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RESEARCH ARTICLE

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THE RELATIONSHIP BETWEEN TURKISH MOTHER'S ATTITUDES TOWARD FAMILY LIFE AND CHILD-REARING AND THEIR CHILDREN'S SELF-ESTEEM

Türk Annelerinin Aile Hayatı ve Çocuk Yetiştirme Sürecindeki Tutumu ile Çocuğun Benlik Düzeyi Arasındaki İlişki

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ABSTRACT

The aim of this study is to explore the relationship between mothers' attitude during parenting time and their 60-72 month old children's self-esteem. The study was conducted using a descriptive and a relational screening model, and a total of 252 mothers and their 60-72 month old children participated in this study. The Parental Attitude Research Instrument (PARI) was used as a tool for evaluation of mothers' parenting attitudes. Purdue self-concept scale was used to assess children's self-esteem. In order to discover the participants' socio-demographic features, a demographic information form developed by the researcher was used. SPSS 21.0 was used for data analysis. Data analysis consists of frequency and percentage values, t-test, analysis of variance (ANOVA), the two post-hoc tests: the Tukey test and the LSD test, and the Pearson product moment correlation coefficient. The results of the statistical analysis have indicated that family life and parenting attitudes of a mother change depending on child's sex, birth order, preschool education, mother's education level, mother's occupation and working conditions, family type, family income as well as mother's wedding style. The results have also shown that children's self-esteem remarkably depends on child's age, sex, preschool education, his mother's education level and where mother has spent most of her life time. According to the findings of this study, although there is not a remarkable relationship between mother's parenting attitudes and child's self-esteem, there are remarkable relationships among the sub-dimensions of the scales.

Keywords: Turkish mother, family life, parent attitudes, self, self-sufficiency

ÖZ

Bu araştırmanın amacı, aile hayatında annelerin çocuk yetiştirme sürecindeki tutumu ile 60-72 aylık çocuklarının benlik düzeyi arasındaki ilişkinin belirlenmesidir. Betimsel ve ilişkiisel tarama modeliyle yapılan araştırmaya 252 anne ve 60-72 ay arası 252 çocukları katılmıştır. Araştırmada annelerin çocuk yetiştirme tutumlarını belirlemek amacıyla Aile Hayatı ve Çocuk Yetiştirme Tutumu Ölçeği (PARI) ölçeği kullanılmıştır. Çocukların benlik düzeyini belirlemek amacıyla ise Purdue Okul Öncesi Çocukları İçin Benlik Kavramı Ölçeği kullanılmıştır. Katılımcıların sosyo-demografik özelliklerini öğrenmek amacıyla araştırmacı tarafından geliştirilen Demografik Bilgi Formu kullanılmıştır. Verilerin çözümlenmesinde SPSS 21.0 paket programı kullanılmıştır. Elde edilen verilerin analizinde frekans ve yüzde değerleri, parametrik testler (t-testi, tek yönlü

varyans analizi (ANOVA), Post Hoc testlerinden Tukey testi ve LSD testi, pearson momentler çarpımı korelasyon katsayısı analizi) kullanılmıştır. İstatistiksel analizler sonuçlarına göre, annenin aile hayatı ve çocuk yetiştirme tutumları çocuğun cinsiyetine, çocuğun doğum sırasına, okul öncesi kuruma gidip-gitmemesine, annenin öğrenim durumuna, annenin çalışma durumuna, annenin mesleğine, aile tipine, ailenin gelir durumuna, annenin evlenme şekline göre anlamlı bir farklılık göstermektedir. Yine araştırma sonuçlarına göre, çocukların benlik düzeyleri çocuğu yaşına, cinsiyetine, okul öncesi kuruma gidip-gitmemesine, annenin öğrenim durumuna, annenin yaşamının çoğunluğunu geçirdiği yere göre anlamlı bir farklılık göstermektedir. Araştırmadan elde edilen bulgulara göre annenin çocuk yetiştirme tutumları ile çocukların benlik düzeyleri arasında anlamlı bir ilişki olmadığı, ölçeklerin kendi alt boyutlarında anlamlı ilişkiler olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Türk anne, aile hayatı, ebeveyn tutumları, benlik, benlik yeterliği

INTRODUCTION

Family is a community made of humans assuming roles via marriage, kindred ship or adoption, connected to each other, sharing the same house. They effect each other through the roles they assume (wife, husband, mother, father, child, sibling), they support each other, they share a societal and economic role and they transfer their culture from one generation to the next (Şahinkaya, 1975). The child gains love, ethics, social values, self-esteem, personality structure, attachment style and rules within family, which is the first social environment that he/she is exposed to. Thus, the behavioral patterns begin to emerge as a result of the accumulations gained in the family (Nazlı, 2000). The foundations of the personality of the child are firstly influenced by the family followed by the physical and social environment. Since the age at which the foundations of personality are first laid is 0-7 years old, the most important element in the development of the personality of the child is the family, the caregivers and the care providers.

