

THE RELATIONSHIP OF AFTER SCHOOL CARE ARRANGEMENT,
MATERNAL WORK STATUS, AND AFTER SCHOOL ACTIVITY TYPE WITH
LONELINESS AND SOCIAL DISSATISFACTION OF ELEMENTARY
SCHOOL STUDENTS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

FEBRUARY 2008

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ABSTRACT

THE RELATIONSHIP OF AFTER SCHOOL CARE ARRANGEMENT, MATERNAL WORK STATUS, AND AFTER SCHOOL ACTIVITY TYPE WITH LONELINESS AND SOCIAL DISSATISFACTION OF ELEMENTARY SCHOOL STUDENTS

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February 2008, 86 pages

The purpose of the study is to investigate the level of loneliness and social dissatisfaction among third, fourth and fifth grade elementary school students considering three variables: maternal work status, after school care arrangement type, and after school activities.

The sample of the study consisted of 732 (third, fourth and fifth grade) elementary school students in three public elementary schools in Ankara. In the present study Loneliness and Social Dissatisfaction Scale (Asher & Wheeler, 1985) and the information form was used. The information form included questions about gender, age, sibling status, after school care arrangement, maternal work status, people/ place they spend their after school time, and activity types done after school.

The results of analysis of variance showed that there is no significant difference in loneliness and social dissatisfaction level of students depending on their after school care arrangement types as relative care, non relative care, sibling/self care, and center care. Moreover, no significant difference was found among loneliness and social dissatisfaction level of students who have working mothers and stay-at-home mothers. Additionally, analysis of the activity types students are involved after school, namely, active, passive and adult supervised/preprogrammed activities, revealed no significant difference in terms of loneliness and social dissatisfaction level. Independent from the analysis done, gender or age differences of students were examined considering their loneliness and social dissatisfaction level. However, no differences were found among the groups.

Keywords: Loneliness and Social Dissatisfaction, After School Care Arrangement

ÖZ

İLKOKUL ÖĞRENCİLERİNİN YALNIZLIK VE SOSYAL DOYUMSUZLUK DÜZEYLERİNİN OKUL SONRASI BAKIMLARI, OKUL SONRASI YAPILAN ETKİNLİK ÇEŞİDİ ve ANNE İŞ DURUMU İLE İLİŞKİSİ

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Şubat 2008, 86 sayfa

Bu tezin amacı ilkokul üç, dört ve beşinci sınıf öğrencilerinin yalnızlık ve sosyal doyumsuzluk düzeylerinin okul sonrası bakım çeşidi okul sonrası yapılan etkinlik çeşidi, anne iş durumu açısından incelenmesidir.

Çalışmanın örneklemi Ankara ilindeki üç devlet ilköğretim okulundan seçilmiş 732 (üç, dört ve beşinci sınıf) ilkokul öğrencisinden oluşmaktadır. Bu çalışmada veriler Sosyal Doyum Ölçeği (Asher & Wheeler, 1985) ve bilgi toplama formu kullanılarak toplanmıştır. Bilgi toplama formu yaş, cinsiyet, kardeş durumu, anne iş durumu, okul sonrası bakım çeşidi, okul sonrası zamanlarını geçirdikleri yer, okul sonrası yapılan etkinlik çeşitleri ile ilgili bilgileri almaya yönelik sorulardan oluşmuştur.

Varyans analizi sonucunda, okul sonrası bakım çeşidine (bakıcı, akraba, kendi kendine, etüt merkezi) göre öğrencilerin yalnızlık ve sosyal doyum düzeyinde anlamlı farklılıklar bulunmamıştır. Bunun yanı sıra, anne iş durumuna göre öğrencilerin yalnızlık ve sosyal doyum düzeyinde anlamlı farklılık görülmemiştir. Araştırmanın sonucunda elde edilen bir diğer bulgu ise okul sonrasında yapılan etkinlik çeşitlerinin (etken, edilgen, yetişkin gözetiminde) öğrencilerin yalnızlık ve sosyal doyum düzeyi üzerinde anlamlı bir etkisinin olmadığıdır. Yapılan analizlerden bağımsız olarak örneklemin cinsiyet ve yaş bakımından sosyal doyum düzeyleri göz önünde bulundurulmuştur. Gruplar arasında herhangi bir farklılık bulunmamıştır.

Anahtar Kelimeler: Yalnızlık, Okul Sonrası Çocuk Bakımı

Dedicated to My Family and Love

ACKNOWLEDGMENTS

This thesis would not end without emotional and technical support of numerous colleagues, faculty friends and family members.

I would like to first and foremost express my sincere gratitude to my advisor Prof. Dr. Ayhan Demir. His guidance and support have not only helped to shape this study, but have also served as incredible valuable tools throughout graduate school. I have learned so much from him.

I would also like to thank to my thesis committee members, Prof. Dr.Esin Tezer and Assist. Prof. Dr. Zeynep Erdiller Akın for their valuable feedbacks, contributions, guidance and support.

I would like to make a huge thanks to my colleagues, Şule Özkan, Ertuğrul Özdemir and Gönül Kurt for their support at statistical processes and their encouraging t whole process.

I am Grateful to Assist. Prof. Dr. Feyza Tantekin Erden, Dr. Tülay Atay Turhan and Dr. Çiğdem Haser for the motivation they provided me at all processes of this work.

Thank you to my friend who throughout this process gave me support, encouragement and understanding. I extend my sincerest thanks to my office mates; Elif Öztürk and Şerife Seviş and home-mates, Betül Çiçek and Emine Deniz. Thanks for your support through the overwhelming times, the crunch times and the celebration times.

I am forever grateful to my father Ali Bakır and mother Şahide Bakır and the family they created. I am here by the help of their selfless sacrifice, patience and understanding.

And last, but certainly not the least, much heartfelt appreciation goes to my love, my true companion in this and everything else, my fiancée Emrah Demircan. He has always encouraged me to do my best in this process.

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CHAPTER I

INTRODUCTION

Human beings have limited amount of innate behavioral mechanisms. As a result of this, they are open and dependent on to environment to learn. This dependence on environment helps the newborn child to easily adapt to different settings and helps individuals to develop unique characteristics (Pringle, 1986; Rathus, 2004).

Human beings are composed of physical, cognitive, social and emotional characteristics. Like the other ones, social and emotional characteristics are affected by the environment. Social and emotional characteristics are also influenced by experiences the individual has gone through which help the individual become unique (Berk, 2002). Human beings may not be satisfied with interpersonal relationships provided by the environment, which form an inherent set of social life; and this dissatisfaction brings about loneliness (Bowlby, 1973; Sullivan, 1953; Weiss, 1973).

According to Peplau and Perlman (1982) loneliness is a discrepancy between the social relationships as they are *desired* and *achieved*. Additionally, loneliness is the unpleasant feeling that is experienced when the person's network of social relationships is significantly deficient in quality or quantity (Peplau & Perlman, 1984, p. 15).

There are different viewpoints as to loneliness. Some point out that it is a disturbing experience not taken into account seriously, but according to some others, it disturbs a person seriously because it is an intense feeling of isolation and sense of having no one caring or understanding him/her. Both forms of loneliness are experienced by human beings. The transient one is easily overcome without assistance; however, the severe and the persistent one is an extremely painful

experience, which is considered as a risk factor in psychological dysfunction (Goldson & Peplau, 1983).

Within the literature there are two major theories of loneliness stated by Halvorsen (1993) and Terrell-Deutsch (1991). The former is the Social Needs Theory. This claims that unless an individual's interpersonal relationships do not satisfy the basic set of social needs, loneliness is experienced. In other words, loneliness is a response to deficiency in relationships. Loneliness results in yearning for insufficient relationship (Bowlby, 1973; Sullivan, 1953; Weiss, 1973). The latter, Cognitive Processes Approach, in contrast to the Social Needs Theory suggests that loneliness is a result of perceived relationships. In other words, loneliness is a consequence of the interaction between the experienced and recognized relationships, and it is realized when one recognizes the discrepancy between the two (Peplau and Perlman, 1984). Even though theories of loneliness have developed from work with adolescents, it is commonly suggested that (Asher, Hymel, & Renshaw, 1984; Asher & Wheeler, 1985; Chipuer, 2004) these theories can be applied to children as well (Terrell-Deutsch, 1991).

As in the case of adults, social life events influence children's internal emotional state (Asher, Hymel, & Renshaw, 1984). Home environment, school environment and after-school environment experiences have impacts on socio-emotional life of the individuals. The individual, due to the status of interaction with other people, may feel separated from, isolated and disconnected. This emotional state may also detach the individual from the environment and destroy mutual relationships (Asher & Paquette, 2003; Petrova, 1996).

Contemporary social systems, within which new members of society are developing, have great impact on the child. Bronfenbrenner's Bioecological Model (1989) views the child in the ecological perspective in which individual's personal experiences are nested in an interconnected system. The model examines the child's development within the context of the system of relationships that forms his/her environment (Paquette & Ryan, 2001). According to the theory, a child's biology is the primary environment affecting his/her development. Also, biological,

psychological and sociocultural relationships are part of the whole person (Bronfenbrenner, 1989). According to the model, the ecology of human development is composed of five distinct but interrelated systems. From the narrowest to the largest, these systems are microsystem, mesosystem, exosystem, macrosystem and chronosystem (Dunkin, 1995).

During the first years of life, the home environment (microsystem) is the primary determinant of social skills of the individual. However, when a child starts to go to school, the child interacts both with the school environment (mesosystem) and the home environment, and during this time new contributors to development of the individual come into play (Kail, 2007). The child's society which expands day by day turns out to be a part of the ecosystem. This provides with the resources that enable structures of the mesosystem to flourish and helps the child's positive development (Dunkin, 1995).

The interaction between children and their opportunity structures may affect children's development. The Bioecological Model views the child's development as a result of reciprocal interactions between children and multiple environments they are in (Bronfenbrenner & Ceci, 1994). The crucial part of children's development is composed of proximal processes both in the home environment and child care settings. The biological heritages and daily life experiences form the proximal processes. The predispositions and characteristics of children may have an impact on their attention, actions and the responses they take from caregivers in their environments (Bronfenbrenner & Ceci 1994).

In recent decades, in most of the industrialized societies the participation rate of women in the workforce and single parenthood proportion have increased, which means more young children spend parts of their week in day care. Children mostly interact with people from outside of their immediate nuclear family (Dunkin, 1995). At this point, after school care concept emerges (Marshall, 2004). In general, after school care is categorized in four types: relative care, non-relative care, center care, and self care (Sarampote, Basset & Winsler, 2004; Children's Defence Fund, 2003).

How children respond to care arrangement and caregiver reflects the characteristics of their existing relationships, their developmental status and the way their caregivers interact with other individuals (Dunkin, 1995). During the middle childhood period, the individual's primary goal is to focus on intellectual, social and other culturally valued skills which can develop under affectionate supervision of adults (Rathus, 2004). The individual begins to see the world from others' perspectives, realizes that others are capable of understanding their own perspective; that's why they are more able to anticipate the reactions of others. Peers, like the parents, are very effective on teaching them about the types of impulses as being affectionate, aggressive and so on; as a result they can safely express these feelings. At this age, friendships are quickly formed and easily broken. Rathus (2004) claims that during the socializing period of middle childhood it is important to be sure about the amount and the quality of care provided for the child and the effects of type of care provided for the child in order to prevent them from damages in any type of development.

Vandell and Corasaniti (1988) claim that during the first years of life, children need to be kept under direct adult supervision. Although children still need adult supervision as they grow up, the quantity of adult supervision tend to decrease. As children start primary school, adults gradually decrease their caring arrangements, and as they get older the care arrangements decrease even more (Vandell & Corasaniti, 1988). The age that children can care for themselves is claimed to be after the age of eight (Cole & Rodman, 1987). However, enough care and involvement with child should be provided to prevent any psychological or physiological harm the child can face when alone or with any caregiver at all ages.

Experiences during these care arrangement times may have multiple consequences for the child's social world (Dunkin, 1995). According to the ecological theory, if the relationships in the microsystem lose their effectiveness, the child will not be able to have the tools to explore the other parts of his environment. The affirmations children are looking for should present the child-parent (or child/important adult) relationship even in inappropriate places. According to the findings

of Addison (1992) those deficiencies show themselves especially in adolescence as anti-social behavior, lack of self discipline, and inability to provide self direction.

