parent-child relationship is parenting knowledge. Parenting knowledge can be learned and changed over time and is reflected in parenting behaviors and practices (Bornstein & Bradley, 2012). For example, a parent who knows more about their child's temperament can take steps to understand their child's behavior, respond appropriately to her child's needs, and act in accordance with her child's temperament. On the other hand, parents who have less knowledge about child temperament may make negative comments about their child or label their children's behaviors instead of observing them (Bornstein & Bradley, 2012).

Parents' educational level and parenting knowledge, as well as their socio-economic status, can affect their parental attitudes and play behaviors (Clark, 2020). For example, the mother with a high income played with her child the longest and was quite prepared for the child's developmental level despite the child's difficult temperament. In addition to the mother's authoritative parental attitude, the room's suitability for the child's needs may have affected play. For example, when the child stopped playing with the toys, there were different materials in the room that could attract her attention and keep her in play. On the other hand, the mother with a lower socio-economic status played with her child in the living room of the house; the child did not have her own space, and the duration of play was relatively shorter. In this

case, it seems that multiple factors affect mother-child play. As a result, there are various elements that can affect the flow of play, such as mother's education level, socio-economic income level, parenting knowledge, child's temperament, and physical environment (Clark, 2020).

CHAPTER 6

CONCLUSION

In this chapter, limitations, implications, and suggestions are presented. First, the limits encountered during the research are discussed. A general evaluation is made by considering the strengths and weaknesses of the research. Then, suggestions for future work in various contexts are presented. By using the research findings, some suggestions are made for researchers, families, schools, and policymakers.

6.1 General conclusion on findings

Based on Sameroff's model, factors such as parental attitudes with proximal influences, parent's education level and parenting knowledge are expected to affect mother-child play. In addition, when the concepts of nature and nurture are considered, the innate temperament characteristics of the child also affect the mother-child relationship and mother-child play behaviors.

Considering the research findings, the combination of different parental attitudes and different child temperaments caused a change in the behaviors in mother-child play. Differences were observed in the play behaviors of children who grew up in different environments, were exposed to different parental attitudes, and had different temperaments. On the other hand, it was determined that the play behaviors of children with the same temperament were similar to each other. Another factor affecting mother-child play behaviors is the mother's parenting attitude. Although the child has a difficult temperament, the mother's authoritative parenting attitude has made the mother-child play richer. On the other hand, there were similarities in the play behaviors of mothers who exhibit authoritarian parental

attitudes. In this context, the parental attitudes of mothers are very important in the differences in mother-child play behaviors.

6.2 Limitations, strengths and suggestions for future work

6.2.1 Limitations

Although several participants were reached in the first stage, it was difficult to establish good communication with the parents when forming the pairs to participate in the second stage. A part of the problem might have occurred because the second stage involved time consuming participation and full anonymity could not be assured. Connecting through Zoom© and being recorded put extra burden to the participants. Some participants stated that they felt uneasy, saying that they had not encountered such an experience before. For some cases, some pairs had to be eliminated because either they did not give a response to the emails, or they did not accept the invitation to participate.

Another drawback of the study is related to the video recording of the participants. Although the researcher holds an introductory meeting before play observations to facilitate the process and to answer the possible questions of the participants, the camera disturbs the participants from time to time. It is also more likely for them to show socially acceptable behaviors.

Another limitation is that play observations were made online due to the pandemic. Sometimes the voices of the participants were not heard very well because the child moved, stood up or moved away from the camera during play observation. Although play observations were in the participants' own homes, the Zoom© recording may have prevented their natural play behavior, so play observations could be made in a more naturalistic environment.

Finally, the researcher may have been biased while analyzing observation data because she had information about the parental attitudes and temperamental characteristics of the participants prior to the observations. However as mentioned earlier in the method section, the high interrater reliability score ensured that this limitation was handled properly.

6.2.2 Strengths of the study

This study is aimed to contribute to the literature by bringing mothers with different parental attitudes and children with different temperaments together in play. Due to the COVID-19 pandemic, the study was carried out online, there was no need for a physical logistics organization. Technological developments and tools were utilized, and the Zoom© application was used. The research provided personal and academic development opportunities for the researcher in terms of reaching the participants, collecting data, analyzing data, establishing cooperation with the participants and process management.

Although some drawbacks were shared related to Zoom© participation, at least one advantage is worth mentioning. Inviting a stranger into one's house outside the comfort zone for many people. In this case, Zoom© has provided a more secure environment for the mothers who did not feel comfortable with hosting someone at home. Another positive side of Zoom© could be that the children seemed unaware of the staged play since they did not see someone sitting in the corner of the room.

As mentioned in the method section, the pairs were observed and recorded three times. An initial meeting was set with the mothers to have them familiarized with the procedures. The meeting and consequent play sessions helped build the rapport between the mothers and the researcher as well. Having three play meetings

also assisted the reliability of the research by limiting the social desirability issue in such cases.

As a result of the insight and observation gained during the research, social media posts thought to be beneficial for parents were shared and blog posts were written about the results from this study. In this context, contributions have been made to open resources that parents can use while playing with their children.

6.2.3 Suggestions for families, researchers, schools, and policymakers

First, some suggestions for families could be made in the light of the findings of this research. The research focused on the relationship between parental attitudes and child temperament in mother-child play. In the light of research findings, parents' behaviors that enrich and deepen play can be analyzed and a play guide describing these behaviors can be prepared. This play guide can be used as a tool in an intervention program involving parents. The intervention program can be designed around responsive, authoritative, and playful parenting. The play behaviors and play roles most frequently repeated by authoritative mothers can be included in this program. In addition, various informative announcements can be shared with parents on social media platforms. For example, it can be stated that the child's play behaviors can also change because of the tuning in the parent's attitude. In these announcements, it can be stated that parenting attitudes might vary regarding the temperament of the child and the importance of exhibiting a parental attitude in accordance with the child's temperament, especially for children with difficult and slow-to-warm-up temperaments.

Second, some suggestions could be helpful for the researchers conducting research on mother-child relationships. For example, generalizability of research

could be ensured by having more mother-child dyads with children who have slow-to-warm-up and mixed temperaments and with mothers having the newly conceptualized parental attitudes (e.g., permissive, uninvolved, helicopter and overindulgent) can be included in further studies. By doing so, the findings obtained by collecting data from a wider participant group might be disseminated. Additionally, experimental studies might be designed to evaluate the effects of playful parenting intervention programs on children's development. Effective assessment tools need to be developed to measure play behaviors of the parents with high accuracy.