Seeing the family as a system means accepting that the individuals are influential on a wide range of human behaviors such as ties, attitudes, feelings and thoughts. Moreover, each and every relationship between the family members affects the other family members (Gladding, 2015). A wide range of behavioral characteristics such as love, tolerance, respect, trust, pressure, discipline, and violence exhibited by parents can be defined as parental attitudes (Yörükoğlu, 2003). The relationship the parents had with their own parents in their childhood accounts for their attitudes towards their children (Çağdaş & Seçer, 2004). When it comes to the children's self perception, parental behavior, the interaction between parents and children and the characteristics of the child all impinge on the development of the child's self-perception (Brown et. al, 2009).

Self-development has a significant effect on the formation of the self, affecting physical, emotional, moral, psychological and social development, respectively, starting from the birth of the baby (Köknel, 1995). The baby gets this effect from his mother, father, siblings, his environment and friends (Yavuzer, 1998).

Three-six year-old child learns his own identity, his characteristics, the roles and expectations of the society and might explain them in detail. The child, in this period, has difficulty in expressing his feel-



ings such as “I’m bad” “I am shy” or “I’m a very good person”. In this period, the child might talk about concrete characteristics such he observes in daily life such as “I run very well”, “I count the numbers”, and “I share with my friends”. Because, in this period, the concept of self is concrete whereas abstract though is missing (Martin & Fabes 2006).

Self-development, therefore, continues thorough the life process, showing its existence at every moment of life. Self-development is shaped by the attitudes of parents, caregivers, environmental factors, relatives and friends. In this process, physical, psychological, social relations and even the choice of profession is affected. If this effect is positive, a healthy self-concept is formed (Gander & Gardiner 2001).

In order for children to become healthy individuals and to bequeath a healthy heritage to the offspring, the relationship between mother's child rearing attitudes and the child's self level is of vital importance. It is clear that the children often spend most of the day with mothers or caregivers. The mother's attitude, in particular, will shape the development of the child's personality and its traces will be followed throughout his life.

Having a health family is possible only by having healthy family members. In order for the child to develop a healthy self, however, first of all, the parents have to understand that their attitudes have a significant effect. The loss of parents in the family without any cause (such as divorce, loss, death) despite their physical presence, and the emotional distance effect the family system and the development of children, creating negative consequences. Individuals raised in healthy families are sensitive to each other's needs and requirements, they create positive emotional ties between each other, and the family members are happy to become a part of that family. Family members know and fulfill their duties and responsibilities. Open communication prevails in healthy families. As such, each and every family member feels valuable. As for children, it is of utmost importance to be accepted, approved and loved unconditionally. If the family atmosphere enables the child to know himself, then the maturity of a healthy self is ensured (Cüceloğlu, 2000). Research suggests that healthy families display the same characteristics in almost every culture. These are adaptation to changing living conditions, adherence to family, knowing each other's values, clear and effective communication, having clear roles in place, not avoiding responsibility, providing the necessary environment of trust and being willing to spend time with each other (Gladdig, 2015).

In the traditional Turkish social structure, however, the responsibility of taking care of the child usually falls upon the shoulders of the mothers. It against this backdrop that this study examines the attitudes of Turkish mothers in raising their children within family life and the relationship between these attitudes and self development as well as the respect of their children.

METHOD

Participants

In this study, relational screening model is employed in an attempt to determine the relationship between the attitudes of Turkish mothers in raising their children and in the family life and the self level of the children. 252 children between 60-72 months and their mothers, who were referred to Gebze Fatih Hospital (in the Marmara Region, neighbor of Istanbul, Turkey), the ward of Child Development, have been recruited for the purposes of this study. The subjects were recruited on a voluntary basis.

33% of the subjects were between 60-62 months, 21% were 63-66 months, 20.6% were between 67-69 months and 25.4% were between 70-72 months. As to the gender, 50.4% of the respondents were girls, 49.6% were boys, 43.3% were first children, 9.5% were middle children, 47.2% were last children and 68.3% of them were enrolled in pre-school whereas 31.7% did not attend preschool.

When it comes to the age of the mothers, 31% of the recruited mothers were between the ages of 22-29, 53.2% were between the ages of 30-39 and 15.8% were between the ages of 40-50. As for the schooling, 5.6% of mothers were illiterate, 41.2% were primary school graduates, 17.1% were secondary school graduates, 23% were high school graduates, 6% held associate degree, 6.3% held undergraduate license degree and 0.8% held master and doctorate degrees. While 16.7% of mothers were employed, 83.3% of them were not employed. 7.1% of mothers were blue collar workers, 2.4% served as civil servants, 6.3% were self-employed, 4.8% were professionals (doctor, engineer, business person, teacher, academician, expert) and 79.4% were domestic workers. The majority of the participating mothers were housewives (women who do not work professionally and hold the house chores).