Several researches have focused on the concept of loneliness in children as a function of their social life (Asher, 1984; Galanaki, 2004; Henwood & Solano, 1993). However, a limited number of studies were conducted to examine the social environment of child, especially after school care arrangements and its effects on social dissatisfaction and loneliness of children. Early research on the child care practices and their effect on children mainly focus on the question whether child care is good or bad for children. In the current study, depending on the care provided to the child, the child's loneliness and social dissatisfaction level is investigated.

1.1. Purpose of the Study

The purpose of the study is to investigate the level of loneliness and social dissatisfaction among elementary school students considering three variables: maternal work status, care arrangement type and after school activities.

1.2. Problem

Three research questions addressed at the present study are as follows:

1. Is there a significant difference in the loneliness and social dissatisfaction level between elementary school students with working mothers and those with stay-at-home mothers?
2. Is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who have different after school care arrangements such as relative care, non-relative care, center care and sibling/self care?
3. Is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who do

different after school activities such as active activities, passive activities and preprogrammed/adult supervised activities?

1.3. Significance of the Study

Every individual may experience loneliness, sometimes as an annoying experience overwhelmed very easily and sometimes as a big disturbance lived persistently (Peplau & Goldson, 1983). Nonetheless in whatever form it is experienced, loneliness is a negative experience and the social environment needs to provide opportunities and take precautions to eliminate the circumstances that bring it about. In this way negative feelings will be minimized (Guerney, 1991). The studies on loneliness and its correlates were mostly conducted on the socio-emotional development of; children, adolescents and adults. In Turkey also, many studies were conducted on different concerns of loneliness among adults, and adolescents. Some examples are; the analysis of some factors that influence the loneliness level of college students (Demir, 1990), loneliness and marital adjustment of Turkish couples (Demir & Fışiloğlu, 1999), investigation of social skills and loneliness level of university students with respect to their attachment styles (Deniz, Hamarta, & Arı, 2005) and the role of peers and families in predicting the loneliness level of adolescents (Uruk & Demir, 2003). Despite a number of studies on loneliness among adults and adolescents, such a study among elementary school students was not found. Different from studies done on loneliness of children, the current study; besides focusing on loneliness of children, focuses on independent variables as maternal work status, after school care type and activities done after school.

Home and family relationship choices are determined by economic and social opportunities of the parents. The preferences of the working parents need to meet the requirement of developmentally rich environments for every member of the family. The increase in the family employment rates increases the challenging side of the opportunity structures; in other words, it changes the opportunities provided for each member of the family. Moreover, the increase in the family employment rates

increases the concerns about how children spend their time after school and what impact the provided care arrangement type has on children (Sarampote, Basset & Winsler, 2004). In Turkey some studies were conducted on children of working mothers or pre-elementary child care. These studies focused on topics as vary as dependency tendencies of children of working or nonworking mothers (Gürsoy, Aral, Ayhan & Aydoğan, 2004), the problems faced by working mothers (Aytaş, 1994), maternal employment and children's school achievement (Karacan, 2001) and child care preferences of employed mothers in Turkey (Kakıcı, Emeç, & Üçdoğruk, 2007). However, almost no studies were conducted on after school care of elementary school age children and its impact on the child's developmental outcomes compared to maternal work status or loneliness and social dissatisfaction.

Considering both the literature on loneliness of children and child care arrangements in Turkey, it is found crucial to study on loneliness level of students concerning their maternal work status, care arrangement types and after school activities.

The current study contributes to the development of the coming generations. As a matter of fact, this study is significant for three reasons. First, the findings of the study enable the researchers to learn more about experiences that impact on students' socio-emotional development skills. Moreover, the findings of the study enable the parents and the Ministry of Elementary Education to discover the impact of care arrangements provided for children. Consequently, this will help them prepare environments, educational system and opportunities which are developmentally more appropriate. Lastly, the current study is very important in connecting loneliness and social dissatisfaction of children with their after school care arrangements; that's why, it is a starting point for development of a research area on child care arrangements and its effect on socio-emotional development of children.

In the following chapter literature review on loneliness and school aged child care are presented. In the third chapter, overall design of the study, participants, instruments, data collection procedures, data analysis procedure and limitations of the study are presented. The results of the study are presented at chapter four. Finally in

the fifth chapter discussion regarding to results on the stated research questions, implications and recommendations are presented.

1.4. Definition of Terms

For the purpose of the study, the following terms need to be defined.

Loneliness: The unpleasant experience that occurs when a person's network of social relationships is significantly deficient either in quality or quantity (Peplau & Perlman, 1982).

Child care arrangements: Any kind of care provided for a child

Relative care: Care provided for children where children are being supervised by an individual related to family, mostly extended family members such as grandparents or aunts.

Non-relative care: Care provided for children in the child's home by a person other than parent or a relative.

Center care: Care provided for children with 13 or more peers at non environmental facilities

Self care: Care provided for children with a sibling or without any adult supervision (Children's Defence Fund, 2003; Pettit, Laird, Bates, & Dodge, 1997; Smith, 2002; Sarampote, Basset, & Winsler, 2004).

CHAPTER II

LITERATURE REVIEW

This chapter includes review of literature which is relevant to the study. Former, it contains reviews of literature on loneliness, loneliness and gender, loneliness and age and loneliness in middle childhood. Latter, review of literature on the child care and research on child care arrangements is stated.

2.1. Loneliness

Human beings may experience lack of communication with other people or they may sometimes perceive isolation (Peplau & Perlman, 1984; Weiss, 1984; Williams, 1983). Both experiences are signs of deficiency in social relationships, which takes part in the definition of loneliness. Peplau and Perlman (1984, p. 15) defines loneliness as the unpleasant experience that occurs when a person's network of social relationships is significantly deficient either in quality or quantity.

The experienced loneliness might differ from person to person. According to some, it is an experience that is not taken into account seriously. This transient type of loneliness may not harm the human beings and can be easily got rid of. On the other side human beings experience a much more dangerous form of loneliness, persistent loneliness; this is very disturbing and isolating. Nonetheless, both of them are experienced by human beings in different difficulty level. The transient one is easily overcome without assistance; where, the persistent one, is extremely a painful experience, and considered as a risk factor in psychological dysfunction (Peplau & Goldson, 1983).

Loneliness is discussed under different viewpoints such as Social Needs Perspective and Cognitive Discrepancy Model. According to Social Needs Theory,

loneliness is a response to deficiency in relationships that results in yearning for insufficient relationship. In other words, if interpersonal relationships are not satisfying basic set of social needs, loneliness is unavoidable (Bowlby, 1973; Sullivan, 1953; Weiss, 1973). From the perspective Cognitive Processes Approach, loneliness is the result of one's perceived relationships. In other words, loneliness comes around when one recognizes discrepancy between his/her desired and achieved relationships (Peplau & Perlman, 1984).

Either analysed by considering Social Needs Perspective or Cognitive Discrepancy Model, three important aspects are stated in the definition of loneliness. First, loneliness is a result of deficiency in a person's relationships. Loneliness is experienced when there is a mismatch between person's exact social relationships and his/her needs and desires for social contact. Second, loneliness is a unique experience of the individual. People can be lonely within many other people or alone without being lonely. Third, loneliness has an encouraging power for the development of the individual although it is deterrent, unpleasant, and distressing (Peplau & Perlman, 1984, p. 15).

According to Perlman and Peplau (1984) loneliness is a result of two contributors: predisposing factors, making person vulnerable to loneliness and, precipitating events triggering the loneliness. Predisposing factors are formed of personal characteristics, situations and cultural values such as individualism. Precipitating events, such as the break-up of love or moving to another city, change the person's social life significantly.

According to Peplau and Perlman (1984), loneliness is not a chosen state; it is the state of unnoticed inability to do anything. Lonely person is not able to discriminate the reasons of what he does, why he does. Feelings as anxiety, anger, boredom, sadness, and feeling of marginality are stated as a part of network of loneliness, which make loneliness an unsympathetic experience (Jones, Freeman, & Goswick, 1981). Additionally, hopelessness, emptiness, worthlessness, failure and confrontation to loneliness may come along with loneliness. Even though loneliness

causes such unpleasant experiences; it surrounds human experiences in a way that it is undesirable to disregard it (Perlman & Peplau, 1984).

2.1.1. Loneliness and Gender

Studies conducted to analyze the experience of loneliness from different point of views have a common goal which is comparing loneliness according to gender differences. Depending on the available literature on loneliness and gender, it is seen that there is not an exact finding about the differences between loneliness level of males and females.

To begin with, the lifelong ambivalence of loneliness examination done by Perlman (1990) revealed that females and males exhibit different loneliness at different age periods except adulthood. During the adulthood period, they have same level of loneliness; however, females compared to males experience higher level of loneliness at ages from 35 to 85. Accordingly, Stokes and Levin (1985) in their study investigated a phenomenon of loneliness: “social network” in terms of gender. The results of the study revealed that social network characteristics are consistently better predictors of perceived loneliness of males other than females. Moreover, Schmitt and Kurdek (1985) in their study investigated the loneliness level and personality characteristics of college students in terms of gender differences. The results revealed that college men, compared to college women were significantly less satisfied in their relationships with friends and family. Wiseman and Guttfreund (1995), in another study conducted on university students seeking counseling, found that males are experiencing loneliness more than females.

On the other side, unlike the findings of the previous studies stated, the investigation of Medora and Woodward (1986) showed opposite findings. The goal of their study was to compare many independent variables such as gender, friendship, sibling status and socioeconomic groups and regarding gender differences it is found that, women are lonelier than men. In another study, effects of gender and marital status on loneliness of the aged were examined (Rokach, Matalon, Rokach, &

Safarov, 2007). The results revealed that there is a significant main effect of marital status on loneliness level of men. It is also found that women experience loneliness different from men that is they had higher level of loneliness in terms of growth and discovery subscales.

Although some studies indicate gender differences on loneliness experience, there are some studies indicating no gender differences (Bilgen, 1989; Demir & Tarhan, 2001; Marcoen & Brumagne, 1985). Demir and Tarhan (2001) conducted a study on Turkish adolescents, who were secondary school students. The results revealed that sociometric status is related with students' loneliness level. Moreover no significant differences in terms of loneliness level among males and females were found. At another study, peer related loneliness scores of children and adolescents were investigated by Marcoen and Brumagne (1985). The results revealed no significant differences in sex or age. However, girls who marked parents as first comfort figures were found to be lonelier than boys who did the same. On the other side, boys who reported their fathers as comfort figures were found to be experiencing more peer-related loneliness than girls who made this choice. Additionally, Bilgen (1989) found no differences in gender and loneliness level among university students. In the study the exploration of loneliness level considering the variables of gender, department and class level of university students was done on control of participants' personal, social and general adjustment level. The results revealed that the increase in loneliness level brings around the decrease in their social, personal and general adjustment level.

2.1.2. Loneliness and Age

Although there is not an exact finding on loneliness and age, there are particular studies considering age as a factor contributing to loneliness. In one of these studies, the experience of loneliness in a human being's whole life was examined by Perlman (1990). The study included 25.000 participants, analyzed under 14 data sets. According to the results; loneliness is high at adulthood and mostly

declines at life cycle. In details; the results of the study revealed that the experience of loneliness is at top level during young adulthood, decreases through middle age and then increases again at old age, although not as much as it was in adolescence.

A study conducted by Brage, Meredith, and Woodward (1993) in which worked with adolescent sample experiencing loneliness in their lives at peak level. The study was conducted on Midwestern adolescents whose ages were ranged from 11 to 18. Their goal was to examine the extent of loneliness experience of adolescents. Although it is found that the adolescents are lonely and female adolescents are lonelier than male adolescents, no significant difference was found among males and females regarding to their loneliness level.

The network correlates of social and emotional loneliness in young and older adults was investigated by Green, Richardson, Lago, and Jones (2001). The results revealed that young and older adolescents do not differ on any measure of loneliness. This indicates that there is no in group difference among adolescents, depending on age in terms of loneliness level.

At another study, loneliness was investigated considering variables as age and culture among Czechs and Canadians (Rokach & Bauer, 2004). The main goal of the study was to examine the influence of cultural background together with age on the experience of loneliness. In the study in spite of dividing the groups as Czech and Canadian the groups were formed according to ages which were young adults, (18-30 years); adults from 31 to 59 and seniors from 60 to 85 years old. Loneliness was analyzed under four subscales which were emotional distress, social inadequacy and alienation, growth and discovery and interpersonal isolation. The analysis revealed that young adults and adults from Canadian and Czech samples differed in all subscales except for self-alienation for adults and social inadequacy & alienation and self-alienation for young adults. Moreover the senior group in both cultures differed significantly on all except social inadequacy and alienation and self-alienation subscales.