Schools could use some of the findings of this research to put play features into the schools' practices. For example, examples of playful parenting can be adapted for teachers to be used in classrooms and in school settings. Similar data can be collected on play behaviors of teachers. Teachers can receive some trainings on the practical suggestions of interacting with the children with different temperaments and supporting children's peer relationships during play. The relationship between teachers' and parents' play behaviors on their play with children can be investigated and compared. Seminars and parent involvement programs can be organized for parents on effective and positive play behaviors. A monthly newsletter can be prepared for parents, and detailed information on play behaviors and play roles can be given in this bulletin. At the same time, suggestions can be made to reduce the number of play cycle and increase play duration for richer play.

Also, some suggestions for policymakers and the society in general could be drawn from the findings. In society, informative public service announcements about child play can be shared to broaden the perspective of individuals and to emphasize the importance given to play in early childhood and education. For example, posters

describing effective play behaviors can be included in frequently used public transportation vehicles such as subways and buses. On these posters, parental attitudes and children's temperament in play can be mentioned and studies can be carried out to raise awareness of parents in society. Considering some suggestions for policymakers, child play might be added to the early childhood education curriculum more often. Teachers and school administrators might be given support to do more projects on play for parents and children. In addition, the play guide prepared for parents can also be prepared for teacher candidates. This guide can be added to the curriculum of university students studying in the early childhood education department. Various projects can be organized with university students, non-governmental organizations, and private sector collaborators. In these projects, play guides and intervention programs might be shared with project participants, parents, teachers, school administration and policymakers.

APPENDIX A

ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 23/11/2020-232

T.C.
BOĞAZIÇI ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI TUTANAĞI

Toplantı Sayısı : 9
Toplantı Tarihi : 19/11/2020
Toplantı Saati : 13:00
Toplantı Yeri : Zoom Sanal Toplantı
Bulunanlar : Prof. Ebru Kaya, Prof. Dr. Fatma Nevra Seggie, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar : Prof. Dr. Özlem Hesapçı Karaca

Feyza Yeliz Bayındır
Temel Eğitim
Sayın Araştırmacı,

"Çocukların Mizaç Özelliklerinin Oyuna Olan Etkilerini Yordamada Ebeveynlik Tutumlarının Rolü" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2020/43 sayılı başvuru komisyonumuz tarafından 19 Kasım 2020 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınmadığı için bu onam mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 9 19/11/2020

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

PARENT PARTICIPANT AND CONSENT FORM (ENGLISH)

Institution supporting the research: Boğaziçi University
Name of the Study: The Relationship among Parental Attitudes, Children
Temperament and Mother-Child Play Behaviors
Name-surname of the project coordinator: Mine Göl-Güven
Project researcher's name-surname: Feyza Yeliz Bayındır

Consent Form - Online Questionnaire Form

(It can be found in the description section of the online survey.)

Hi.

My name is Feyza Yeliz Bayındır. I am a student at Boğaziçi University in the Early Childhood Education Master's Program. I invite you and your child to participate in my master's thesis, in which I aim to examine the relationships of parenting attitudes and child temperaments on mother-child play.

If you want to participate in the research, you are expected to complete the personal information section of this form and the survey questions completely. The form consists of three parts. It is very important for the reliability of the research findings that you fill out the form sincerely. In the first part, personal information about you and your child is asked. Your answers will never be shared with a third party or institution, except for research. In the second part, you will encounter questions/phrases about parenting. You are expected to fill out this questionnaire considering your own parenting attitude. In the last part, you will encounter questions/sentences about child temperament. You are expected to answer these questions/sentences by thinking about your child. After completing the survey, you can save and exit. If you do not want to continue the research, you can exit the page. If you do not complete the form, your answers will not be recorded.

The personal information you share throughout the research will be kept confidential and stored in an encrypted cloud system. If you have any questions during the process, you can reach the project coordinator Mine Göl- Güven and the project researcher. Approval was received from Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETIC) to conduct the research. You can consult SOBETİK (sbe-ethics@boun.edu.tr) about your rights and possible complaints regarding the research. Your consent and your child's consent are required to participate in the study and view the online questionnaire.

Thanks for your contribution and cooperation.

I have read, I accept to participate in the research, I give consent both on my own behalf and on behalf of my child.

Consent Form - Play Observation (Video Interview)

Invitation Mail:

(It will be sent as an e-mail to the participants who pass this stage.)

Hello,

My name is Feyza Yeliz Bayindir. I would like to thank you for participating in my research in which I examined the effects of parenting attitudes and child temperaments on mother-child play as part of my master's thesis.

In the light of the information you provided in the surveys, I invite you and your child to the video calls, which is the second phase of the research. I would like to remind you that you and your child have the right to withdraw from the study if you do not wish to continue the study. If you continue your research we will send you a toy package for play observation. This package will be gifted to you if you complete the research. If you withdraw from the study, you must send this package to the address we gave you to forward it to other participants.

After receiving your consent to participate in the study as a mother and child, we will make three video calls at different times. Minimum 3 minutes during video calls. and a maximum of 10 minutes. I will ask you to play with your child. With your approval, the conversation will be recorded during play.

(Registration will start after receiving approval for registration and confirmation will be confirmed when registration begins. The research will not continue with participants who do not approve.) The study will start on November 15, 2020 and end on July 31, 2021. It is planned to last 8 months and 15 days.

After all these stages, if you want to leave the research, provided that you complete the video calls and start the data analysis, all your and your child's information and records will be destroyed. As the researcher, I will know you and your child, but I will never use your names or the personal information you share while publishing the study results. The personal information you share throughout the research will be kept confidential and stored in an encrypted cloud system. If you have any questions during the process, you can reach Mine Göl-Guven who is the project coordinator and Feyza Yeliz Bayındır as the project researcher. Approval was received from Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETIC) to conduct the research. If you agree to continue the research, you can reply to this e-mail as I agree. If you accept, we will have a meeting session when you and your child are together through the "Zoom©" application.

Thanks for your contribution and cooperation.

Project topic:

In this study, the role of parenting attitudes in the effects of temperament characteristics of children aged 3-6 years on play will be investigated. It is known that parenting attitudes have a great influence on children's behavior. It is assumed that there is a difference in the behavior of children in play as a result of the parenting attitude and temperament match during the mother-child play. This study aims to contribute to the literature by answering the question of what is observed in the behaviors during the play when parents with different parenting attitudes play with children with the same temperament.

Security:

The information you and your child share throughout the research will be kept confidential. As the researcher, I will know you and your child, but I will use pseudonyms when publishing my study results. Any information that may cause you and your child to be recognized will not be shared. The findings to be obtained during the research can be used in other publications in addition to this thesis.

Possible Risks:

You will video call with an adult you do not know, play with your child under his/her observation and be recorded. Your child may be nervous about this situation. In order to minimize this risk, we will conduct an introductory session before we start collecting data via video call. If you and your child have any questions, I will answer them. For your child to feel safer and more comfortable, we can chat about the toys we have sent to you before you start the observation.