As regards the family type, 86.1% of mothers had nuclear family, 12.3% had extended family, 0.8% had broken family, and 0.8% have divorced family. 98% of the mothers were married, 0.8% were divorced and 1.2% were abandoned. The person who took the primary responsibility were mothers in 99.2% of the families whereas the families in which father took primary responsibility made up 0.8% of the total universe. While 18.7% of the mothers lived together with other relatives at home, 81.3% of the mothers did not live with the other relatives. As 12.7% of the other relatives living at home took responsibility in taking care of the child, 87.3% did not take responsibility. 48.8% of mothers had arranged marriages (without coercion), 37.7% were married by flirting/friendship, 9.5% escaped with their husbands and 4% had arranged marriages (by coercion). While 17.5% of the mothers had consanguineous marriage, 82.5% did not have a consanguineous marriage. 21% of the mothers spent their lives in the villages, 5.2% in towns, 28.6% in the cities and 45.2% in the metropolitan cities.



Data Collection Tools

For the purpose of the study, the demographic information form that questions the socio-demographic characteristics of the participants, the Family Life and Child Rearing Attitude Scale (PARI) which measures mothers' family life and parenting attitude, and the Self Concept for the Purdue Self Concept Scale for Preschool Children measuring the self-perception of children were administered. The scales used in this study are as follows:

Demographic Information Form

The age of the child (month), the child's gender, the child's birth order, whether the child is enrolled in a pre-school or not, the age of the mother, the mother's education status, the mother's employment status, the mother's occupation, the number of children the family has, family type, mother's marital status, family income status, the main caretaker of the child, whether there are other relatives living in the house, whether the other relatives living at home take responsibility in the childcare, the way the mother is married, whether there is a consanguineous marriage or not, the place where the mother spent most of her life were the questions asked in an attempt to reveal the socio-demographic information of children. Some of the questions came in yes/no format, some were to be answered by filling in the gaps, and some were multiple-choice.

Parental Attitude Research Instrument (PARI)

The Family Life and Parenting Attitude Scale, PARI, was developed in 1958 by Schaefer, E. S. and Bell, R. Q in the USA. It consists of 60 items and 5 sub-dimensions. It is scaled with 4-point Likert type. For Over-Protection, measuring the level of dependence of the child to their parents. For Democratic and Equality, 9 items allow the child to express their thoughts freely and allow them to enjoy equal rights, and to measure the equality of parents. 13 items for Rejecting Mother's Housewife, the mother being over-nervous, discontented with her child for a long time, being afraid of taking care of the newborn baby, and being addicted to her own mother or others. It measures the level of unhappiness of the mother at home and her dissatisfaction with housework and childcare. 6 articles for Marital conflict measure whether or not her husband helps her during child-rearing. 16 articles for Printing and Discipline measure situations such as strict discipline, suppression of sexual and aggressive behaviors, punishments, and belief in absolute domination. It contains 4-point likert-type answers in the form of finding it very suitable with not find appropriate. Overprotective mothering, Democratic attitude and equality, rejecting of homemaking role, marital conflict, strict discipline.

The Turkish adaptation was conducted in 1978 by LeCompte, G. LeCompte A., and Özer S. Subjects were asked to mark strongly agree, mildly agree, mildly disagree, or strongly disagree on each statement using 4 point Likert scale. The materials used in the application were self-report, paper and pen. Using the scale necessitated no special skills (Şanlı, 2007).

Total score cannot be obtained from the scale. Each item is evaluated in its sub-dimension. Scores cannot be compared between sub-dimensions. High scores from sub-dimensions other than “democratic attitude and equality” are considered as negative parenting attitudes. Articles 2, 29 and 44 are inverse items and the reverse score is given.

Purdue Self Concept Scale For Preschool (PSCS)

The scale was developed by Cicirelli in 1974 to determine the self-perception of 3-6 years old preschool children and consists of 40 items. In each item, there are two pictures and the opposite pictures of what the child in the picture is doing. Pictures are shown to children, descriptions of each picture are read and they are asked to show which child in the picture is more like them. For each item, the picture with the positive character is 1 point, the negative picture is 0 and the total score offers the self score. The scale is applied by the expert (Cicirelli, 1974; Özcan, Gümüş & Kotil, 2009).