In accordance with the previous studies; the findings of the study which was conducted to investigate age differences in personality correlates of loneliness in

different relationships indicated that elderly women compared to college women reported significantly greater dissatisfaction in friendships and romantic/ sexual relationships (Schmitt & Kurdek, 1985). However the results revealed that elderly women reported lower dissatisfaction with family and large group relations.

Additionally, the study conducted by Schnittker (2005) on loneliness experience of elderly revealed that loneliness declines with age. The main cause of this finding is to be the low level of difference in demographic variables. In other words if there are not many changes in living situations of elderly people, loneliness they experienced decreases more.

2.1.3. Loneliness in Middle Childhood

Before 1980's, theorists working on loneliness assumed that children can not realize, think about or experience loneliness. For example Weiss (1973), claimed that children can not feel loneliness before adolescence; additionally Sullivan (1953) suggested that children do not experience true loneliness before preadolescence. However studies conducted after 1980's (Asher, 1984; Asher, Hymel, & Renshaw, 1984; Rubin, Hymel, LeMare, & Rowden, 1989) have changed these beliefs.

To begin with, Asher, Hymel and Renshaw (1984) conducted a study on elementary school age children and their loneliness experience. They focused on the topic of loneliness in children by developing a loneliness scale for children. Moreover, they studied the relationship of loneliness with sociometric status in the peer groups. The sample of the study was poorly accepted children and the goal was to learn about their loneliness and social situation. Throughout the study it is found that unpopular children reported significantly more loneliness than did popular children. On the other hand, no significant sex or grade differences were found.

After the finding of Asher, Hymel and Renshaw (1984), which claims that unpopular children feel lonelier than popular children, Asher and Wheeler (1985) conducted a study to learn about unpopular children's loneliness level. They assessed feelings of loneliness of two subgroups of unpopular children clustered as rejected

and neglected. Data were collected from 200 third through sixth grade children and the results revealed that rejected group children were lonelier than neglected children. This means that rejected children are the loneliest feeling group among peers and they are more at risk than other status ones.

Sociometric factors as being rejected or neglected were the focus of Rubin, Hymel, LeMare, and Rowden (1989) in their study, which was conducted on middle childhood age children. The sample was composed of children who were identified as sociometrically neglected, which means receiving few positive and many negative nominations from peers. Moreover in the sample there were children evidencing shyness, withdrawal and have other characteristics conceptually associated with “internalizing” problems such as loneliness and negative self perceptions. The results revealed that the rejected children are found to be more unpopular, aggressive and withdrawn than the other sociometric groups.

After the findings on sociometric status that revealed experience of loneliness among middle childhood children, Cassidy and Asher (1992) conducted a study with younger children and investigated similar variables. Their goal was to assess loneliness in preschool and first grade children and examine whether loneliness can reliably be assessed among these ages. The main goals of the study were to learn whether young children who are poorly accepted by their peers report high level of loneliness or not and to determine behavioral characteristics of lonely young children. Firstly, the results indicated that nearly all children understand loneliness. Secondly, poorly accepted children found lonelier than other children. Thirdly, from the perspective of behavioral dimension, the children who reported the most loneliness found more different than others. And finally, when compared to low level lonely children, high level lonely children were found as less pro-social, more aggressive, shy and disruptive by both their teachers and peers.

Further, the understanding of the links between behavioral, sociometric and attribution indicates of social functioning and loneliness, Renshaw and Brown (1993) conducted a longitudinal study with 7-12 year old children. They found that internal-stable attribution style; withdrawn social behavior; lower peer acceptance; and few or

no friendships predict higher level of concurrent and future loneliness. The findings also claimed that children who are socially withdrawn may be particularly at risk for developing heightened feelings of loneliness. Children who declined in peer acceptance, lost friends and gained internal stable attributions showed gains in loneliness. Moreover the sub-group analysis of the study indicated that low status children with one or more friends reported less loneliness than children with no friends. Low status friendless children reported more loneliness than average and high status friendless children.

Besides the studies conducted on loneliness experience of children some researchers have focused conceptualization of loneliness of children. Chipuer (2004) explored children's conceptualization of loneliness and examined their reports of loneliness, besides being alone. The results revealed that children have a complex and multidimensional conceptualization of loneliness and their reference to being alone is not related to their reports of loneliness. The majority of children claimed that causes of loneliness are due to social deficits (having no one to play with, being left out, and having no friends) and distressing emotions (feeling sad or not happy).

Parallel with the previous study stated, Galanaki (2004) investigated the children's ability of distinguishing concepts of aloneness, loneliness and solitude. The results showed that the majority of school age children even at age seven are able to perceive difference between aloneness and loneliness and this ability increases with age. When the gender issue is considered, girls found to more able to perceive differences among loneliness and aloneness. Additionally girls found better in discriminating the fact that individual may wish to be alone.

Galanaki (2004) claims that, for children who can differentiate aloneness and loneliness there are many factors which may not make feeling of loneliness. For instance during the times they are alone; if they are happy in social relationships, if they are occupied with an activity especially a pleasant activity, if they have favorite toys or other objects, if they make pleasant thoughts, if they learned to be alone, if they wait for ones parents to come, if they have expectation of finding friend and if they are unaware of aloneness are all situations that make the child not feel loneliness

when alone. According to the findings of Galanaki (2004) children believe that, one may feel lonely in company of others for following reasons: one may be dissatisfied with one's relationships, one may simply not like others, be satisfied with some relationships (e.g. friends) where while be dissatisfied with some other (e.g., parents), be within the group of unfamiliar people, make unpleasant thoughts, have personality disposition towards loneliness, feel guilty about bad behavior, be shy and have physical handicap.

In connection with factors that result in loneliness stated by children Bullock (1993) examined the overall factors bring around loneliness in children. He found that particular loses in child's life may contribute to feelings of loneliness. These loses may include moving to a new neighborhood, starting to a new school, loosing a possession or pet, having conflict at home or school environment, loosing a friend, and experiencing death of a very important person. Moreover the results revealed that the responding way of the children to loose and traumatic events depend on the perception and interpretation of the situation. At this point, the important part is the reaction of the child to the feelings associated with loss. Their reactions and the way adults respond and support the child may result in loneliness.

Although loneliness is considered as a social phenomenon both genetic and environmental factors' contributions to loneliness of children were searched by McGuire and Clifford (2000) through a study with siblings who are in both adoption, and twin to compare their loneliness at school. According to the results the individual's loneliness was unique to each sibling depending on the environmental contributions. Also parent's differential treatments to siblings and children's behavioral and emotional adjustments were found in relationship.

One of the first studies conducted by Marcoen and Brumagne (1985) on family's impact on children's loneliness was the relationship of parental interaction and loneliness. They found that the students who stated their parents as comfort figures found as least lonely ones and who reported friends as comfort figures was found most lonely ones in terms of parental loneliness level. When the gender issue considered, boys felt lonelier than girls with respect to their parental relationships.

Again; another research was done on loneliness experience of children from family perspective by Henwood and Solano (1993). In the study loneliness relationship of family members and the predictors of loneliness for each member of the family was examined. According to the findings the most salient predictor for loneliness was found as the social situation and greater level of loneliness were associated with using fewer relationship enhancing strategies. The results of the study suggested that there is a significant relationship between the level of loneliness of both the mother and the young child.

Accordingly Minzi (2006) conducted a study to examine the relationship between parenting and attachment, self competence, loneliness and depression in 8-12 year old children. The results indicated that when there is lack of perception of acceptance and trust from both of parents, feelings of loneliness is experienced in children. The study revealed that aloneness is predominated when there is no feeling of security from both parents.

2.2. School Aged Child Care

Before and after school hours are challenging for the working parent families because children's school hours are shorter than parents work hours. The increase in family employment rates both increases the parents concerns about how children spend their time after school and what are the effects of provided care on school age children (Sarampote, Basset, & Winsler, 2004).

School age child care is defined as any program that serves children from kindergarten through early adolescence during hours when schools are closed. These school age child care programs are housed, founded and administered by an impressive array of organizations (Seligson & Fink, 1988). Compared to preschoolers the daily activities of school age children are more. Because of this reason children at this age may have greater number groups of friends at school and take part in various after school programs which are not programmed for younger children (Douglas, 2007).

School aged children need high quality developmentally appropriate and educationally valued programs, which offers children safe places to learn and grow during the day (Heymann, 2000; Children's Defence Fund, 2003; NICHD Early Child Research Network, 1998; 2000a; 2001). The two most common child care characteristics are quality and number of hours children spend in child care arrangements (NICHD). Marshall (2004) claims that to understand the effects of child care it is important to view the quality of the care children receive. Moreover it is added that high quality child care needs to have characteristics as supporting optimal learning and development. Briefly quality of the care can be measured under two headings, first; structural characteristics which are child-staff ratio, education-training of teachers; and second; process what actually happens in the setting and the nature of the care. In high quality child care arrangements, there are warm and well trained caregivers. Besides these arrangements provide age appropriate activities which are designed to promote cognitive and social development. Moreover there is a balanced teacher and child directed time, an environment which gives chance for children to take part in small or large groups and concentrate on something by themselves (Marshall, 2004; Seligson & Fink, 1988).

The different characteristics of child care arrangements may effect children's development (NICHD Early Child Research Network, 1998; 2000a; 2001). The child care arrangements can be categorized, under four headings: (1) relative care; children are being supervised by an individual related to family, mostly extended family members such as grandparents or aunts, (2) non-relative care; care provided for children in the child's home by a person other than parent or a relative, (3) child care programs/centers; care provided for children in non-environmental facilities, usually for 13 or more children, (4) self care; care provided for children on own with a sibling or without any adult supervision (Child Care Basics, 2003; Pettit, Laird, Bates, & Dodge, 1997; Sarampote, Basset, & Winsler, 2004; Smith, 2002).

Interested in the types of child care arrangements that families are using; Kavanaugh (1998) investigated school aged child care among day and non- day shift working mothers. Findings indicated that in terms of types of care, more middle aged

children spend time in unsupervised self care than early or late elementary school age children.

In conjunction with study stated above; first through fourth grade urban children varying in family income and ethnicity was examined in terms of after school care arrangements they use (Marshall et. al., 1997). The results of the study indicated that urban children spent at least some of their after-school time with a parent or guardian. About one quarter of the children was found spending time in after school programs. One quarter of children spent their time with adult relatives, sitters and family day care providers and one in ten children spend their time in self care. According to the findings children in programs spent more time with peers and less time on watching TV, than children in other settings. Unexpectedly no differences found between program attending children's and other care arrangement attending children's academic and cognitive activities. The researchers found that unsupervised time is associated with more externalizing problems among lower income children but not the ones whose family income was above median (Marshall et. al., 1997)

When children spend many hours each week in day care for them the risk for having behavior problems increases. According to the findings of Early Child Care Research (2003) the most time spending children in day care are more likely to be aggressive with peers and to have conflicts with adults. Besides having behavior problems, in the study of Seligson and Fink (1988) it is stated that spending time on own after school is a significant factor affecting children's performance at school.

When amounts of unsupervised time and other variables such as parental monitoring and mother's work schedule analysed from the perspective of children's behavior problems, it appears that environmental context is an important variable to consider (Kavanaugh, 1998). While predicting children's behavior problems, mother's perception of the safety of the neighborhood lived in was found more crucial, than whether the child cares for himself/ herself, how well the child is monitored or whether the mother worked during the day or night are found as important factors to consider.

Even though the impact of care type provided for children has been searched through various studies, while selecting after school care, parents consider different options or outcomes. However, they do not always have the chance of making the right after-school arrangements that cater to the child's preferences or that provide with various opportunities (Sarampote, Basset, & Winsler, 2004).

Cain and Hofferth (1989) proposed a model on the area of parent's decision making process about care arrangement. According to the theory, parents must firstly decide between parental or non- parental care upon children's returning home from school. Factors contributing to this decision are the parent's employment, the cost of the alternative care to parental care, family income level, availability of relative care and personal preferences for the type of care. Age and the maturity level of the child, environment of the child, parent's convenience of time for providing alternative time for care arrangements, children's satisfaction with after-school arrangement, the efficacy of the care arrangement, whether it meets the needs of their children, cost of the arrangement are other factors considered while making this decision. Self care looks to be the cheapest option; however, it has indirect costs such as feeling worried for the children, time costs because of phone conversations with the child or unexpected trips to home. Still, however, families who have low income select the route that seems to be the most economic one for care, which are self care or relative care. For those families, child care centers with structured programs can be too expensive. Rural or low income areas may not have many choices for child care arrangements, so place also affects the chore of the families, in terms of economic factors and transportation factors (Miller O'Conner and Sirignano, 1995; Sarampote, Basset and Winsler, 2004). Considering all factors influencing care arrangement type selection of parents; according to the findings of NICHD Early Child Care Research Network (1997) socioeconomic status is found to be the main factor that affects the families' decisions about non-parental care usage.