Since you can withdraw from the research at any time without giving a reason, data consistency may be damaged during the research process and the researcher may be in a difficult situation. In order to minimize the risk, I will proceed by obtaining your consent at the beginning of each process. You are expected to be at home during the video call. If you don't want to video at home, we can make a video call at a quiet place you suggest for playing. During the study, you can develop awareness of your child's temperament, learn and observe new things. In this case, if you feel uncomfortable and need specialist support/psychologist, you can contact me. We can direct you to Boğaziçi University Psychology Research and Application Center (BUPAM) upon your request. BÜPAM has been working under the Department of Psychology at Boğaziçi University since 1994 and serves applications from outside the university. Among the services provided are psychotherapy and psychological counseling services for adults, couples, children, adolescents and families, clinical assessment and evaluation, psychological support program for employees, group training and seminars, and scientific research and training studies in the field of psychology. You can reach BÜPAM.

Possible Benefits:

It is not possible to say in advance whether this study will benefit you and your child, and we cannot promise you this. However, having an idea and awareness about your parenting attitude and your child's temperament can lead to positive changes in your behavior.

Withdrawal from Study:

You and your child can withdraw from the study at any time, provided that after the play observations (video interviews) before starting the data analysis. In this case, the information we receive from you and your child will be deleted from the encrypted cloud system and destroyed. You will be reminded that you will not face any negative reactions because you withdrew from the study.

In case of withdrawal from the study, you are expected to return the toy package we sent you so that we can use it throughout the study.

For your questions:

Before you approve this form orally or sign it electronically, you can ask any questions about the study. If you have any questions during the process, you can reach project manager Mine Göl-Güven and project researcher Feyza Yeliz Bayındır. Approval has been obtained from Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETIC) regarding your rights and possible complaints regarding the research. You can consult SOBETİK (sbe-ethics@boun.edu.tr) about your rights and possible complaints regarding the research.

If your e-mail address or phone number changes, please let us know.

I listened to what was told to me and understood what was written on the form. I have / do not want to receive a sample of this form. (In case the participant wishes to receive a sample of the form in addition to the audio recording, the scanned version of the electronically signed/signed copy will be sent to the participant via e-mail. The participant will also send the scanned version to the researcher via e-mail after signing.)

Participant's Name-Surname:

Electronic signature:

Date (day/month/year):...../...../.....

Researcher's Name-Surname: Feyza Yeliz Bayındır

Electronic signature:

Date (day/month/year):/...../.....

APPENDIX C

PARENT PARTICIPANT AND CONSENT FORM (TURKISH)

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi
Araştırmamanın adı: Annenin Ebeveynlik Tutumu, Çocuğun Mizacı ve Anne-Çocuk
Oyun Davranışları Arasındaki İlişki
Proje yürütücüsünün adı-soyadı: Mine Göl-Güven
Proje araştırmacısının adı-soyadı: Feyza Yeliz Bayındır

Onam Formu - Çevrimiçi Anket Formu
(Çevrimiçi anketin açıklama kısmında bulunur.)
Merhaba.

Ben Feyza Yeliz Bayındır. Boğaziçi Üniversitesi, Sosyal Bilimler Enstitüsü, Erken Çocukluk Eğitimi Yüksek Lisans Programında öğrenciyim. Sizi ve çocuğunuzu, ebeveynlik tutumlarının ve çocuk mizaçlarının anne-çocuk oyununa olan etkilerini incelemeyi hedeflediğim yüksek lisans tez çalışmama katılmaya davet ediyorum.

Araştırmaya katılmak isterseniz, sizden bu formda bulunan kişisel bilgiler bölümünü ve anket sorularını eksiksiz tamamlamanız beklenmektedir. Form üç bölümden oluşmaktadır. Formu, içtenlikle doldurmanız araştırma bulgularının güvenilirliği açısından çok önemlidir. Birinci bölümde, siz ve çocuğunuz hakkında kişisel bilgiler sorulmaktadır. Cevaplarınız, araştırma dışında üçüncü kişi ya da kurumla kesinlikle paylaşılmayacaktır. İkinci bölümde, ebeveynliğe dair sorularla/cümlelerle karşılaşacaksınız. Kendi ebeveynlik tutumunuzu düşünerek bu anketi doldurmanız beklenmektedir. Son bölümünde ise çocuk mizacına dair sorularla/cümlelerle karşılaşacaksınız. Çocuğunuzu düşünerek bu sorulara/cümlelere cevap vermeniz beklenmektedir. Anketi doldurduktan sonra, kaydederek çıkış yapabilirsiniz. Araştırmaya devam etmek istemezseniz sayfadan çıkış yapabilirsiniz. Formu tamamlamadığınız takdirde cevaplarınız kaydedilmeyecektir.

Araştırma boyunca paylaştığımız kişisel bilgiler gizli tutulacaktır ve şifreli bulut sisteminde saklanacaktır. Süreç içinde sorunuz olursa, proje yürütücüsü Mine Göl-Güven'e ve proje araştırmacısı Feyza Yeliz Bayındır'a ulaşabilirsiniz. Araştırmanın yapılabilmesi için Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'ndan (SOBETİK) onay alınmıştır. Araştırmayla ilgili haklarınız ve olası şikayetleriniz konusunda SOBETİK'e (sbe-ethics@boun.edu.tr) danışabilirsiniz. Araştırmaya katılmanız ve çevrimiçi anket formunu görmemiz için sizin onayınız ve çocuğunuzun onayı gerekmektedir. Katkınız ve işbirliğiniz için teşekkürler.

Okudum, araştırmaya katılmayı kabul ediyorum, hem kendi adıma hem de çocuğum adına onam veriyorum.

Onam Formu - Oyun Gözlemi (Görüntülü Görüşme)
Davet Maili:

(Bu aşamaya geçen katılımcılara e-posta olarak gönderilecektir.)
Merhaba,

Ben Feyza Yeliz Bayındır. Yüksek lisans tez çalışmam kapsamında, ebeveynlik tutumlarının ve çocuk mizaçlarının anne-çocuk oyununa etkilerini incelediğim araştırmama katıldığınız için teşekkür ederim.

Anketlerde vermiş olduğunuz bilgiler ışığında, araştırmanın ikinci aşaması olan görüntülü görüşmelere sizi ve çocuğunuzu davet ediyorum. Araştırmaya devam etmek istemediğiniz takdirde sizin ve çocuğunuzun araştırmadan çekilme hakkı olduğunu hatırlatmak isterim. Araştırmaya devam etmeniz halinde oyun gözlemi için size oyuncak paketi göndereceğiz. Araştırmayı tamamlarsanız bu paket size hediye edilecektir. Araştırmadan çekilmeniz durumunda, bu paketi diğer katılımcılara iletme üzere size vermiş olduğumuz adrese göndermeniz gerekmektedir.