The validity construction of the Purdue Self Concept Scale For Preschool (PSCS) for children in the 5-6 age group was developed in 1974 by Cicirell was taken up by Özcan, Gümüş and Kotil in 2009. The results of exploratory factor analysis suggest that 4 factors explain 52.13% of the variance. Furthermore, it was found out that the contents of the items in the same subscale were consistent with each other, and factor 1 could be called “Social Competency” aspect (5 items), and its sub-dimension peer-friendliness and its statements reflecting sharing, factor 2 could be called “Academic Proficiency” (3 items), factor 3 could be called “Physical Competency” (5 items) and factor 4 could be called “Mother Acceptance” (3 items). Accordingly, there are questions such as “this child can catch a ball very well”, “this child cannot catch a ball very well” in which the child shows the picture he finds best suited to him measuring these factors. Based on the exploratory factor analysis of the scale, 16-items and 4 sub-scale structures were verified via confirmatory factor analysis (CFA for Turkish version) and as a result, the model proved to have 4 dimensions that were consistent and acceptable (Özcan, Gümüş, & Kotil, 2009). The total score α value of the scale with 16 items was calculated as .74.

Data Collection

Ethics committee approval was obtained for the collection of data for the study. Data were collected in accordance with the permission of the General Secretariat of Kocaeli (Turkey) Public Hospitals Association. Within the scope of the study, participants who were referred to the child development ward of Gebze Fatih State Hospital were informed face to face and the principle of confidentiality was underlined. The demographic information form and Family Life and Parenting Attitude Scale documents were handed the mothers who signed the form denoting that they join the study voluntarily. Moreover, the subjects were were informed as to how they could administer the scale and were assisted, if needed. As for the illiterate mothers, the form and questions of the scale were read out to the one by one and their forms were fulfilled by us. Mothers completed the form and the scales in approximately 30 minutes. The application of self-concept scale for Purdue preschool children lasted for approximately 5-7 minutes. All in all, data collection was completed in three months.



Data Analysis

SPSS 21.0 program was used for the analysis of the data obtained within the scope of the study and the significance level was determined as 0.05. Firstly, a database has been created and the data obtained have been processed within the program. In this respect, the frequency and percentage distributions, mean, standard deviation, minimum and maximum values related to demographic characteristics of the recruited mothers and children were determined. First of all, normality test analysis of the data was made and subsequently once we determined that the data had a normal distribution, parametric test analysis was performed. As a result of the comparisons, posthoc analyzes were performed to determine from which group the difference between the groups resulted from. In order to determine the relationship between mothers' level of family life and child-rearing attitudes and children's self-level, statistical analysis was performed by using pearson product-moment correlation coefficient analysis and parametric hypothesis tests.

RESULTS

In rejecting of homemaking role, the gender roles were examined and a significant difference was found between mothers with daughters girls (M = 26.6, SD = 6.76) and mothers with sons (M = 28.6, SD = 7.46) ($p = .023 < .05$). The rate of rejecting of homemaking role in mothers having a son was significantly higher than that of mothers having daughters. There was no significant difference with regard to sex in the other sub-factors (Table 1).

Table 1. Comparison of (PARI) scale by gender

Attitude Factors	Gender	n	M	SD	t	P*
Overprotective Mothering	Female	127	46.4	9.04	-.862	.389
	Male	125	47.3	7.65		
Democratic Attitude and Equality	Female	127	28.6	3.00	1.060	.290
	Male	125	28.1	3.19		
Rejecting of Homemaking Role	Female	127	26.6	6.76	-2.293	.023
	Male	125	28.6	7.46		
Marital Conflict	Female	127	14.7	3.98	-.453	.651
	Male	125	15.0	4.29		
Strict Discipline	Female	127	40.1	8.90	-1.529	.128
	Male	125	41.7	8.03		

Comparison of the family type against the Family Life and Parenting Attitude Scale (PARI) in the item of **"Strict Discipline"** suggests that there is a significant difference ($p=.050<.05$) between the nuclear family type (M = 40.3, SD = 8.4) expanded family type (M= 44.3, 8.6), scattered family type (M = 48.5, SD = 9.19) and divorced mothers (M = 44, SD = 5.6) (Table 2). The LSD (Posthoc) test results suggest that a significant difference was found ($p = .015 < .05$) between the nuclear family and the extended family in favor of the extended families (Table 2).