In conjunction with the factors contributing to parental choice of care arrangement; from a different viewpoint, Johansen, Waite and Leibowitz (1996) emphasized the importance of child-care characteristics to parental choice of care.

When the parents are analyzed in terms of their choice of care it is found that parents who value the developmental characteristics of care choose center based care; however, the parents who give more importance to logistics such as hours, location, and cost of care choose care at home. Moreover, the results of the study suggest that mothers who have a higher level of education give importance to care which fosters child development.

Although the families may choose after school care differences may exist among them (Steinberg, 1986). Coleman, Robinson and Rawland (1993), for example, formed three distinct groups of families using sibling care or self care. Family profiles were done, in two-parent families of children from grade K through nine using self care or sibling care. First group which was including most of the families (69 %); children were older (grade 4-9). In this group half of the children was spending approximately three hours home alone per week and the rest were home alone more than three hours per week (most of whom reported 7-10 hours alone per week). Most of the parents in this group stated that they were unsure about their feelings regarding leaving their children alone. A large percentage of parents in the group perceived that their children are very satisfied or somewhat satisfied with self care arrangement. According to 24% of those parents, child refusal was found to be a barrier to use existing school aged child care programs. The second group was consisted of parents of girls in the fifth or sixth grade. The parents of this group reported that they were pleased with their children's self care arrangements, and observed that their children were very satisfied with this arrangement. In this group 34% of parents claimed that child refusal is the greatest barrier to use existing care programs. The last group was, composed of very young children (K-first grade) using self care least amount of time. At this group 50 % of the parents were concerned about leaving their children alone and 35% of them did not respond to the question regarding their feelings about self care arrangement. Transportation was found to be the biggest barrier against using existing child care services for this group.

While selecting the appropriate care arrangement for their children, working conditions of the parents was found as an important factor to consider. The effects of

working conditions of mothers on the quality / quantity of parental involvement in their children's education and development were investigated by Heymann (2000). In the study he carried out interviews with children and their families. He found that one third of the low income families stated that they face barriers to becoming involved in their children's education. Two fifths of the families stated that they face barriers in participating in school meetings, school trips or school events. Most of the parents pointed to difficulties in finding time to spend with their children. And two fifth of the parents pointed out they had problems in finding care arrangements for their school-aged children after school, in summer time and during vacations.

Another study on parental choice of child care was carried out by Kakıcı, Emeç, and Üçdoğruk (2007). In the study child care preferences of mothers who have children younger than five was investigated. The findings indicated that while deciding on child care arrangement type, the age of the child and the educational status of the mother are important factors. As the educational level increases the rate of mothers choosing caregiver arrangement increases. One of the most important factors should be considered while choosing child care arrangement type is found as the families' socioeconomic status. For example the families in which only the father is working, mostly the mothers take care of the children, however; in the dual earn families, the mother select caregiver arrangements. In accordance with the finding of Kakıcı, Emeç, and Üçdoğruk (2007) age of the child, mother's perception of the child's level of competence relative to the same age children found as factors mothers considering during the decision making process on care arrangement. Moreover it is found that the older and more competent the child, he/she found to be more likely to care for themselves (Kavanaugh, 1998).

Working mothers' difficulty of finding care arrangements for their children found associated with the mothers' employment status and their work hours (Cain & Hofferth, 1989). It is claimed that as the mothers work and their working hours increase, the rate of non-adult care increases too (Rodman & Pratto, 1987). Moreover children of better educated mothers are found more likely to be in non-parental care. Maternal work status brings around another point to consider about child care

arrangements, which is socio-economic status. According to the findings children from lower income families found spending time at home alone less often than children with families having relatively higher incomes, but mothers in sales, service or clerical jobs reported using self care more than those employed in professional, managerial or technical occupations (Rodman & Pratto, 1987).

The impact of sociometric status was investigated in line with previous study by Vaus and Millward (1998). Unlike the findings of the previous one, the current study revealed that none of the socioeconomic status and minority group measures are associated with the use of self-sibling care. Mothers who work at professional occupations were found as likely as those employed in blue collar jobs to use self-sibling care for children in Australia. Moreover according to the results, being migrant, low income, blue collar or other; parents' decision making process in self or sibling care is mostly affected by the people living outside of the child's household.

Other than the preferences of parents' child care arrangements their satisfaction of care provided was other concern to focus on. On the survey of working mothers magazine conducted by Brown, Pratto and Rodman (1989), the goal was to address the question of parent satisfaction especially who use self care arrangements for their children. The average age of the children whose mothers completed the survey was nine. 37% percent of the mothers who responded to the survey reported that they were satisfied with their self care arrangements. 43% reported that they were somewhat satisfied and twenty percent were very or somewhat dissatisfied.

In another study on child care arrangements, work satisfaction and the quality of mother-child interaction was investigated by Harrell and Ridley (1975) among mothers and their 3-12 years of children. The results revealed that most of the children are attending day care centers while rest is working lists for center care. No relationship was found between satisfaction with care arrangements and mother-child interaction. However the correlation analysis indicated a positive relationship between mother's satisfaction with care arrangements and satisfaction with work.

A further study conducted in 1996 by Miller, O'Conner and Sirignano asked parent's satisfaction about care arrangement. In the study it is found that most parents

reported satisfaction with their care arrangements, but 54 % of parents reported that they would make changes in after school care arrangements if they could. Parents in this study reported a desire for their child to take part in community activities or lessons after school.

In line with the previous ones Brown, Pratto and Rodman (1989), in their study investigated whether mothers who were satisfied with leaving their young children in self care were having precautions for their children or not. It is found that parents with high satisfaction leave no instructions for their child. They neither called their children on phone, nor had their children call them. Additionally part time working mothers reported that their children were allowed to have friends and spend time at friends' house while caring for them.

2.2.1. Research on School Aged Child Care

To focus on the adjustment and development effects of care arrangement types on school aged children, many studies were conducted. One of the earliest studies has focused on the family life pattern and structure which was produced by working mothers (Woods, 1972). The population of the study was composed of low income black urban fifth grade children. In the classification process of children the main point was to determine whether they were supervised or unsupervised by someone older than 18 years old during the out of school times or over summer time. During the study the groups were compared according to their psychological and social adjustment, achievement, intelligence and mother-child relationships. The results revealed few differences between supervised boys and unsupervised boys. Unlike boys unsupervised girls were at disadvantage when compared to supervised girls in terms of lack of school achievement. Additionally lower intelligence test performance was found in unsupervised girls.

Children who are self care or adult care was compared considering different perspectives by Galambos and Garbarino (1984). In the study fifth and seventh grade children were grouped according to their mother's employment status as children who

were regularly supervised by employed mothers, children who were unsupervised by employed mothers and children regularly supervised by unemployed mothers. The teacher ratings of behavioral adjustment, intrinsic-extrinsic orientation, fear of going outside or standardized achievement test scores indicated no significant difference between supervision groups. The results of this study contrasted with the findings of Woods (1972) sample of urban dwelling low-income girls. The findings of the study fostered the outdoors to call for researchers to consider contextual variables which may be potentially important mediators in adjustment of children who are home alone and caring for themselves.

Another comparison was done in the study conducted by Lovko and Ullman (1989) among self care children and control group who were never unsupervised. By the study child care arrangement selection's potential mediator factors were investigated. Relationship between situational variables (presence of sibling, peer interaction, length of time in self care, amount of time in self care), demographic variables (age, race, gender, family income, single vs. two parents, community size), anxiety, social self efficacy and behavior were investigated in the study. The age range of children was from 8.5 to 12.6 years, with 10.5 years mean age. The results indicated no differences for any of independent variables. In fact gender and income were assumed to be significant predictors of some measures of adjustment; but no differences were found.

In order to concentrate on what is going on during the time children spent with-without adult supervision, Kraizer, Witte, Finger and Myoshi (1990) conducted a study on rural, urban and suburban families with children from kindergarten through third grade. They used the broad definition of self care including occasional brief periods as during a parents trip to store, 42% of the children was found to be at least occasionally without adult supervision. In the study, a small group of self care children was placed in a simulated telephone and package delivery situation cases. Two of sixteen children gave appropriate response to the telephone caller which was desired by adults, indicating that the parent was unable to come to the phone. Twelve out of fourteen children have both told their names and being alone to the telephone

caller, in order to indicate that the parent was unable to come to the phone. None of the children took the package in safe manner. Thirteen of them opened the door in order to take the package from delivery person, two of them pretended not to be home and one against parent's rules, was outside and wanted the delivery person to leave the package with him because of absence of any person at home. The study revealed that children are unable to recall their parent's rules and unable to participate their parents' views regarding specific behaviors appropriate for both emergency and routine situations at home. It is also claimed that self care children are faced with dangerous situations and vulnerable to strangers.

Considering all the impact of self care on children Steinberg (1986) conducted a study to understand in group differences of self care children. According to him in group differences among the children caring for themselves might exist due to how that time is spent and how well parents are able to monitor the activities of children who regularly care for themselves. Steinberg monitored children in self care, and asked them whether or not his/ her parents knew where they were. No differences were found between adolescents (grade 5 through 9) who were supervised at home versus at home but unsupervised on measures of susceptibility to peer pressure. The unsupervised adolescent group who hang out wherever they wish after school were found to be the most susceptible to peer pressure following by the group who were at a friends house. The group who was the least susceptible to peer pressure was the ones who returned to their houses after school. At home the adolescents were mostly doing HW, watching TV or caring for younger siblings rather than engaging in problem behavior. However this group was found more likely to have telephone contact with parents than the other two groups of children. A strong relationship was found between parental knowledge of the child's whereabouts and susceptibility to peer pressure.

Belsky (2001) claims that early and too much non-maternal care carries risks in terms of increasing the probability of insecure parent-infant attachment. Moreover according to him, it promotes aggression, non-compliance during the toddler, preschool and early primary school years.

The effects of self care on children's social and psychological functioning were investigated by Rodman, Pratto and Nelson (1985). According to the results no significant difference was found among self care and adult care matched groups of children according to age, sex, family composition and social status. Unlike the findings of Rodman, Pratto and Nelson (1985), child's developmental outcomes and its relationship with self/sibling care were investigated by Pettit et al. (1997) and according to the results; children who are four or more hour per week under self/sibling care in first grade was found less competent by their teachers. These children also had lower grade point averages and test scores than students had less self/sibling care.

The negative effects of being home alone or without adult supervision were investigated by Ferrel, Dannish and Howard (1992) as well. In their study being home alone after school was found as significant risk factor for drug use among low income seventh graders. In the study it is found that eight graders in self care for more than 11 hours per week were twice more likely to use alcohol, tobacco or marijuana than eight graders who were never unsupervised. In seventh grade children, unsupervised self care with peers, lack of neighborhood safety and low level of parental monitoring found to be important factors in predicting externalizing behavior problems (Pettit et al., 1997).

The unsupervised time of children including time alone, time with younger siblings was investigated by Marshall et al. (1997). The results revealed that all stated variables are associated with behavior problems of low income children. Another negative effect of self care on elementary school age children was found by Pettine and Rosen (1998). They found that there is a strong association between the risk factor of less liking for school and self care children's psychological dimension. Moreover the length of the self care for students were found associated with fear of going into adolescence period.

The impact of siblings on care arrangements provided for middle childhood children were investigated by Kosonen (1996). In the study children's perceptions of siblings as providers of support and care opinion was analysed. The results revealed

that siblings are seen as a significant source of support and help to middle childhood children. The negative influences of sibling care were found as annoying, dominating and abusing by siblings. The children stated that siblings can provide emotional support, companionship and help to them. During the parent's absence, they can look after them and teach new skills. They can also protect their special experiences. However some sisters and brothers lead to conflict; antagonism and stress. All of these may make way to manipulate parents, bully and abuse the child. The results revealed that, 70% of the children stated that they did not like being looked after by their sisters and brothers. The positive consequences of being looked after by siblings are categorized as; sisters and brothers are fun to be with, they are kind, they give privileges. The negative consequences of being looked after by sibling are categorized as sisters and brothers annoy you, they boss you around and they abuse you. From the perspective of the care taking child, the 55 % of the participants said that they look after their siblings and their opinions about looking after their siblings were positive. The positive consequences of looking after siblings was stated as sisters and brothers are fun to be with, the child likes and cares about siblings, sisters and brothers are easy to look after. The negative consequences of looking after siblings were that they find their brothers and sisters difficult to look after and their care taking responsibilities are too enormous to cope with.