Anne ve çocuk olarak araştırmaya katılım onayınızı aldıktan sonra, farklı zamanlarda üç kere görüntülü görüşme yapacağız. Görüntülü görüşmeler sırasında minimum 3 dk. ve maksimum 10 dk. olacak şekilde çocuğunuzla oyun oynamanızı isteyeceğim. Onayınız dahilinde, oyun sırasında görüşmenin kaydı alınacaktır.

(Kayıt onayı aldıktan sonra kayda başlanacak ve kayıt başlayınca onay teyit edilecektir. Onay vermeyen katılımcılarla araştırmaya devam edilmeyecektir.)

Çalışmanın 15 Kasım 2020’de başlaması ve 31 Temmuz 2021’de bitmesi; 8 ay 15 gün sürmesi planlanmaktadır.

Tüm bu aşamaların ardından, görüntülü görüşmeleri tamamlayıp veri analizine başlamadan önce olmak şartıyla araştırmadan ayrılmak isterseniz, sizin ve çocuğunuzun bütün bilgileri ve kayıtları imha edilecektir. Ben araştırmacı olarak sizi ve çocuğunuzu tanıyor olacağım fakat çalışma sonuçlarını yayınlarken isimlerinizi ya da paylaştığınız kişisel bilgileri kesinlikle kullanmayacağım. Araştırma boyunca paylaştığınız kişisel bilgiler gizli tutulacaktır ve şifreli bulut sisteminde saklanacaktır. Süreç içinde sorunuz olursa, proje yürütücüsü Mine Göl-Güven’e ve proje araştırmacısı olarak bana ulaşabilirsiniz. Araştırmanın yapılabilmesi için Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu’ndan (SOBETİK) onay alınmıştır. Araştırmayla ilgili haklarınız ve olası şikayetleriniz konusunda SOBETİK’e (sbe-ethics@boun.edu.tr) danışabilirsiniz. Araştırmaya devam etmeyi kabul ediyorsanız, bu e-postaya kabul ediyorum yanıtı verebilirsiniz. Kabul etmeniz durumunda “Zoom©” uygulaması üzerinden siz ve çocuğunuz bir aradayken tanışma oturumu yapacağız.

Katkınız ve işbirliğiniz için teşekkürler.

Proje Konusu:

Bu çalışmada 3-6 yaş grubundaki çocukların mizaç özelliklerinin oyuna olan etkilerinde ebeveynlik tutumlarının rolü araştırılacaktır. Ebeveynlik tutumlarının, çocukların davranışlarında büyük etkiye sahip olduğu bilinmektedir. Ebeveyn-çocuk oyunu esnasında da ebeveynlik tutumu ve mizaç eşleşmesi sonucunda çocukların oyundaki davranışlarında farklılık görülmesi varsayılmaktadır. Bu çalışma, farklı ebeveynlik tutumuna sahip ebeveynlerin aynı mizaca sahip çocuklarla oyun oynadıklarında, oyun esnasındaki davranışlarda neler gözlemleniyor sorusuna cevap bularak literatüre katkı sunmayı hedeflemektedir.

Gizlilik:

Araştırma boyunca paylaştığınız, sizin ve çocuğunuzun bilgileri gizli tutulacaktır. Ben araştırmacı olarak sizi ve çocuğunuzu tanıyor olacağım fakat çalışma sonuçlarımı yayınlarken takma isimler kullanacağım. Sizin ve çocuğunuzun tanınmasına sebep olabilecek herhangi bir bilgi paylaşılmayacaktır. Araştırma boyunca elde edilecek bulgular, bu tez çalışmasına ek olarak diğer yayınlarda da kullanılabilir.

Olası Riskler:

Tanımadığınız bir yetişkin ile görüntülü görüşecek, onun gözleminde çocuğunuzla oyun oynayacak ve kayıt altına alınacaksınız. Özellikle çocuğunuz bu durumdan tedirgin olabilir. Bu riski aza indirmek amacıyla, görüntülü görüşme yoluyla veri toplamaya başlamadan önce tanışma oturumu yapacağız. Sizin ve çocuğunuzun aklında soru varsa onları cevaplayacağım. Çocuğunuzun kendisini daha güvende ve rahat etmesi için gözleme başlamadan önce size göndermiş olduğumuz oyuncaklarla ilgili sohbet edebiliriz.

İstedığınız zaman araştırmadan sebep göstermeden çekilebileceğiniz için araştırma sürecinde veri tutarlılığı zedelenebilir ve araştırmacı zor durumda kalabilir. Riski en aza indirmek için her süreç başında sizden onam alarak ilerleyeceğim, araştırmaya devam etme ve onam verme konusunda şüpheye düşerseniz zaman kaybetmeden bu durumu bana bildirmeniz oldukça kritiktir. Görüntülü görüşme sırasında ev ortamında olmanız beklenmektedir. Evde görüntü vermek istemezseniz, oyun oynamak için önerdiğiniz sessiz bir mekanda görüntülü görüşme yapabiliriz. Çalışma sırasında, çocuğunuzun mizacı ile ilgili farkındalık geliştirebilir, yeni şeyler öğrenebilir ve gözlemleyebilirsiniz. Bu durumda, rahatsızlık hissederseniz ve uzman desteğine/psikoloğa ihtiyaç duyarsanız, benimle iletişime geçebilirsiniz. Sizi talebiniz doğrultusunda Boğaziçi Üniversitesi Psikoloji Araştırma ve Uygulama Merkezi'ne (BÜPAM) yönlendirebiliriz. BÜPAM 1994 yılından beri Boğaziçi Üniversitesi Psikoloji Bölümüne bağlı olarak çalışmakta ve üniversite dışından başvurulara hizmet vermektedir. Verilen hizmetler arasında yetişkinlere, çiftlere, çocuklara, ergenlere ve ailelere yönelik psikoterapi ve psikolojik danışmanlık hizmetleri, klinik ölçme ve değerlendirme, çalışana psikolojik destek programı, grup eğitimleri ve seminerler ile psikoloji alanında bilimsel araştırma ve eğitim çalışmaları bulunmaktadır.

Olası Yararlar:

Bu çalışmanın size ve çocuğunuza bir yarar getirip getirmeyeceğini şimdiden söylemek mümkün değildir ve size bu konuda söz veremeyiz. Ancak, ebeveynlik tutumunuz ve çocuğunuzun mizacı hakkında fikir ve farkındalık sahibi olmak davranışlarınızda olumlu değişikliklere vesile olabilir.