Table 2: The comparison of Family Life and Parenting Attitude Scale (PARI) items according to family types

Attitude Factors	Family Type	n	M	SD	F	p*
Overprotective Mothering	Nuclear family	217	46.4	8.39	1.870	.135
	Expanded family	31	49.4	7.88		
	Scattered family	2	55.5	4.94		
	Divorced family	2	46.0	11.31		
Democratic Attitude and Equality	Nuclear family	217	28.3	3.18	.597	.629
	Expanded family	31	28.5	2.57		
	Scattered family	2	26.5	0.70		
	Divorced family	2	30.5	2.12		
Rejecting of Homemaking Role	Nuclear family	217	27.4	7.26	.643	.588
	Expanded family	31	29.1	6.89		
	Scattered family	2	27.0	4.24		
	Divorced family	2	24.5	2.12		
Marital Conflict	Nuclear family	217	14.8	4.14	1.567	.198
	Expanded family	31	15.2	4.07		
	Scattered family	2	20.0	1.41		
	Divorced family	2	11.5	2.12		
Strict Discipline	Nuclear family	217	40.3	8.40	2.645	.050 LSD: P< 0.05 (NF-EF)
	Expanded family	31	44.3	8.61		
	Scattered family	2	48.5	9.19		
	Divorced family	2	44.0	5.65		

Note: m: Mean, SD: standard deviation, F: One-Way ANOVA * p< 0.05

In all the items of the PARI, overprotective mothering, democratic attitude and equality, rejecting of homemaking role, marital conflict, strict discipline a significant difference has been found between the low income families and high income families. The results suggest that as the income level of the family drops the rate of rejecting of homemaking role and marital conflict increases. As the income level of the family increases, mothers behave in a more democratic and egalitarian way and adopt a positive attitude (Table 3).

Table 3. Comparison of Family Life and Parenting Attitude Scale PARI items according to the income level of the family

Attitude Factors	Income	n	M	SD	F	p*
Overprotective Mothering	600 –1500 TL	61	51.1	7.1	9.339	.000
	1550-4950 TL	166	45.9	8.1		
	5000-9500 TL	23	42.1	8.7		
	10000-15000 TL	2	47.0	1.4		
Democratic Attitude and Equality	600 –1500 TL	61	27.6	2.9	3.268	.022
	1550-4950 TL	166	28.4	3.1		
	5000-9500 TL	23	30.0	3.0		
	10000-15000 TL	2	28.0	0.0		



Rejecting of Homemaking Role	600 –1500 TL	61	30.3	8.2	4.622	.004
	1550-4950 TL	166	26.5	6.4		
	5000-9500 TL	23	28.8	7.9		
	10000-15000 TL	2	26.5	2.1		
Marital Conflict	600 –1500 TL	61	16.7	4.0	5.649	.001
	1550-4950 TL	166	14.2	3.9		
	5000-9500 TL	23	14.4	4.6		
	10000-15000 TL	2	13.5	0.70		
Strict Discipline	600 –1500 TL	61	45.7	7.9	10.786	.000
	1550-4950 TL	166	39.8	8.01		
	5000-9500 TL	23	36.2	8.7		
	10000-15000 TL	2	39.5	.70		

Note: TL: Turkish Liras, M: Mean, SD: standard deviation, F: One-Way ANOVA, * $p < 0.05$

When the self-level scores of children are compared according to age in the “Mother Acceptance” dimension, a significant difference ($p = .009 < .05$) was found between the 60-62 months old ($M = 2.6$, $SD = .76$), 63-66 months old ($M = 2.8$, $SD = .39$), 67-69 months old ($M = 2.9$, $SD = .38$) and between 70-72 months ($M = 2.7$, $SD = .59$). The Tukey (Posthoc) test results suggest that a significant difference ($p = .012 < .05$) emerged between 60-62 months old children and 67-69 months old children in favor of 67-69 months old children (Table 4).

The answers in the dimension of “Total Self” point out to a significant difference ($p = .036 < .05$) between the 60-62 months old children ($M = 13.2$, $SD = 2.8$), 63-66 months old ($M = 14$, $SD = 1.9$), 67-69 months old ($M = 14.4$, $SD = 1.5$) and between 70-72 months old children ($M = 13.7$, $SD = 2.3$) (Table 4). As a result of the Tukey test, a significant difference ($p = .026 < .05$) was found between 60-62 months old children and 67-69 months old in favor of 67-69 months old children (Table 4).

Table 4. Comparison of self level points against the ages of the baby (months)

Self Factors	Month	n	M	SD	F	P*
Social Competence	60-62	83	4.2	0.99	2.710	.046
	63-66	53	4.6	0.73		
	67-69	52	4.5	0.66		
	70-72	64	4.5	0.85		
Academic Competence	60-62	83	2.4	0.81	.982	.402
	63-66	53	2.4	0.72		
	67-69	52	2.6	0.68		
	70-72	64	2.5	0.77		
Physical Competence	60-62	83	3.9	1.09	1.046	.373
	63-66	53	4.0	1.06		
	67-69	52	4.2	.819		
	70-72	64	3.9	1.09		

Mother Acceptance	60-62	83	2.6	0.76	3.937	.009
	63-66	53	2.8	0.39		
	67-69	52	2.9	0.38		
	70-72	64	2.7	0.59		
Total Self	60-62	83	13.2	2.83	2.894	.036
	63-66	53	14.0	1.97		
	67-69	52	14.4	1.59		
	70-72	64	13.7	2.37		

Note: M:mean, SD: standart deviation, F: One-Way ANOVA, *p<0.05

Comparing the self-level scores against the gender of children a significant difference ($p = .024 < .05$) was found between girls ($M = 3.9$, $SD = 1.07$) and boys ($M = 4.2$, $SD = .98$) in the dimension of "Physical Competency". No significant difference was found in the comparisons against the other factors (Table 5).