Besides considering both care taker and care taking siblings' perspective sibling care was stated as a negative experience by both, according to findings of Pettine and Rosen (1998). In other words having responsibility of other siblings over time may account for negative effects, for example deviant behaviors (less liking of school) may be a protest response to a developmental overload.

When different kinds of care arrangements considered, question marks about their impacts on children arise in minds. After school care arrangement types and their contributions to the child's development is studied through particular studies. In one of them, the patterns of care in middle childhood, variations in after school care patterns as a function of family socio economic status and child sex relationships, between the after school care patterns and children's social, behavioral,

and academic adjustment was assessed in grade six (Pettit, Laid & Bates, 1997). The questions were moderated by socio economic status or child sex, and the extent to which these predictive relations continued to be significant after controlling for socio economic status, child sex and kindergarten adjustment. The results revealed relationship between school aged children's non parental after school care experience and the children's later behavioral and academic adjustment. High amounts of self care in the early grades (defined here as four or more hours per week) appeared to place a child at risk for adjustment difficulties in grade 6, and this risk was heightened for children for lower socio economic status homes, for children already displaying high level of behavior problems prior to self care experience and for children not participating in extracurricular activities. According to the findings, compared to more economically advantaged children, economically disadvantaged children were more likely to be cared under self care, sitter-relative care, and neighbor care. Besides they less took part in day care, school based care or adult care arrangements. The lower socio economic status children who are spending more time in self care in first grade was found showing more externalizing problems in grade six than lower socio economic status children students under any care arrangement other than self care. Among the lower socio economic status first grade children self care ones was found to be worse in subsequent behavior problems and had lower level of social competence in comparison to other arrangement type children.

At another study cumulative participation in five types of after school care (before and after school programs, extracurricular activities, sitters, fathers and non-adult care) and its relationship with child developmental outcomes in the latter part of first grade was examined by National Institute of Child Health and Human Development (Early Child Care Research Network, 2004). In the study the family factors was found to be associated with the out of school care of the children. It is stated that before and after school programs are used more if family income is higher, if mothers are employed for more hours, and if mothers are single parents. This finding supports the idea that initial function of the programs is supervision of children of working mothers. The analysis of school care and the child's

developmental outcomes revealed that the extracurricular activities are predicting child's academic outcomes.

Social skill development of children as another developmental aspect of middle childhood was target variable of Howes, Olenick, and Der Kiureghian (1987). In the study social skill development of children who attend to after school program and ones who go home after school was compared. The results revealed that children in the after school programs appeared more advantaged in social development in terms of ability to form friendship than the non participation group. Moreover children attending to after school program had earlier and more durable experiences with peers prior to going to elementary school than the children who attend only morning program.

Contrary to findings of Howes et al. (1987), the study conducted by Vandell and Corasaniti (1988) on potential factors which are contributing to child care arrangements revealed the following results. Children in day care centers found experiencing more difficulty than any other group of children. Day care children had lower standardized test scores and IQ scores than children in mother care after school. Day care children also scored lower on math and reading standardized tests than mother, latchkey or sister groups and had lower GPAs than children in other groups. According to the between groups ratings; day care attendees and sitter care children were rated more negatively by peers than those in mother care. However the results revealed that mother care and latchkey children did not differ on any measure.

Accordingly after school care arrangements in low income urban area children monitored meanwhile searching demographic characteristics (Vandell & Ramanan, 1992). In this study the third graders were categorized as being in mother care, informal adult care, self care or formal after school program care. Parent and teacher reports, school grades and standard test scores indicated that formal after school care programs are appropriate to this age child. They had better grades, better work habits, and better peer relationships than children in other types of arrangements.

Alongside with the findings of Vandell and Ramanan (1992) the findings of Poster and Vandell (1994) indicated that mother care and formal care children are socially more advantaged than informal adult supervised children that informal adult supervised children are found more antisocial than other two groups. In terms of amount of adult supervision, the self care and informal care children did not differ. However the amount was lower than mother care and formal care children's adult supervision amount. In the study, the amount of time spent without adult supervision was correlated with antisocial behaviors. This finding is in contrast with Vandell and Corasaniti (1988) which claims that middle class children in day care centers after school are rated socially more poorly than other children.

The relationship between children's involvement in nonparental care and their current and ongoing adjustment in multiple age periods was investigated by Colwell et al. (2001). The focus of the study was to examine child care arrangements across infancy-preschool, early elementary school and early adolescence periods. The results of the study indicated that as the child gets older, the care arrangements children faced with changes. However, continuity was found in excessive non-parental care. The findings of the study indicated that high amount of nonparental care in infancy is linked with children's later adjustment problems but as the children grow older, the linkages may weaken. Conversely, self care in the early elementary grades was associated with later adjustment problems. Additionally in the study it is indicated that the family background and family- peer relationships is more important in children's behavioral adaptation than children's nonparental care experiences.

According to the findings of Maccoby and Lewis (2003), out of home pre-elementary care helps children develop good attachment skills to school peer group, constructivist learning, and intrinsic-internalized motivation supporting social development. In their study Marshall et al. (1997) claim that low income children in grades one through four attending after school programs display fewer internalizing problems in comparison to others than children who did not attend programs. In accordance with his finding, Pettit et al. (1997) found that low income first graders participating after school programs compared to their peers who did not participate,

show higher level of social competence and lower level of internalizing and externalizing problems during sixth grade, according to their teacher reports.

Considering both economical factors and developmental characteristics Mahoney, Lord and Carryl (2005) addressed an ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children. The after school arrangements were identified under four headings; after school program care, combined parent-sibling care, and combined other-adult/ self-sibling care. The results of the study showed that children attending to after school program care arrangements showed significantly higher rates in academic related outcomes. Significant differences were found among after school program care children in reading achievement, expectancy of success, and effectance motivation compared to other care arrangement attending children. When the gender and grade considered during the care arrangements selection, unlike the expectations, boys' rate of nonadult care was found to be similar to the rate of girls' non-adult rate. Analysis of results in terms of grade level revealed that, unlike the expectations, children in first grade were less likely to take part in after school programs than those in second or first grade.

National Institute of Child Health and Human Development (2000) shares information about program participation of first graders during fall and spring semester, to determine whether participation in programs consistently related to children's academic and social outcomes. It is found that out of school time can improve school performance of children if extracurricular activities such as sports, music and clubs are provided. Contrary to the expectations of the researchers daily after school programs was not found associated with child outcomes in first grade. Moreover, sibling was not found related to children's developmental outcomes.

The impact of quality, type and amount of child care on children's cognitive development, acquisition of school readiness skills, language production and language comprehension during the first years of life was investigated by NICHD, (2000). The results of the study revealed that quality of child care is a reasonably consistent predictor of children's cognitive and language performance. In the study an

association was observed between language stimulation in child care and children's cognitive and language outcomes seems likely to have partially due to caregiver interaction and cognitive stimulation. The findings claimed that beginning from six months the longer the child is in child care centers, the better they have performed on cognitive and language measures. Berman, Wenkloby, Chesterman and Boys (1992) in their study investigated the relationship between school care and self esteem in school age children. Among these 197 4th and 5th grade students, 60 % of them were with adult care, 19 % in self care and 8 % was under older sibling care. The findings indicated that apart from older sibling care, adult care or self care children have shown no difference in self esteem. However children under sibling care have shown lower self esteem level compared to children who are under adult or self care. No in group difference was found in sibling care children in terms of their self esteem level.

Accordingly investigation on the impact of sitter care on children by Pettit et al. (1997) revealed that sitter care is not supportive of children's development. They claim that children experiencing more sitter care were reported as having more internalizing problems in sixth grade than children who had experienced less care by neighbors. Additionally, in the study of Vandell and Corasaniti (1988) it is found that third graders who were cared by non-relatives received more negative peer nominations than the students who are cared by their mothers after school.

To conclude, the literature related to loneliness and social dissatisfaction among middle childhood children and after school care arrangements of elementary school students suggests some implications and research lines for further study. First, the number of dual-earning families is increasing and this increases the need for quality after school care arrangements for school age children. Second, the studies on loneliness and social dissatisfaction level of children indicate differences depending on environmental factors and the social status of the child. In this regard, the present research attempts to address these research lines, by discussing whether loneliness and social dissatisfaction level of elementary school students differ or not depending on after school care arrangements, activities and maternal work status.

CHAPTER III

METHOD

In this chapter, methodological procedures of the study are presented. The first section presents the overall design of the study. Participants and selection of the participants are presented in the second section. In the third section instruments utilized in the data collection procedure are presented. The data collection procedures are explained in the fourth section. In the fifth section the data analysis procedure is introduced. Finally in the sixth section limitations of the study are stated.

3.1. Overall Design of the Study

The study examines the level of loneliness and social dissatisfaction among the third, fourth and fifth grade elementary school students considering three variables: maternal work status, care arrangement type, and after school activities.

In the study an information form including questions asking about gender, age, sibling status, maternal work status, people/ place they spent their after school time, activity types done after school; and Loneliness and Social Dissatisfaction Scale (Asher & Wheeler, 1985) used to collect data. After data were gathered from elementary school students, it is examined to learn about differences of loneliness and social dissatisfaction level of children considering different variables.

3.2. Participants

The participants of the study were 732 elementary school students from three schools in Çankaya, province of Ankara. Administration was done during the 2007 fall semester; six weeks after the semester had began, during class hours by

researcher and the classroom teacher. The data were collected in approximately 20-30 minutes depending on the grade level. All the data were collected in two weeks.

Age of the participants ranged from nine to 11 ($M = 9.26$, $SD = .876$); 182 (25.5 %) were eight years old, 218 (30.6 %) were nine years old, 284 (39.8 %) were ten years old and 29 (4.1 %) were eleven years old. Of the participants, 380 (52 %) were males and 351 (48 %) were females. The sample consisted of 208 (28.4 %) third grade, 237 (32.4 %) fourth grade and 287 (39.2 %) fifth grade students. Among these, 316 (43.2 %) were going to school from morning to noon time, (morning group from 08:00 to 13:00), and 416 (56.8 %) were going to school from noon time to the late afternoon, (afternoon group from 13:00 to 18:00).

According to the results concerning the work status of the mothers, 48.2 % ($N = 343$) of the mothers were working, and 50.3 % ($N = 368$) of the mothers were housewives.

When the participants analyzed in terms of after school care arrangement types; 68.3 % ($N = 500$) of the sample were found as relative care children. 23.8 % ($N = 174$) of them were found as self care children, 3.7 % ($N = 27$) of them were non-relative care children and 4.2 % ($N = 31$) of them were after school care children

Answers regarding the activities children mostly do after school were passive activities with 80.9 % ($N = 592$), active activities 11.3 % ($N = 83$) and adult supervised activities (care center activities), 8.0 % ($N = 57$).

3.3. Instruments

In the study, in order to collect data two instruments were used. They are an information form asking about the personal information of the sample and Loneliness and Social Dissatisfaction Scale (Asher & Wheeler, 1985).

3.3.1. Information Form

The information form includes questions (see appendix A) asking about gender, age, sibling status, maternal work status, people/ place they spent their after school time, and activity types done after school

3.3.2. Loneliness and Social Dissatisfaction Scale (LSDS)

Loneliness and Social Dissatisfaction Scale (Asher & Wheeler, 1985) (see Appendix B) adapted by Tarhan (1996) is a 24 item self report measure which includes eight filler items. The scale assesses individuals own feelings of loneliness. It has a third grade reading level, and students' response of 16 items focusing on feelings of loneliness, opinions about their current relationships, perceptions of the degree to which provisions for important relationships are being met, thought about their social competence on a five-point Likert Scale. The items are summed in order to find a total score with higher scores corresponding to increased feelings of loneliness. Items are answered by selecting one of the five alternatives (5 = always, 4 = usually, 3 = sometimes, 2 = rarely, 1 = never). The items 3, 6, 9, 12, 14, 17, 18, 20, 21, 24 are scored in reversed order. The items 2, 5, 7, 11, 13, 15, 19, 23 are filler items about hobbies and interests and they are not scored.

The modified form of the original scale yielded the same internal consistency with the original 16 item LSDS (Asher, Hymel, & Renshaw, 1984). It was found to be internally consistent (Cronbach's $\alpha = .90$) and internally reliable (split half correlation filtered = .83, Spearman-Brown reliability coefficient = .91, Guttman split half reliability coefficient = .91). In the current study internal consistency of the scale was also examined, the Cronbach's α found .75.