Çalışmadan Çekilme:

Siz ve çocuğunuz, oyun gözlemlerinin (görüntülü görüşmelerin) ardından veri analizine başlamadan önce olmak şartıyla, istediğiniz zaman çalışmadan çekilebilirsiniz. Bu durumda sizden ve çocuğunuzdan almış olduğumuz bilgiler şifreli bulut sisteminden silinerek imha edilecektir. Çalışmadan çekildiğiniz için herhangi bir olumsuz tepkiyle karşılaşmayacağınız hatırlatılacaktır.

Çalışmadan çekilme durumunda, size gönderdiğimiz oyuncak paketini çalışma boyunca kullanabilmemiz için bize geri göndermeniz beklenmektedir.

Sorularınız için:

Bu formu sözlü bir şekilde onaylamadan önce ya da elektronik bir şekilde imzalamadan önce, çalışmayla ilgili sorularınız varsa sorabilirsiniz. Süreç içinde sorunuz olursa, *proje yürütücüsü Mine Göl-Güven'e ve proje araştırmacısı Feyza Yeliz Bayındır'a* ulaşabilirsiniz.

Araştırmayla ilgili haklarınız ve olası şikayetleriniz konusunda Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme

Komisyonu'ndan (SOBETİK) onay alınmıştır. Araştırmayla ilgili haklarınız ve olası şikayetleriniz konusunda SOBETİK'e (sbe-ethics@boun.edu.tr) danışabilirsiniz. E-posta adresinin veya telefon numaranız değişirse, bize haber vermenizi rica ederiz.

Bana anlatılanları dinledim ve formda yazılanları anladım. Bu formun bir örneğini aldım / almak istemiyorum. (Katılımcının, ses kaydına ek olarak, formun örneğini almak istemesi durumunda elektronik imzalı/imzalı kopyasının taranmış versiyonu mail yoluyla katılımcıya ulaştırılacaktır. Katılımcı da imzaladıktan sonra taranmış halini araştırmacıya mail yoluyla ulaştıracaktır.)

Katılımcının Adı-Soyadı:

Elektronik imzası:.....

Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-Soyadı: Feyza Yeliz Bayındır

Elektronik imzası:.....

Tarih (gün/ay/yıl):/...../.....

APPENDIX D

CHILD INFORMATION AND CONSENT FORM (ENGLISH)

Institution supporting the research: Boğaziçi University
Name of the Study: The Relationship among Parental Attitudes, Children Temperament and Mother-Child Play Behaviors
Name-surname of the project coordinator: Mine Göl-Guven
Name-surname of the project researcher: Feyza Yeliz Bayındır

Children will be involved in the research during play observation. In the acquaintance session, the following will be read to the child and recorded in line with their consent.

Hi,

I'm Feyza.

Can I record this video call so I can remember our conversations later?

(Registration will begin after receiving approval for registration and confirmation will be confirmed after registration begins. The study will not continue with children who do not give consent.)

Thank you for confirming the registration. I am a student at Boğaziçi University. I work in the early childhood field. I do research on children's development, education and plays. Research helps you study and learn a subject very well. I want to tell you about the research I'm doing now. In this investigation, I'm going to watch you and your mother play at home. While playing, we can use the toys we send you. I can't come to your house because of the COVID-19, so I'm on video call with you. During the call, I will watch what you do with your mother during play. I will record our conversation so that I can continue my investigation later, and I will not share this recording with anyone. You can tell your mom and me that you don't want to play at any time during the interview.

If you agree that I watch you from the computer while playing with your mother; you can say yes, you can say no, you can make an "okay" sign with your hand or you can draw a symbol for me on the screen.

You do not have to participate in this research, we can stop the activity when you do not want to participate, when you feel tired, bored or want to be interested in something else. This won't be a problem for me. Then you can join the study again if you want.

Thank you for your time, I'm looking forward to watching you while you play.

APPENDIX E

CHILD INFORMATION AND CONSENT FORM (TURKISH)

Arařtırmaı destekleyen kurum: Boęaziçi Üniversitesi
Arařtırmanın adı: Annenin Ebeveynlik Tutumu, Çocukun Mizacı ve Anne-Çocuk
Oyun Davranıřları Arasındaki İliřki
Proje yürütücüsünün adı-soyadı: Mine Göl-Güven
Proje arařtırmacısının adı-soyadı: Feyza Yeliz Bayındır

Çocuklar, oyun ařamasında arařtırmaya dahil olacaktır. Tanıřma oturumunda ařaęıda yazılanlar çocuęa okunacak ve onamları doęrultusunda kayıt altına alınacaktır.

Merhaba,

Ben Feyza.

Konuřmalarımızı daha sonra yeniden hatırlayabilmek için bu görüntülü görüşmenin kaydını alabilir miyim?

(Kayıt onayı aldıktan sonra kayda başlanacak ve kayıt başladıktan sonra onay teyit edilecektir. Onay vermeyen çocuklarla arařtırmaya devam edilmeyecektir.)

Kayıt onayı verdięin için teřekkür ederim. Boęaziçi Üniversitesi'nde öğrenciyim. Erken çocukluk dönemi alanında çalışıyorum. Çocukların gelişimleri, eğitimleri ve oyunları ile ilgi arařtırmalar yapıyorum. Arařtırma, bir konuyu çok iyi incelemene ve öğrenmene yardımcı olur. Sana da řimdi yapmakta olduęum arařtırmadan bahsetmek istiyorum. Bu arařtırmada, annenle seni evde oyun oynarken izleyeceęim. Oyun oynarken sana gönderdięimiz oyuncakları kullanabiliriz. Virüsten dolayı evinize gelemiyorum, bu yüzden sizinle görüntülü görüşüyorum. Görüşme sırasında, annenle oyun sırasında neler yapıyorsunuz bunu izleyeceęim. Sonrasında incelemeye devam edebilmem için de görüşmemizi kayıt altına alacaęım ve bu kaydı kimseyle paylaşmayacaęım. Görüşme sırasında istedięin zaman annene ve bana oyun oynamak istemedięini söyleyebilirsin.

Annenle oyun oynarken bilgisayardan sizi izlememi kabul ediyorsan; evet diyebilirsin, başını sallayabilirsin, elinle "okay" iřareti yapabilirsin ya da ekranda bana bir sembol çizebilirsin.

Bu arařtırmaya katılmak zorunda deęilsin, katılmak istemedięin zaman, kendini yorgun hissettięinde, canın sıkıldıęında ya da başka bir řeyle ilgilenmek istedięinde aktiviteyi durdurabiliriz. Bu benim için bir problem olmayacak. Sonra istersen yeniden çalışmaya katılabilirsin.

Zaman ayırdıęın için teřekkür ederim, oyununuzu izlemeyi merakla ve heyecanla bekliyorum.