Table 5. Comparison of children's self level points against their gender

Self Factors	Sex	n	M	SD	t	P*
Social Competence	Girl	127	4.5	0.83	1.329	.185
	Boy	125	4.3	0.87		
Academic Competence	Girl	127	2.5	0.73	.333	.739
	Boy	125	2.4	0.78		
Physical Competence	Girl	127	3.9	1.07	-2.271	.024
	Boy	125	4.2	0.98		
Mother Acceptance	Girl	127	2.7	0.64	-1.105	.270
	Boy	125	2.8	0.55		
Total Self	Girl	127	13.6	2.39	-.682	.496
	Boy	125	13.8	2.32		
Children's being enrolled in a preschool						
Mother Acceptance	Yes	172	2.819	.480	2.424	.016
	No	80	2.625	.785		

Note: M:Mean, SD: standard deviation, t: Independent simple t test, *p<0.05

The self-level scores were compared against the place where mothers spent most of their life; in the dimension of "Social Competency", a significant difference ($p=.048 < .05$) was found between the women spending most of their lives in the villages ($M = 4.6$, $SD = .65$), in towns ($M = 3.9$, $SD = 1.18$), in the cities ($M = 4.4$, $SD = .88$) and in the metropolitan area ($M = 4.4$, $SD = .86$). As a result of the Tukey test, a significant difference ($p = .034 < .05$) was found between mothers who spent most of their lives in the village and mothers who spent most of their lives in the town in favor of the mothers spending their lives in the village (Table 6).

Table 6. Comparison of self level points against the place where the mothers spent most of their life

Self Factors	Place	n	M	SD	F	P*
Social Competence	Village	53	4.6	0.65	2.672	.048
	Town	13	3.9	1.18		
	City	72	4.4	0.88		
	Metropolis	114	4.4	0.86		
Academic Competence	Village	53	2.4	0.79	.998	.394
	Town	13	2.3	0.85		
	City	72	2.4	0.76		
	Metropolis	114	2.5	0.72		
Physical Competence	Village	53	4.1	0.94	3.831	.010
	Town	13	3.4	0.77		
	City	72	3.8	1.16		
	Metropolis	114	4.2	0.97		
Mother Acceptance	Village	53	2.8	0.45	.942	.421
	Town	13	2.6	0.86		
	City	72	2.6	0.68		
	Metropolis	114	2.7	0.56		
Total Self	Village	53	14.1	1.74	3.568	.015
	Town	13	12.3	2.98		
	City	72	13.3	2.64		
	Metropolis	114	14.0	2.25		

The study suggests a weak and insignificant relationship between mothers' child rearing attitudes, overprotective mothering, democratic attitude and equality, rejecting of homemaking role, marital conflict, strict discipline and the children's self perception, that is, social competence, academic competence, physical competence, mother acceptance and total self sub factors. The study, therefore suggests that a weak correlation exists between these factors (Table 7).

Table 7. Correlations among the variables

Variables		PARI	PARI	PARI	PARI	PARI	PURDU	PURDUE	PURDUE	PURDUE	PURDUE
		1	2	3	4	5	1	2	3	4	5
PARI 1	Correlation	1									
	P value										
PARI 2	Correlation	-,112	1								
	P value	,076									
PARI 3	Correlation	,409**	-,093	1							
	P value	,000	,143								
PARI 4	Correlation	,374**	-,042	,508**	1						
	P value	,000	,508	,000							
PARI 5	Correlation	,750**	-,131*	,526**	,443**	1					
	P value	,000	,038	,000	,000						

PURDUE 1	Correlation	,052	-,024	,052	-,033	,067	1				
	P value	,413	,707	,410	,606	,290					
PURDUE 2	Correlation	,008	-,046	-,004	-,066	,039	,348**	1			
	P value	,897	,466	,953	,294	,534	,000				
PURDUE 3	Correlation	,046	,008	,046	,008	,057	,353**	,372**	1		
	P value	,471	,894	,464	,900	,371	,000	,000			
PURDUE 4	Correlation	-,026	,042	,027	-,034	-,022	,320**	,365**	,372**	1	,653**
	P value	,679	,511	,675	,589	,726	,000	,000	,000		,000
PURDUE 5	Correlation	,035	-,009	,045	-,039	,056	,714**	,706**	,784**	,653**	1
	P value	,581	,884	,477	,543	,373	,000	,000	,000	,000	,000