3.4. Data Collection Procedures

In this study the social dissatisfaction and loneliness level of elementary school students in terms of variables such as time of going to school, age, gender,

number of siblings, work status of the parents, people/place spent time most/least after or before the school, activities done after or before the school was investigated.

Before starting the study, permission from the ethical council of METU was taken (*see* appendix C). To get the permission there were some requirements of the ethical council of METU such as preparing volunteer participation forms and parent approval forms (*see* appendix C). After the study was found by the ethical council of METU appropriate to be implemented to elementary school students, permission from the Ministry of National Education was taken (*see* appendix D). Phone contacts with nine target schools were done to learn whether they have had both morning and afternoon groups. After learning about the systems of the schools, randomly three schools among the nine are selected. One to one meetings were done with the school administrations. During the meetings, the purpose of the study and the instruments were briefly described and help of the school requested.

Before collecting data, firstly permission was taken from the classroom teacher and than parent approval letters delivered to each student. During the delivery process of parent approval forms, brief description of the study was given to the students and appointment was taken from the classroom teacher for at least after three days, to give enough time for the students bring back the parent approval letters. The data were collected through collaborating with the classroom teachers. The researcher and the classroom teacher firstly collected the parent approval letters together, than volunteer approval forms delivered (*see* appendix C) to the students, and afterwards data were collected from the volunteer students. Parent approval letters and volunteer approval forms delivered to 850 students. Scales were administered to 732 students who were enrolled in three different elementary schools. Administration was made during the 2007 fall semester; six weeks after the semester had began, during class sessions by researcher and the classroom teacher. The data was collected in approximately 20-30 minutes depending on the grade level.

Information about how to respond to each question was provided by the researcher while administering the instrument. All data collection process took two weeks.

The instrument administered to the third, fourth and fifth grade students in three schools. At the first part, after completion of each question, which was read by the researcher, to keep coherence, the researcher waited each student to finish each question. In other words, after being sure that everyone finished the target question, they have passed to the other one. Afterwards, exercise questions of the Loneliness and Social Dissatisfaction Scale were done altogether, through directions of the researcher. Than Loneliness and Social Dissatisfaction Scale, was answered individually by each student. If they had any question, it was answered by the researcher.

Students were asked to be honest while responding to the instrument items and informed about confidentiality of the collected data during administration process.

3.5. Data Analysis Procedure

To prepare the data for analysis; frequencies of all variables was obtained and examined. Some grouping for variables and calculations for Loneliness and Social Dissatisfaction Scale is done. Additionally missing data analysis was done for the loneliness and social dissatisfaction scores of the participants. The participants who have any missing data were not included to the analysis of variance therefore analysis was conducted for 583 of the participants.

Following the data collection procedure, the data were entered in SPSS13.0 program through coding all categories of variables in data by researcher.

In the Loneliness and Social Dissatisfaction Scale the items are summed in order to find a total score. Higher scores are stated as corresponding to increased feelings of loneliness. Items are answered by selecting one of the five alternatives (5 = always, 4 = usually, 3 = sometimes, 2 = rarely, 1 = never). The 3rd, 6th, 9th, 12th, 14th, 17th, 18th, 20th, 21st, 24th are scored in reversed order. The items 2, 5, 7, 11, 13, 15, 19, 23 were the filler items about hobbies and interests and they are not scored. To calculate scores of loneliness and social dissatisfaction, the negative items were

reversed. A loneliness score was calculated for each participant summing up the reversed and positive scores gained from Loneliness and Social Dissatisfaction Scale.

To group the participants according to their care arrangement, as relative care, non relative care, center care and self care, two groups of questions were used. One was to focus on the care arrangement type and the other one was to focus on care arrangement place. The fifth question (Who do you spent after school most of your time?) and sixth question (Who do you spent your time after school at least?) formed the care arrangement type question group. The second group composed of seventh question (Where do you spend your after school time most) and eighth question (Where do you spent your after school time least) formed the second group focusing on care arrangement place. The ninth question was set in order to learn about after school activity type of the children. These groups of questions (5, 6, 7, and 9) were multiple choice questions composed of eight choices. The students were free to select from one to three among the choices because there were at least three sub groups set for each question.

Prior to coding of these questions (5, 6, 7, 8 and 9), each answer is grouped according to after school care groupings of Children's Defence Fund (2003) and Sarampote, Basset and Winsler (2004). The choices for "with whom do you spent of your time after school most", and "with whom do you spent your time after school at least" questions were grouped as the following; relative care (if family member: mother and/or relatives is signed); self care (if friend, oneself and/or sibling care is signed); non relative care (if someone from out of family: babysitter and/or neighbor is signed); center care (if after school care center is signed). The choices for "where do you spend your after school time most" and "where do you spent your after school time least" questions were grouped as the following; at home and/or relative's house; outside and/or at a friend's house; neighbor and/or relative house; at mother's and/or father's office, at after school care center. The last question was "Which activity you do most after school". It was asked in order to look for the relationship of activity done after school with loneliness level and other independent variables. Again at this question there were eight choices through which students were free to check more

than one choice. The answers of this question were grouped under three headings to code. They were active activities, passive activities and preplanned/adult supervised activities. The ones who watch TV, play games on PC, read books, and do homework took part in the passive activity group. The ones who play games at home or outside have taken part in active activity group. All students who stated that they were doing activity at care center were accepted as the member of third group who is cared under pre-planned activity arrangements at a care center. If the student has checked more than one answers at the second part of the demographic information form which includes fifth, sixth, seventh and eight questions, the answers of the participants analyzed one by one. Before analyzing the answers all choices for each question were numbered from one to eight. When the descriptive characteristics of the data gathered from the SPSS 13.0 program, the numbers revealed the care type, or activity type of the students. For example the student who answered the question “with whom do you spent your after school time most”, if the child checked both mother, relative and sibling, the child is accepted as relative care child because two choices of him/ her indicate that she / he is relative care spending time with mother/ father, relative or sibling. However; if the child have had matched sibling and friends only, the child is taken into the group of self care. At these questions, if the child matched more than one answers including after school care, the child is accepted as attending to after school care center because all stated activities set as choices of the eight questions are also done at care centers with adult supervision. At the fifth, sixth and seventh questions the same labeling is done which is accepting the child as attending center care if one of his/her answers is teacher or care center. The student who matched “other” choice at these questions are analyzed one by one and groups for them are selected because most of the student have given the answer available at other choices of the questions or given detailed answers. For example one of the participants has written to eighth question that she dances at home after school. This was a kind of active activity and she was accepted as doing active activities after school. As another example one of the participants matched aunt as the person time spent with after school. That child is considered as relative care child.

Descriptive statistics methods such as frequency, percentages were used to describe the characteristics of data. To compare the means of loneliness and social dissatisfaction scores of students depending on independent variables gathered through information form, one way analysis of variance techniques are used. All the statistical analysis was carried out by SPSS version 13.0 for Windows Program. The 0.05 level was established as a criterion of statistical procedures performed.

3.6. Limitations

The scope of this study is limited to the data collected from Turkish Public Elementary School Students who took part in the study. There were no private school students took part in the study. Moreover, in the study, data gathered only from third, fourth and fifth graders, however, younger students did not have chance to take part in the study because of lack of instrument appropriate for their age. Because of stated reasons generalization of findings to whole elementary school students is limited.

Another limitation is related with the data collection procedure. Since it was important to gather parent approval, parent approval forms are used to get permission from them. Although in the letters all detailed information was given, some parents did not give permission due to misconceptions. As most of the classroom teachers stated that, parents did not give permission because they were not used to seeing such approval forms and they thought that I will bring their children somewhere else, they are to pay for the study or this was a longitudinal study.

Since it was important for the researchers to consider the socio economical status, any preexisting information about SES of the schools searched, phone contacts with the Ministry of Education is done web page of MEB Çankaya Province is visited. However, apart from the quantity of rent of the houses around the schools, no indicator of SES was found. Depending on the list at the web page where quantity of rent of the houses is stated, nine schools depending on three different rent ranges (middle, high and low) is selected. However this has been a selection depending on

socio economic status of regions, not the students in it at all and not taken into account during data analysis process.

To conclude, the literature related to loneliness and social dissatisfaction of elementary school students and care arrangements provided for school age children suggests some implications for further research. First, the number of working parents increasing and the needs for after school care is increasing. This results in the need for investigating the effects of different kinds of care on students. Second, the level of loneliness and social dissatisfaction shows differences regarding to age, social status and opportunities provided by environment. Third, the line of the research relates variations in the gender and age differences in loneliness levels and social and emotional development differences on selected child care type. In this regard, the present research attempt to examine the loneliness and social dissatisfaction level differences on elementary school students depending on care arrangement type provided.

CHAPTER IV

RESULTS

In this chapter, results of the study are presented. In the first section, the results of the descriptive statistics regarding to basic characteristics of the sample as gender and age including means, standard deviations are presented. The second part includes the results of One Way Analysis of Variance (ANOVA) which was performed to examine the difference between loneliness mean scores of participants regarding to their maternal work status, care arrangement type, and after-school activities.

4.1. Descriptive Statistics

This section presents descriptive statistics regarding loneliness and social dissatisfaction scores of third, fourth and fifth grade students.

The results of the descriptive statistics revealed that the mean score for loneliness and social dissatisfaction was $M = 29.57$ with a $SD = 8.5$ ($N = 583$). The maximum and minimum loneliness and social dissatisfaction score were found as 59.00 and 16.00 respectively. In terms of gender, males had a mean score of 29.9 ($N = 308$), and females had a mean score of 29.98 ($N = 274$).

In the data analysis mean loneliness and social dissatisfaction scores for different age groups were examined as well. According to the results of descriptive statistics, mean loneliness and social dissatisfaction score of eight year olds ($N = 137$) was 31.3, with $SD = 9.6$; nine year olds ($N = 173$) was 29.7 with $SD = 8.3$; ten years olds ($N = 235$) was 28.1 with $SD = 7.7$. Eleven years old group ($N = 23$) had a mean score of 29.9 with $SD = 9.7$.

4.2. Results of ANOVA Regarding Maternal Work Status, After School Care Arrangement Type, and After School Activities & Loneliness

In order to investigate the differences among loneliness level of third, fourth and fifth graders, between group analyses of variances was performed. At this part of the analysis three questions are addressed. The first research question was; is there a significant difference in the loneliness and social dissatisfaction level between elementary school students with working mothers and those with stay-at-home mothers. The second research question was; is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who have different after school care arrangements such as relative care, non- relative care, center care and sibling/self care. And the last question was; is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who do different after school activities such as active activities, passive activities and preprogrammed/adult supervised activities?

4.2.1. Maternal Work Status and Loneliness and Social Dissatisfaction

The first question was “Is there a significant difference in the loneliness and social dissatisfaction level between elementary school students with working mothers and those with stay-at-home mothers?” The descriptive statistics results for maternal work status are presented in Table 1.

Table 1
Loneliness and Social Dissatisfaction Scores of Students Who Have Working or Stay-at-Home Mothers

Maternal Work	Mean	N	Std. Deviation	Minimum	Maximum
Working	29.57	267	9.12	16.00	59.00
Stay-at-home	29.45	299	8.21	16.00	58.00
Total	29.51	566	8.64	16.00	59.00

As Table 1 presents, the mean of loneliness and social dissatisfaction scores of students with working mothers , 29.57 with $SD = 9.1$, ($n = 267$) and c students with stay-at-home mothers, 29.4 with $SD = 8.2$, ($n = 299$).

In order to find out the differences between groups in terms of loneliness and social dissatisfaction scores, one-way analysis of variance was conducted. The independent variable was the maternal work status including two level, working and stay-at-home. The dependent variable was the loneliness scores of elementary school students. The results of the analysis are presented in Table 2.

Table 2
ANOVA Results of Students Who Have Working or Stay-at-Home-Mothers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.21	1	2.21	.030	.864
Within Groups	42257.22	564	74.92		
Total	42259.43	565			

As indicated in Table 2, there is not a statistically significant difference between loneliness scores for the two groups whose mothers are working ($M = 29.57$) and whose mothers are stay-at-home ($M = 29.45$) ($F_{(1-564)} = 0.03$, $p = .864$).

4.2.2. After School Care Type and Loneliness and Social Dissatisfaction

The second question was “Is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who have different after school care arrangements such as relative care, non- relative care, center care and sibling/self care?” The descriptive statistics results for after school care type is presented in Table 3.