APPENDIX F

RESEARCH ANNOUNCEMENT (ENGLISH)

Hello, my name is Feyza Yeliz Bayındır. I am a student at Boğaziçi University, Institute of Social Sciences, Early Childhood Education Master's Program. I invite you and your child to participate in my master's thesis in which I aim to examine the relationship between parental attitude, child temperament and mother-child play. If you want to participate in the research, you are expected to complete the demographic information section and survey questions in this form. It is very important for the reliability of the research findings that you fill out the form sincerely. The form consists of three parts. In the first part, demographic information about you and your child is asked. Your answers will never be shared with a third party or institution, except for research. In the second part, you will encounter items about parenting. You are expected to fill out this questionnaire considering your own parental attitude. In the last part, you will encounter items about child temperament. You are expected to answer these items by thinking about your child. After completing the survey, you can save and exit. If you do not want to continue the research, you can exit the page directly, your answers will not be recorded unless you complete the form. The personal information you share throughout the research will be kept confidential and stored in an encrypted cloud system. If you have any questions during the process, you can reach Assoc. Prof. Mine Göl-Güven and researcher Feyza Yeliz Bayındır. In order to carry out the research, approval was received from Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Commission (SOBETIK) with the application numbered SBB-EAK 2020/43. You can consult SOBETIK (sbe-ethics@boun.edu.tr)

about your rights and possible complaints regarding the research. In order to participate in the research and see the online questionnaire, you must tick the checkbox below. Thanks for your contribution and cooperation.

APPENDIX G

RESEARCH ANNOUNCEMENT (TURKISH)

Merhaba. Ben Feyza Yeliz Bayındır. Boğaziçi Üniversitesi, Sosyal Bilimler Enstitüsü, Erken Çocukluk Eğitimi Yüksek Lisans Programında öğrenciyim. Sizi ve çocuğunuzu, ebeveynlik tutumu, çocuk mizacı ve anne-çocuk oyunu arasındaki ilişkiyi incelemeyi hedeflediğim yüksek lisans tez çalışmama katılmaya davet ediyorum. Araştırmaya katılmak isterseniz, sizden bu formda bulunan kişisel bilgiler bölümünü ve anket sorularını eksiksiz tamamlamanız beklenmektedir. Formu, içtenlikle doldurmanız araştırma bulgularının güvenilirliği açısından çok önemlidir. Form üç bölümden oluşmaktadır. Birinci bölümde, siz ve çocuğunuz hakkında kişisel bilgiler sorulmaktadır. Cevaplarınız, araştırma dışında üçüncü kişi ya da kurumla kesinlikle paylaşılmayacaktır. İkinci bölümde, ebeveynliğe dair sorularla/cümlelerle karşılaşacaksınız. Kendi ebeveynlik tutumunuzu düşünerek bu anketi doldurmanız beklenmektedir. Son bölümünde ise çocuk mizacına dair sorularla/cümlelerle karşılaşacaksınız. Çocuğunuzu düşünerek bu sorulara/cümlelere cevap vermeniz beklenmektedir. Anketi doldurduktan sonra kaydederek çıkış yapabilirsiniz. Araştırmaya devam etmek istemezseniz sayfadan direkt çıkış yapabilirsiniz, formu tamamlamadığınız takdirde cevaplarınız kaydedilmeyecektir. Araştırma boyunca paylaştığınız kişisel bilgiler gizli tutulacaktır ve şifreli bulut sisteminde saklanacaktır. Süreç içinde sorunuz olursa, araştırma yürütücüsü Doç. Dr. Mine Göl-Güven'e ve araştırmacı Feyza Yeliz Bayındır'a ulaşabilirsiniz. Araştırmanın yapılabilmesi için Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'ndan (SOBETİK) SBB-EAK 2020/43 sayılı başvuru ile onay alınmıştır. Araştırmayla ilgili haklarınız ve olası şikayetleriniz

konusunda SOBETİK'e (sbe-ethics@boun.edu.tr) danışabilirsiniz. Araştırmaya katılmanız ve çevrim içi anket formunu görmeniz için aşağıdaki onay kutucuğunu işaretlemeniz gerekmektedir. Katkınız ve iş birliğiniz için teşekkürler.



EVİNİZDEN ARAŞTIRMAMIZA DAVETLİSİNİZ!

Anneyseniz ve çocuğunuz 3-6 yaş grubundaydısa;

Sizi ve çocuğunuzu, ebeveynlik tutumu, çocuk mizacı ve ve anne-çocuk oyunu arasındaki ilişkiyi inceleyeceğimiz araştırmamıza katılmaya davet ediyoruz.

Detaylı bilgi edinmek ve araştırmamıza katılmak için aşağıda belirtilen Instagram hesaplarının profilindeki linke tıklayabilirsiniz.

İLETİŞİM

 mine.golguven@boun.edu.tr
 @cocukbogazici

 yeliz.bayindir@boun.edu.tr
 @oyunculebeveyn

APPENDIX H

DEMOGRAPHIC INFORMATION FORM

1- e-posta adresiniz nedir? (*What is your email?*)

2- Çocuğunuz kaç yaşındadır? (*How old is your child?*)

36-48 aylık (*36-48 months*)

49-60 aylık (*49-60 months*)

61-72 aylık (*61-72 months*)

3- Çocuğunuzun anaokulu deneyimi var mıdır?

(*Does your child have kindergarten experience?*)

Hayır yok. (*No experience*)

Evet 1 yıldan az var. (*Less than one year*)

Evet 1 yıldan fazla var. (*More than one year*)

4- Eğitim durumunuz (annenin) nedir? (*What is the educational level of the mother?*)

İlkokul mezunu (*Primary education*)

Ortaokul mezunu (*Secondary education*)

Lise mezunu (*High school*)

Ön lisans mezunu (*Two-year degree*)

Yüksekokul mezunu (*Institute*)

Lisans mezunu (*Undergraduate*)

Yüksek lisans mezunu (*Graduate*)

Doktora mezunu (*Doctoral degree*)

5- Aylık gelir durumunuz nedir? (*What is your monthly income?*)

0 TL-2,500 TL

2,501 TL-4,000 TL

4,001 TL-6,000 TL

6,001 TL- 10,000 TL

10,000 TL ve üzeri

6- Hane halkının toplam aylık gelir durumu nedir?