PURDUE 1: Social competence , PURDUE 2: Academic competence, PURDUE 3: Physical competence, PURDUE 4: Mother acceptance, PURDUE 5: Total self, / PARI 1: Overprotective mothering PARI 2: Democratic attitude and equality, PARI 3: Rejecting of homemaking role, PARI 4: Marital conflict, PARI 5: Strict discipline

*p<0.05, **p<0.01

DISCUSSION

According to the sex of the child, in rejecting of homemaking role, it has been found out that mothers with a son have a significantly higher rate of rejecting of homemaking role when compared against mothers with a daughter. In the factor of rejecting of homemaking role, mother is highly controlling and self-sacrificing towards the child and this factor measures the dependence level of the child on parents.

The mother's attitude to rejecting of homemaking role is appears to stem from the negative factors related to the person she lives with, herself, and the child. Singh and De Man (1991) and Crase, Foss and Colbert (1981) have found that parental attitudes change according to the gender of children. Demiriz and Ögretir (2007) have found that parental attitudes are significantly different in favor of boys. Moreover, the results of the study suggest that the mothers' rejection of homemaking role affects the girls and boys in different ways. It might be claimed that in the traditional patriarchal structure boys always have advantages. The Turkish mothers appear to behave in a more protective and self-sacrificing way towards the boys.

As to the children's being enrolled in a preschool, the mothers of children who do not join the preschool have been found out to be extremely protective, going through martial conflict, exerting pressure and discipline upon their children. Conversely, the mothers who send their children to preschool have been found out to be displaying more democratic and egalitarian attitudes.

It has found that mothers living in extended families are more oppressive and exert more strict discipline than the mothers living in the nuclear family. The "strict discipline" factor measures cases in which strict discipline, suppression of sexual and aggressive behaviors, punishment, and belief in absolute dominance of parents. It is hypothesized that mothers' not feeling free enough at their homes, not living their own lives, the others' constant involvement in child care, their being exposed



to negative criticism by other individuals when the children are around, their not having enough and free sex and not setting their authority completely might account for this increase in strict discipline. Studies have concluded that parents living in extended families exhibit extreme control and strict discipline (Özyürek, 2004) and mothers in extended families reject their children (Rohner and Charki-Sircar, 1998). Turkish family enjoys the characteristics of traditional family type. Although nuclear families are more dominating in city centers, the root families still bear upon the family life. It, therefore, can be concluded that the family type has an effect on the attitudes of the parents.

It has been found out that mothers with family income between 5000-9500 TL are more democratic and egalitarian than mothers with an income of 600-1500 TL. It, therefore, might be claimed that as the family's income level increases, the mothers behave in a more democratic and egalitarian way. It might be claimed that as the income level of the family decreases, mothers get more overprotective, reject homemaking role, marital conflict increases and they exert more pressure and disciplinary attitudes towards their children. The responsibilities of the parents may gradually increase and they might not allocate enough time to neither to their children nor themselves in the families with limited income. As a result of this, parents might transfer the stress they go through to the other individuals, thereby resulting in marital conflict, and strict discipline. It is believed that when the mothers can get the training and consultancy on child rearing and transfer the information they gain to their children, and have enough social interactions, they behave in a more democratic and egalitarian manner. The studies taking up this topic are contradictory in the sense that whereas no significant difference is found between the income level of the parents and the child rearing attitudes in some studies (Algünerhan, 2017) there are others suggesting that a significant difference might exist between parenting attitudes and income level (Eroğlu, 2014; Demiriz & Öğretir, 2007).

Our findings suggest that the children who go to pre-school institutions are more accepting towards their mothers. It is hypothesized that mothers who send their children to the preschool institutions raise their children consciously and behave in a more democratic way towards their children and this may account for the childrens' being more accepting towards their mothers. Sarıca (2010) has concluded that the self concept of the five-six years old children exhibit a significant difference in line with the duration of pre schooling, seemingly supporting the results of this study.

As regards the correlations, a positive, medium level and significant relation has been found between rejecting of homemaking role and marital conflict; a positive, medium level and significant relationship has been determined between rejecting of homemaking role and strict discipline. The results point out to a positive relationship between rejecting of homemaking role and marital conflict, suggesting that as one increases so does the other. These are the negative attitudes that effect one another. It is clear that the women assume more responsibilities than the man in Turkish family system. Women need to serve as wives, mothers, caretakers and they need to feed everyone in the family. Such a heavy workload, therefore, might cause marital conflict.