Table 3
LSD Scores Regarding to Care Arrangement Types

Care Type	Mean	N	Std. Deviation	Minimum	Maximum
Relative Care	29.75	398	8.55	16.00	59.00
Self Care	29.98	141	9.01	16.00	57.00
Non-relative care	26.54	22	7.18	16.00	40.00
Center Care	25.50	22	5.98	16.00	39.00
Total	29.52	583	8.58	16.00	59.00

As shown in Table 3, the mean loneliness and social dissatisfaction scores of relative care students is 29.7 with 8.5 *SD*, ($N = 398$); sibling/ self care students is 29.9 with $SD = 9.0$, ($N = 141$); non-relative care students is 26.5 with $SD = 7.1$, ($N = 22$), and after school care center care students is 25.5 with $SD = 5.9$, ($N = 22$).

One-way analysis of variance was conducted to evaluate the relationship between care arrangement type and the loneliness and social dissatisfaction scores of elementary school students. The independent variable was the care arrangement type including four levels; relative care, non-relative care, self-sibling care and care arrangement programs. The dependent variable was the loneliness level of elementary school students.

As presented in Table 4, there is a statistically significant difference at the $p < .05$ level in loneliness scores for the four care groups namely relative care ($M = 29.7$, $SD = 8.5$); sibling/ self care ($M = 29.98$, $SD = 9.0$); non-relative care children ($M = 26.5$, $SD = 7.1$), and center care children ($M = 25.5$, $SD = 5.9$), ($F_{(3-579)} = 2.7$, $p = 0.04$). The strength of relationship between the after school care arrangement and loneliness level, as assessed by η^2 , was .014 moderate with the care arrangement type factor accounting for, 1.4 % of the variance of the dependent variable.

Table 4
ANOVA Results for After School Care Arrangement Types

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	602.48	3	20.82	2.74	.04
Within Groups	42292.79	579	73.04		
Total	42895.28	582			

In order to understand the differences among the care arrangement groups, post hoc tests were conducted. Table 5 presents the follow- up test results conducted to evaluate pair wise differences among the group means. Post-hoc comparisons using the Scheffe test indicated that there are no significant differences among relative care, self/sibling care, nonrelative care and care center based care students. Which means that although there is a statistically difference among groups, when taken into account one by one, there can not be seen any significant difference among groups.

Table 5
Post-Hoc Test Results of After School Care Arrangement Types

Care type		Mean Dif.	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower bond	Upper bond
Relative	Self/sibling care	-.23	.83	.994	-2.58	2.11
	Non-relative care	3.20	1.87	.402	-2.03	8.45
	Care center	4.25	1.87	.161	-.99	9.50
Self/sibling	Relative care	.23	.83	.994	-2.11	2.58
	Non-relative care	3.44	1.95	.380	-2.05	8.93
	Care center	4.48	1.95	.156	-1.00	9.97
Nonrelative	Relative care	-3.20	1.87	.402	-8.45	2.03
	Self/sibling care	-3.44	1.95	.380	-8.93	2.05
	Care center	1.04	2.57	.983	-6.17	8.27
Care center	Relative care	-4.25	1.87	.161	-9.50	.99
	Self/sibling care	-4.48	1.95	.156	-9.97	1.00
	Non-relative care	-1.04	2.57	.983	-8.27	6.17

- The mean difference is significant at the, 05 level.

4.2.3. After School Activities and Loneliness and Social Dissatisfaction

The last question was “Is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who do different after school activities such as active activities, passive activities and preprogrammed/adult supervised activities?” The descriptive statistics results for after school activities are presented in Table 6.

Table 6
LSD Mean Scores Regarding After School Activities

After School Activity	Mean	N	Std. Deviation	Minimum	Maximum
Passive Activity	29.61	478	8.62	16.00	58.00
Active Activity	29.49	63	7.59	17.00	54.00
Pre-Programmed	28.64	42	9.62	16.00	59.00
Total	29.52	583	8.58	16.00	59.00

Table 6 presents the loneliness and social dissatisfaction mean scores of students in terms of the activities they had after school. As it is seen from the table, students doing passive activities has a mean score of 29.6 with $SD = 8.6$, ($N = 478$); students doing active activities has a mean score of 29.4 with $SD = 7.5$, ($N = 63$) and students doing activities at after school care center has a mean score of 28.6 with $SD = 9.6$, ($N = 42$).

One-way analysis of variance was conducted to evaluate the relationship between after school activity type and the loneliness and social dissatisfaction scores of elementary school students. The independent variable was after school activities including three levels, passive activities, active activities and after school care center activities. The dependent variable was the loneliness level of third, fourth and fifth grade elementary school students.

As indicated in Table 7, there is not a statistically significant difference between loneliness scores for the three groups who perform active activities after school ($M = 29.49$), who perform passive activities after school ($M = 29.61$) and who perform pre-programmed/ adult supervised activities after school ($M = 28.64$) ($F_{(2-580)} = 0.245$, $p = .78$).

Table 7
ANOVA Results for After School Activities of Students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.27	2	18.13	.245	.78
Within Groups	42859.01	580	73.89		
Total	42895.28	582			

According to the results stated above, it is seen that loneliness and social dissatisfaction levels of elementary school students do not differ significantly when depending on three variables. The variables can be stated as, maternal work status, after school care type and after school activity type.

CHAPTER V

DISCUSSION

This chapter presents the discussion of the results obtained from statistical analyses, implications of the study, and finally recommendations for further studies.

5.1 Discussion

The purpose of the study is to investigate the level of loneliness and social dissatisfaction among elementary school students considering three variables: maternal work status, care arrangement type, and after school activities. According to the variables of the study, three specific research questions were addressed. The first research question was; is there a significant difference in the loneliness and social dissatisfaction level between elementary school students with working mothers and those with stay-at-home mothers. The second research question was; is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who have different after school care arrangements such as relative care, non- relative care, center care and sibling/self care. And the last question was; is there a significant difference in the loneliness and social dissatisfaction level between elementary school students who do different after school activities such as active activities, passive activities and preprogrammed/adult supervised activities.

Besides the research questions stated above, two general variables, age and gender were included in the study, in order to investigate any existing relationship among these variables and loneliness and social dissatisfaction level.

Discussion part of the study includes a brief summary of results, discussion of age and gender variables, and comparison of them with the related literature under each subsection.

5.1.1 Discussion Regarding Differences among Elementary School Students' Loneliness and Social Dissatisfaction Level Depending on Gender and Age

According to the results of the current study, no significant differences among females and males in terms of loneliness and social dissatisfaction level were found. In the literature, there are studies both indicating gender differences regarding to social dissatisfaction and loneliness level (Medora & Woodward, 1986; Schmitt & Kurdek, 1985; Wiseman & Guttfreund, 1995) and indicating no gender differences (Bilgen, 1989; Marcoen & Brumagne, 1985).

Perlman (1990) claims that females and males exhibit different level of loneliness at different age periods except adulthood and by the time, after the age of 35 to 85, females experience higher level of loneliness. In contrast to the findings of Perlman (1990) finding of the studies conducted on gender differences of college students revealed that college men experience more loneliness than college women (Schmitt & Kurdek, 1985; Wiseman & Guttfreund, 1995). However, the study of Medora and Woodward (1986) claimed that female college students experience more loneliness than male college students. In contrast to the stated findings, some studies conducted on loneliness and social dissatisfaction level of college students revealed that there is no gender difference among students (Bilgen, 1989; Marcoen & Brumagne, 1985). The results of the current study indicated that there is no significant difference among males and females in terms of social dissatisfaction and loneliness level. This may be due to age factor of the gender difference, since literature mostly focuses on loneliness level of adolescents and older age and gender comparisons are done mostly at those ages however this study was conducted with elementary school age children.

Results regarding to the other variable, age, revealed no significant differences in terms of loneliness and social dissatisfaction level. There are not many studies conducted on loneliness and social dissatisfaction level of middle childhood children comparing their loneliness level, and the available literature mostly focuses on the experience of loneliness at older ages, beginning from adolescence (Archibald & Borthelomew, 1995; Petrova, 1996; Uruk & Demir, 2003).

According to the findings of Perlman (1990) the experience loneliness is faced by human beings at peak level during the adolescence, which means that loneliness increases gradually till adolescence period. Afterwards, towards the middle age period the experience of loneliness decreases and at older ages, it increases again. Since it is sated that loneliness is high at adolescence period, some studies were conducted on loneliness and social dissatisfaction level of adolescents, and its correlates. One of the studies conducted on adolescents was done by Green, Richardson, Lago and Jones (2001). The results of the study revealed that young adult and older adults do not differ on any measure of loneliness. In the current study, in group (middle childhood age) students' social dissatisfaction and loneliness level were investigated and similar to the findings of Green, Richardson, Lago and Jones (2001) loneliness and social dissatisfaction level of third grade students was found to be a bit lower than fifth grade students however the difference was not significant. This result might be due to small age range among the groups, because the literature claims that till adolescence loneliness increases gradually and if the age range was wider, the difference might be significant.

5.1.2 Discussion Regarding Difference in the Loneliness and Social Dissatisfaction Level Between Elementary School Students With Working Mothers and Those With Stay-at-Home Mothers.

Students' loneliness and social dissatisfaction scores showed that there is no significant difference among students whose mothers are working and students whose mothers are stay-at-home. Although there is not an exact study conducted on maternal work status and students' social dissatisfaction and loneliness level, some supporting

studies were conducted and the finding of this study is consistent with previous studies (Henwood & Solano, 1993; Minzi, 2006; Marcoen & Brumagne, 1985). Loneliness is experienced because of a change in individual's social needs, rather than actual level of their social contact (Perlman & Peplau, 1985). As children get older, their social needs may change. According to Henwood and Solano (1993), greater level of loneliness was associated with using less relationship enhancing strategies. Moreover, Minzi (2006) claims that when there is a lack of perception of acceptance and trust from parents, feelings of loneliness come around. Considering all these findings, it is predicted that children of working mothers might have less relationship enhancing strategies, have lack of perception of acceptance and trust from parents all of which may result in experience of loneliness among working mothers' children. However, the findings revealed that in terms of social dissatisfaction and loneliness level there is no significant difference among students whose mothers are working and students whose mothers are stay-at-home. This result may be due to characteristics of time the working and stay-at-home mothers spend for their children. One of the characteristics of the time provided for children is its quality and the other one is its quantity. Bianchi (2000) claims that over the past few decades, the amount (quantity) of time working mother spent for their children is much closer to amount of time spent by non-working mothers, which covers the gap between the working mother's children and stay-at-home mother's children. The other characteristic of time spent for children is its quality. Shapiro and Kalb (1997) claim that the working parents prefer to use quality time instead of quantity time. The finding of the current study may also be due to the provided time characteristics for the children. If the working mothers are providing enough and quality time for their children, this may compensate the negative effects of absence of quantity of time they provided for their children. So it can be claimed that the quality and quantity time provision of the mothers results in similar loneliness and social dissatisfaction level among stay-at-home mother's children and working mother's children.

Educational level of mothers is considered as another perspective influencing working mothers care arrangement preferences. Yarow, Scott, Leeuw and Heinig,

(1962) claim that college trained families tend to recompense the mother's employment by providing more planned activities for the children. According to findings of Johansen, Weite and Leibowitz (1996); Kakıcı, Emeç, and Üçdoğruk (1998); mothers who have higher level of education give importance to care which fosters child development, besides they are the parents who value development of child more and chose center based care. Center based care fosters children's developmental skills more. Mothers who have higher education level besides working might prefer to use center based care and as a result their children's loneliness and social dissatisfaction level may not differ much from children whose mothers are stay-at-home. Rodman, Pratto and Nelson (1985) found that there is no difference in self care and adult care children's social adjustment. This finding also supports the finding of the current study that no difference among working mothers' children and stay-at-home mothers' children was found, because they are either under self care or adult care (center care, relative or non- relative care).

5.1.3 Discussion Regarding Differences among Elementary School Students' Loneliness and Social Dissatisfaction Level Depending on After School Care Arrangement Types

The results regarding to the differences among elementary school students' loneliness and social dissatisfaction level depending on after school care arrangement types revealed no significant differences. When considered from loneliness and social dissatisfaction perspective, withdrawn social behavior, lower peer acceptance and few-no friendships predicts higher level of loneliness in 7-12 year old children (Renshaw & Brown, 1993). Moreover, Galanaki (2004) claims that children may feel lonely in company of others if dissatisfied with relationship, not like others, satisfied with some relationships while dissatisfied with some other, be within group of unfamiliar people, have personality disposition towards loneliness, and feel guilty about bad behavior, and be shy. Depending on all these clues, students' social dissatisfaction and loneliness level were focused on in connection with their after school care arrangement types. Students who are center care showed lower loneliness

and social dissatisfaction level ($M = 25.5$) compared to students who are sibling/ self care ($M = 29.9$) and relative care ($M = 29.75$) however these differences is not found significant.