(*What is your household's monthly income?*)

0 TL-2,500 TL

2,501 TL-4,000 TL

4,001 TL-6,000 TL

6,001 TL- 10,000 TL

10,000 TL ve üzeri

APPENDIX I

PARENT ATTITUDE SCALE (ENGLISH)

	Always	Often	Sometimes	Rarely	Never
1. I allow my child to interrupt when I am talking to someone else.					
2. I accept that my child has a unique point of view.					
3. When we disagree with my child, I force him to accept my ideas.					
4. I protect my child from the little difficulties of life.					
5. I help my child learn to be independent.					
6. I explain to my child why he or she must follow the rules.					
7. I make my child feel that what he is doing is important.					
8. I protect my child from work that may be tiring for him.					
9. I hit my child when he disobeys.					
10. I explain how I feel about my child's good and bad behavior.					
11. I scold when my child disobeys.					
12. I act protectively towards my child.					
13. I praise my child when he behaves well.					
14. I respect my child's personal views.					

15. I encourage my child to do things by himself.					
16. I protect my child when his friends tease him.					
17. I allow my child to interrupt when others are talking.					
18. I correctly answer questions my child asks about sexual matters in a language they understand.					
19. I yell at my child when he misbehaves.					
20. I apologize to my child when I make a mistake in parenting.					
21. I protect my child from work that may be difficult for him.					
22. I worry about my child getting sick.					
23. I allow my child to freely express their feelings.					
24. I let my child sleep whenever he wants.					
25. When my child misbehaves, I explain why it is wrong.					
26. When I get angry with my child, I punish my child.					
27. I use corporal punishment as a way to discipline my child.					
28. I do my best to ensure that my child is not disappointed.					
29. I believe that my child should be willing to try new things as he gets older.					

30. I let my child do everything.					
31. I ignore my child's misbehavior.					
32. I compare my child with other children.					
33. I tolerate my child's spoilers.					
34. I pamper my child.					
35. I get angry quickly with my child.					
36. When my child is telling me something, I listen without interrupting.					
37. When I buy something for my child, I get his opinion.					
38. I can talk about anything with my child.					
39. I am impatient with my child.					
40. I punish my child for the slightest mistake.					
41. I would sacrifice almost all my entertainment for my child.					
42. I give my child the opportunity to try things he can do on his own.					
43. I allow my child to take and use any of my personal belongings without asking me.					
44. Which television program to watch in our home is determined according to my child's wishes.					

45. I force my child to do more than they can.					
46. I keep my child away from hard work that might discourage him.					

APPENDIX J

PARENT ATTITUDE SCALE (TURKISH)

	Her zaman böyledir	Çoğu zaman böyledir	Bazen böyledir	Nadiren böyledir	Hiçbir zaman böyle değildir
1. Ben bir başkasıyla konuşurken çocuğumun araya girmesine izin veririm.					
2. Çocuğumun kendine özgü bir bakış açısı olduğunu kabul ederim.					
3. Çocuğumla aynı fikirde olmadığımız zaman, benim fikirlerimi kabul etmesi için onu zorlarım.					
4. Çocuğumu, hayatın ufak tefek güçlüklerinden korurum.					
5. Çocuğuma bağımsız olmayı öğrenmesi konusunda yardımcı olurum.					
6. Çocuğuma, kurallara neden uyması gerektiğini açıklarım.					
7. Çocuğuma yaptığı şeyin önemli olduğunu hissettiririm.					
8. Çocuğumu, kendisi için yorucu olabilecek işlerden korurum.					
9. Çocuğum söz dinlemediğinde ona vururum.					
10. Çocuğumun iyi ve kötü davranışı karşısında neler hissettiğimi ona açıklarım.					
11. Çocuğum söz dinlemediğinde azarlarım.					

12. Çocuğuma karşı koruyucu davranırım.					
13. Çocuğum iyi davrandığında onu överim.					
14. Çocuğumun kişisel görüşlerine saygı gösteririm.					
15. Çocuğumu bir şeyleri kendi başına yapması konusunda cesaretlendiririm.					
16. Arkadaşları çocuğuma sataştığı zaman onu korurum.					
17. Çocuğumun başkaları konuşurken araya girmesine izin veririm.					
18. Çocuğumun cinsel konularda sorduğu soruları anlayacağı bir dilde doğru olarak cevaplarım.					
19. Çocuğum yanlış bir şekilde davrandığında ona bağırırım.					
20. Ebeveynlik konusunda bir yanlış yaptığımda çocuğumdan özür dilerim.					
21. Çocuğumu, kendisi için zor olabilecek işlerden korurum.					
22. Çocuğumun hastalanmasından endişe ederim.					
23. Çocuğumun duygularını serbestçe ifade etmesine izin veririm.					
24. Çocuğumun istediği saatte uyumasına izin veririm.					
25. Çocuğum yanlış davrandığında, bunun neden yanlış olduğunu ona açıklarım.					

26. Çocuğuma kızdığımda çocuğumu cezalandırırım.					
27. Fiziksel cezayı, çocuğumu disipline sokmanın bir yolu olarak kullanırım.					
28. Çocuğumun hayal kırıklığına uğramaması için elimden geleni yaparım.					
29. Çocuğumun büyüdükçe yeni şeyler denemeyi göze alması gerektiğine inanırım.					
30. Çocuğumun her şeyi yapmasına izin veririm.					
31. Çocuğumun yanlış davranışını görmezden gelirim.					
32. Çocuğumu başka çocuklarla kıyaslarım.					
33. Çocuğumun şımarıklıklarına göz yumarım.					
34. Çocuğumu şımartırım.					
35. Çocuğuma karşı çabuk öfkelenirim.					
36. Çocuğum bana bir şey anlatırken sözünü kesmeden dinlerim.					
37. Çocuğuma bir şey alırken onun da fikrini alırım.					
38. Çocuğumla her konuyu konuşabilirim.					
39. Çocuğuma karşı sabırsızım.					
40. En ufak bir hatasında, çocuğumu cezalandırırım.					
41. Çocuğum için hemen hemen bütün eğlencelerimden fedakarlık ederim.					
42. Çocuğumun kendi başına becerebileceği şeyleri denemesi için ona fırsat tanırım.					

43. Çocuğuma bana sormaksızın şahsi eşyalarımın herhangi birini alıp kullanmasına izin veririm.					
44. Evimizde hangi televizyon programının izleneceğı, çocuğumun isteğine göre belirlenir.					
45. Çocuğumu yapabileceğinden fazlasını yapması için zorlarım.					
46. Çocuğumu, onun cesaretini kırabilecek zor işlerden uzak tutarım.					