A positive, strong and significant relationship was determined between the social competencies of children and total self. Kernis et. al. (2000) have found out that the presence of a warm, friendly and positive relationship between parents increases the total self in children. Algünerhan (2017), similarly, has concluded that as the democratic parenting attitudes as perceived by the children increase, the total self increases; however, no significant relationship has been found between overprotective and authoritative parenting attitude and the self perception of the children.

A positive and weak relationship was determined between the physical competence of children and mother's acceptance and a positive, high and significant relationship was found between physical competence and total self. A positive and moderate relationship was found between mother acceptance and total self. It therefore might be claimed that the total self of children are in unity. To give an example, the children who do not accept the mother are not expected to display high scores of self acceptances. Kanigsberg and Levant (1988) have found out that effective communication, and sharing the rules clearly develops mother- child relationship and effect the self of the children positively as well as mother acceptance, thereby supporting the findings of this study.

It is hypothesized that the negative attitudes trigger each other. It is believed that in the case a mother adopting an overprotective attitude towards her child and exerting constant pressure, the tension between the mother and the child might effect the other individuals and might involve them, and the mother might reject the homemaking role in the face of all these negativities. Alternatively, it has been found out that as the democratic and egalitarian of the mothers increase, they adopt strict discipline less and as the strict discipline increases democratic and egalitarian attitudes tend to decrease.

Given the results it follows that it would be highly beneficial to offer informative and preventive seminars entitled "parental training, family life training" in public centers, culture halls of the municipalities, and buildings of the non-governmental organizations within a multidisciplinary understanding by the professionals on the mothers' family life and parental attitudes (family counselors, child development experts, social service experts, psychiatrist, psychologists) in an attempt to decrease the negative parental attitudes.

It has been maintained that according to parental acceptance-rejection theory, in cases where parental acceptance increase, the social and emotional development of children furthers, resulting in more positive social relationships diminishing the behavioral problems (Rohner & Khaleque, 2002). Especially with regard to rejection of homemaking and marital conflict, it would be of utmost importance to plan group studies between the professional and the mothers, to hold social exchange programs and to plan therapeutic communication trainings so that the mothers could come up with solutions to their problems.

Mother's family life and child rearing attitudes (rejecting of homemaking role, marital conflict, strict discipline, overprotective mothering, democratic attitude and equality), and the correlation between



these and the child's gender, birth order, joining the preschool institution, mother's education level, mother's work status, mother's profession, the type of family, the income of the family and the way the mother is married and the reasons behind the different relations has been investigated in this study. Moreover, the relationship between the factors of self in the children, social, academic, physical competence, mother acceptance and total self has been explored. We believe that increasing the number of such studies via qualitative and combined studies, explaining the reasons behind relationships in detail would further contribute to the field in the future. Moreover, the reasons why no significant relationship emerged between the family life of the mothers, child rearing attitudes and self level of the children might also be explored from socio-cultural and socio-economic perspectives and different comparisons could be made.

CONCLUSION

In summary, the variables such as the income level, education level, the place of residence, the way of marriage, the family type and the gender of the child are suggested to bear upon the child rearing attitudes and via parenting these attitudes are transferred to the children in Turkish families. It might therefore be asserted that increasing the education level and income level of the mothers, integrating them into the professional life, and offering them the nuclear family type, enlarges the freedom space of the mothers thereby, enabling them adopt democratic and egalitarian attitudes. It is against this background that it is paramount to empower the mothers. It is clear than healthy, strong and positive mothers will eventually raise healthy children physically and psychologically speaking.

The results suggest a weak and insignificant correlation between the sub factors of child rearing, that are overprotectiveness, democratic attitude, rejecting of homemaking role, marital conflict and strict discipline and the social competence, academic competence, physical competence, mother acceptance and total self. Our findings suggest a negative and weak relationship between over protection and mother acceptance. It therefore follows when the mothers display overprotective attitudes, the childrens' acceptance of their mother decreases. In a similar vein, our results suggest that a negative and weak relationship exists between the strict discipline and mother acceptance. As the mother exerts strict discipline, the level of mother acceptance drops.

Our findings suggest that as the mothers reject the homemaking role and there is martial conflict in the family, then the academic competence of the children drop, point to a negative correlation between the rejection of homemaking role, martial conflict and academic competence. Similarly, democratic and egalitarian attitudes of the mothers also affect the academic competence of the children negatively. When the children are extremely free they get confused as to how to proceed in academic life since they need guidance and counseling in early stages. Given these results, it is paramount to extend support to the children at an optimum level for the families. It is important to note that not only mothers are effective on the child's self-concept, but also the characteristics of the child (father, grandmother, grandfather, relatives, friends).

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