APPENDIX K

SHORT TEMPERAMENT SCALE FOR CHILDREN (ENGLISH)

	Almost never	Not often	It depends and does not usually	It depends and usually occurs	Often	Almost always
1. My child is shy with foreign adults.						
2. Even if it takes a long time when my child starts a task such as solving puzzles or jigsaw puzzles (lego), he works on it until he finishes it.						
3. My child poops at about the same time every day.						
4. My child is shy towards children he meets for the first time.						
5. My child likes to complete the job he started before moving on to a new job.						
6. My child wants a snack at about the same time every day.						
7. When my child is busy with something, when he is sad or bored, he throws him on the ground, cries, and slams doors.						
8. When shopping, when my child asks for toys or sweets, he easily accepts						

something else instead.						
9. When I put my child to bed, it takes roughly the same time each night for him to fall asleep.						
10. My child does not want to leave a play or activity that he has not completed.						
11. If my child objects to something like brushing his hair, he will continue to resist it for months.						
12. My child engages in activities such as puzzles, jigsaw puzzles, and reading for a long time.						
13. While at the park or visiting, my child goes to foreign children and joins them in their play.						
14. My child sleeps for different times each night						
15. If my child is shy with an unfamiliar adult, they will get over it in half an hour						
16. If my child is angry about something, it's hard to get over it.						
17. If my child is angry about something, it's hard to get over it.						
18. When we go on a family trip, my child quickly gets used to his new						

environment as if he were at home						
19. When shopping together, my child cries and cries if I don't get what he wants (e.g. candy, clothes).						
20. If my child is upset, it is difficult to comfort him.						
21. When foreign adults visit our home, my child is immediately friendly and approachable.						
22. Instead of eating the same amount of food every day, my child eats more one day and very little the next.						
23. When a toy or play is difficult, my child immediately becomes interested in another activity.						
24. My child gets noticeably upset when a favorite play or toy does not work.						
25. When my child doesn't want to wear an outfit, he/she argues or cries						
26. On weekends and holidays, my child wakes up at the same time every morning						
27. My child works on something (like a crossword, a new song, or writing) until he or she has mastered it.						
28. When my child is left for the first						

time in a new environment (such as kindergarten, school, or music school) where I am not present, he gets upset.						
29. Ç When my child starts playing with something, it is difficult even if I want him to stop playing.						
30. My child engages in quiet activities such as reading or looking through books and doing crafts.						

APPENDIX L

SHORT TEMPERAMENT SCALE FOR CHILDREN (TURKISH)

	Hemen hemen hiç	Sık değil	Değişken genelde olmaz	Değişken genelde olur	Sık sık	Hemen her zaman
1. Çocuğum, yabancı yetişkinlere karşı utangaçtır.						
2. Çocuğum bulmaca çözmek veya yap-boz (lego) gibi bir işe başladığında uzun zaman olsa bile bitirinceye kadar üzerinde çalışır.						
3. Çocuğum her gün, hemen hemen aynı zamanda kakasını yapar.						
4. Çocuğum ilk defa tanıştığı çocuklara karşı utangaçtır.						
5. Çocuğum, yeni bir işe geçmeden önce başlamış olduğu işini tamamlamayı sever.						
6. Çocuğum her gün, hemen hemen aynı zamanda bir şeyler atıştırmak ister.						
7. Çocuğum bir işle uğraşırken, üzüldüğü ya da canı sıkıldığında, onu yere atar, ağlar, kapıları çarpar.						
8. Alışveriş yaparken, çocuğum oyuncak ya da						

şeker istediğinde, onun yerine kolayca başka bir şeyi kabul eder.						
9. Çocuğumu yatağa yatırdığımda, uykuya dalması aşağı yukarı her gece aynı zamanı alır.						
10. Çocuğum, tamamlamadığı bir oyunu ya da aktiviteyi bırakmayı istemez.						
11. Çocuğum saçının taranması gibi bir işe karşı çıkarsa, buna aylarca direnmeyi sürdürür.						
12. Çocuğum, bulmaca, yap-boz ve okuma gibi bir aktiviteyle uzun zaman uğraşır.						
13. Parkta ya da ziyaretteyken, çocuğum yabancı çocukların yanına gider ve onların oyununa katılır.						
14. Çocuğum, her akşam farklı süreler uyur.						
15. Çocuğum yabancı bir yetişkine karşı utangaçsa, bunun üstesinden yarım saat kadar bir sürede, hemen gelir.						
16. Çocuğum bir şeye kızgınsa, bunu geçiştirmek zor olur.						

17. Çocuğum, her gün farklı zamanlarda acıkır.						
18. Ailece yolculuğa çıktığımızda, çocuğum yeni ortamına hemencecik, evindeymiş gibi alışır.						
19. Beraber alışveriş yaparken, çocuğumun istediğini almazsam (örnek: şeker, giysi gibi) ağlar ve bağıırır.						
20. Çocuğum üzüntülü ise, onu rahatlatmak zordur.						
21. Yabancı yetişkinler evimizi ziyaret ettiğinde, çocuğum hemen dostça davranır ve onlara yaklaşır.						
22. Çocuğum her gün aynı miktarda yemek yeme yerine, bir gün fazlasıyla, ertesi gün de çok az yemek yer.						
23. Bir oyuncak ya da oyun zor geldiği zaman, çocuğum hemen başka bir aktiviteyle ilgilenir.						
24. Sevdiği bir oyun ya da oyuncacı çalışmadığı zaman, çocuğum belirgin şekilde üzölür.						
25. Çocuğum bir kıyafeti giymek istemediğinde, bağıırarak tartışır ya da ağlar.						

26. Hafta sonu ve tatillerde, çocuđum her sabah aynı saatte uyanır.						
27. Çocuđum bir şeyi iyice öğreninceye kadar (bulmaca, yeni şarkı veya yazmak gibi), o işin üzerinde çalışır.						
28. Çocuđum, benim olmadığım yeni bir ortama (yuva, okul ya da müzik kursu gibi) ilk kez bırakıldığı zaman, üzölür.						
29. Çocuđum bir şeyle oynamaya başladığında, oyunu bırakmasını istesem de bu zor olur.						
30. Çocuđum, kitap okumak ya da kitaplara bakmak ve el işi yapmak gibi sessiz aktivitelerle uğraşır.						

APPENDIX M

TOY SET



Animal matching puzzle:



The soft toy:



Block set:



Toy truck:



Kitchen & food set:



Toy repair kit:

APPENDIX N

PLAY OBSERVATION NOTES

There will be three video calls on different dates. Minimum 3 min. and a maximum of 10 minutes. will be used during the play observation (video call). It has been prepared so that the researcher can make effective observations and take quick notes during the interview.

Observation date:	
Researcher's name:	
Interview order:	
Interview time	
Contact information of the participating pair	
The temperament of the participating child:	
Parental attitude of the participant mother:	

Code list questions

Who starts the play?	
How is it a start?	
What is the child's reaction?	
What is the mother's reaction?	
What is the mother's role?	
Who ends the play?	
How does it end?	
What type of play is it?	

Extra Information

Facial expressions:	
Body language/tone of voice throughout the play:	
Number of breakouts (if any):	
(If any) Reason for leaving the play:	
Frequency of resuming the play:	

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