There are some studies conducted to focus on social development of children and the impact of care arrangement types on children (Rodman, Pratto & Nelson, 1985; Pettit, Laid, & Bates, 1997; Posner & Vandell, 1994). While some studies in the literature supports the current findings, some conflict with the results of this study.

To begin with in the study of Rodman, Pratto and Nelson (1985) it is found that self care and adult care children's social and psychological functioning does not differ. Similarly, in the current study no significant differences among adult care, self care, and relative care students were found. This means that being center care or other care type does not affect loneliness and social dissatisfaction.

A high amount of self care in early grades is considered to be as a risk factor for children in terms of having adjustment difficulties (Pettit, Laid, & Bates, 1997). It is also claimed that amount of time spent without adult supervision is correlated with antisocial behaviors (Posner and Vandell, 1994). Additionally, it is claimed that this risk increases if the child is already displaying behavior problems prior to self care experience. Inconsistent with these findings, in the current study, the students who have greater level of loneliness scores were found as the relative care children and self care children when compared with formal care children. No difference was found among formal care children and informal care children. Moreover, the findings of Posner and Vandell (1994) indicate that informal adult supervised children are more antisocial than mother care and formal care children. This result of Posner and Vandell (1994) was found inconsistent by particular studies (Howes, Olenick and Der Kiureghian, 1997). However, in the current study no difference was found among children attending after school programs and going home after school. Students attending after school programs were not found advantageous in social development when compared to children going home after school in the current study. This might be due to the students' satisfaction levels with the relationships at any care type. As

Galanaki (2004) claims, children may not feel lonely if satisfied with existing relationships.

5.1.4 Discussion Regarding Differences among Elementary School Students' Loneliness and Social Dissatisfaction Level Depending on After School Activity Types

The results of the study revealed no significant difference among students depending on the activities they do after school. This finding is inconsistent with the related literature. Steinberg (1986) claims that in group differences among the children caring for them may exist due to how that time is spent. Moreover, Howes, Olenick and Der Kiureghian (1987) claim that after school care helps children to be more advantaged on social development. It is also claimed that after school extracurricular activities such as sports, music and clubs improves children's academic and social outcomes (NICHD, 2003). Galanaki (2004) claims that children may not feel lonely when alone if they are occupied with an activity especially a pleasant activity. Since most of the sample was self care, relative care or non-relative care, a difference among loneliness and social dissatisfaction level of students attending active activities, passive activities or pre-planned activities was expected. However, no difference among the students in terms of loneliness and social dissatisfaction level found when after school activity types are analyzed. This may be due to the satisfaction of the children's after school activity. If they are doing pleasant activities after school regardless of the type, they might be feeling socially satisfied. However, age appropriate activities should be provided for children after school (NICHD Early Child Care Research Network, 1998, 2000a, 2001)

5.2 Implications

This study has been an attempt to investigate the level of loneliness and social dissatisfaction among third, fourth and fifth grade elementary school students considering three variables: maternal work status, care arrangement type, and after

school activities. Additionally through the study, it is once more claimed that like all the human beings children can experience loneliness as well.

The findings of the study contributed to the literature on loneliness and social dissatisfaction and child care arrangements providing information for parents, teachers, counselors, and academicians. To begin with, the findings are expected to guide parents while selecting after school care type for their children and about the impact of the provided care for the children. This is an important point because development of human beings starts at earlier ages in the family and if the primary guides, the parents, provide good circumstances for the whole development of the child, the coming generations would be healthier.

Moreover, the crucial contributors of the children's development, the teachers and school counselors, may also provide more developmentally appropriate environments for the children. After reaching the finding of the study indicating that children even at this age may experience loneliness, they should take necessary precautions to prevent children from loneliness.

Lastly, the academicians may view that the experience of loneliness and social dissatisfaction is one of the consequences of after school care provided for school aged children. The findings of the study may help them to focus on care arrangements and loneliness and social dissatisfaction concerns of middle childhood age children.

5.3 Recommendations

The results of the study indicates that loneliness and social dissatisfaction level of children and their after school care arrangement are very important experiences in an human being life and need to be considered by counselors, families, community services and academicians.

To begin with, either on child care arrangements or loneliness and social dissatisfaction level of children, further studies can be conducted through increasing the number of the sample. Moreover the studies conducted on the current topics may

include parents and teachers and investigate their relationships with the care type, after school activities and loneliness and social dissatisfaction level of children.

Studies with rural and urban area children need to be conducted considering economic status of them. By this way chance for learning about the contributors of loneliness and social dissatisfaction of children as well as care arrangements of children will be caught.

Counselors, who are mostly working with children, may focus on the causes of social dissatisfaction and loneliness among children to prevent from harmful consequences of it in the whole life of the individuals. As a result the research area loneliness and social dissatisfaction of children needs to be widened by conducting studies with wider groups and considering different variable's impact on it. Besides determining the contributors of experience of social dissatisfaction and loneliness, studies should be conducted to focus on in order to cope with and come over the experience.

At schools or community services seminars, workshops needs to be conducted to inform all the people about the causes, results, contributors of loneliness, which will help the society, be healthier in terms of social life experiences.

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APPENDIX A

INFORMATION FORM

Sevgili öğrenciler;

Bu anket sonucunda elde edilecek bilgiler öğrencilerin bakım çeşitleri ile sosyal doyumları arasındaki ilişkileri anlamaya yönelik olarak yapılan bir çalışmada kullanılacaktır. Gönüllülük esaslı olarak katıldığınız bu çalışma iki bölümden oluşmaktadır. Birinci bölümde kişisel bilgilerinizi edinmeye yönelik sorular sorulmaktadır. İkinci bölümde ise sosyal doyum ölçeği yer almaktadır. Verdiğiniz cevapların tamamı gizli tutulacak; sizin adınız hiç bir şekilde rapora yansıtılmayacaktır. Ankette bulunan soruların kesinlikle doğru ya da kesinlikle yanlış cevapları yoktur. Ancak sonuçların sağlıklı bir şekilde değerlendirilip, yorumlanabilmesi için samimi yanıtlar vermeniz çok önemlidir. Lütfen soruların başındaki yönergeleri dikkatle okuyun ve her soruyu size en uygun olan cevabı vererek yanıtlayın.

H. Özlen Bakır
ODTÜ Eğitim Fakültesi
Araştırma Görevlisi

1. Cinsiyetiniz: ☐ Erkek ☐ Kız
2. Doğum yılınız: _____
3. Kardeşiniz var mı? ☐ Evet ☐ Hayır

Eğer kardeşiniz varsa;

- sizden büyük kardeş savısı: _____, cinsiyeti ☐ Erkek ☐ Kız
- sizden küçük kardeş savısı: _____, cinsiyeti ☐ Erkek ☐ Kız

4. Anneniz ve babanız çalışıyor mu?
 - Anne : ☐ Çalışıyor ☐ Çalışmıyor
 - Baba : ☐ Çalışıyor ☐ Çalışmıyor



Lütfen sayfaı çevirin

5. Okuldan sonraki zamanınızı en çok kiminle geçirirsiniz ?

- | | |
|--|--|
| <input type="checkbox"/> Anne/baba | <input type="checkbox"/> Arkadaş(lar)ımla |
| <input type="checkbox"/> Tek başıma | <input type="checkbox"/> Kardeş(ler)imle |
| <input type="checkbox"/> Komşu(lar)ımla | <input type="checkbox"/> Öğretmen(ler)imle |
| <input type="checkbox"/> Akraba(lar)ımla | <input type="checkbox"/> Diğer...(belirtiniz)_____ |

6. Okuldan sonraki zamanınızı en az kiminle geçirirsiniz ?

- | | |
|--|--|
| <input type="checkbox"/> Anne/baba | <input type="checkbox"/> Arkadaş(lar)ımla |
| <input type="checkbox"/> Tek başıma | <input type="checkbox"/> Kardeş(ler)imle |
| <input type="checkbox"/> Komşu(lar)ımla | <input type="checkbox"/> Öğretmen(ler)imle |
| <input type="checkbox"/> Akraba(lar)ımla | <input type="checkbox"/> Diğer...(belirtiniz)_____ |

7. Okuldan sonraki zamanınızı en çok nerede geçirirsiniz ?

- | | |
|--|---|
| <input type="checkbox"/> Evimde | <input type="checkbox"/> Arkadaşımın evinde |
| <input type="checkbox"/> Sokakta | <input type="checkbox"/> Bakıcımın evinde |
| <input type="checkbox"/> Akrabamın evinde | <input type="checkbox"/> Annemin/Babamın iş yerinde |
| <input type="checkbox"/> Komşumuzun evinde | <input type="checkbox"/> Diğer...(belirtiniz)_____ |

8. Okuldan sonraki zamanınızı en az nerede geçirirsiniz ?

- | | |
|--|---|
| <input type="checkbox"/> Evimde | <input type="checkbox"/> Arkadaşımın evinde |
| <input type="checkbox"/> Sokakta | <input type="checkbox"/> Bakıcımın evinde |
| <input type="checkbox"/> Akrabamın evinde | <input type="checkbox"/> Annemin/Babamın iş yerinde |
| <input type="checkbox"/> Komşumuzun evinde | <input type="checkbox"/> Diğer...(belirtiniz)_____ |

9. Okuldan sonraki zamanınızda aşağıdaki etkinliklerden hangilerini sıklıkla yaparsınız ?

- | | |
|---|---|
| <input type="checkbox"/> Televizyon izlerim | <input type="checkbox"/> Sokakta oyun oynarım |
| <input type="checkbox"/> Ödevlerimi yaparım | <input type="checkbox"/> Kitap okurum |
| <input type="checkbox"/> Bilgisayar başında zaman geçiririm | <input type="checkbox"/> Etiler merkezinde etkinlik yaparım |
| <input type="checkbox"/> Eviçi oyunları oynarım | <input type="checkbox"/> Diğer...(belirtiniz)_____ |

APPENDIX B

LONELINESS AND SOCIAL DISSATISFACTION SCALE

Sevgili çocuklar,

Anketin ikinci bölümünde yapacağınız şey, hoşlandığımız etkinlikler ve bazı açılardan okul hayatının size neler hissettirdiğine ilişkin bir ölçeğin uygulanmasıdır. Başlamadan önce size cevaplarınızı nasıl işaretleyeceğinizi göstereceğim.

Örnek 1	Her zaman doğru	Çoğunlukla doğru	Bazen doğru	Doğru değil	Hiç doğru değil
Basketbol oynamaktan hoşlanırım.					

Örnek 2	Her zaman doğru	Çoğunlukla doğru	Bazen doğru	Doğru değil	Hiç doğru değil
Sinemaya gitmekten hoşlanmam.					

Örnek 3	Her zaman doğru	Çoğunlukla doğru	Bazen doğru	Doğru değil	Hiç doğru değil
Ödev yapmaktan hoşlanırım.					

Örnek 4	Her zaman doğru	Çoğunlukla doğru	Bazen doğru	Doğru değil	Hiç doğru değil
Bisiklete binmekten hoşlanmam.					

Gördüğünüz gibi örnek cümlelerimizin altında beşer kutucuk var. Bu kutucukların içinde de farklı cümleler bulunmakta:

- Birinci kutu verilen cümlenin HER ZAMAN DOĞRU OLDUĞUNU,
- İkinci kutu verilen cümlenin ÇOĞUNLUKLA DOĞRU OLDUĞUNU,
- Üçüncü kutu verilen cümlenin BAZEN DOĞRU OLDUĞUNU,
- Dördüncü kutu verilen cümlenin DOĞRU OLMADIĞINI.
- Beşinci kutu verilen cümlenin HİÇ DOĞRU OLMADIĞINI göstermektedir.

Verilen cümleleri dikkatlice okuduktan sonra, bu cümleler hakkında ne düşündüğünüzü ya da ne hissettiğinizi anlayabilmem için cümlenin altındaki beş kutudan size uygun olanını işaretleyin. Her cümle için sadece bir kutu işaretlemeniz gerektiği konusunda bir kuşkunuz varsa ya da anlayamadığınız cümleler olursa parmak kaldırın, size yardımcı olacağım. Bunun bir sınav olmadığını hatırlatmakta fayda var. Uygulama sırasında birbirinizle konuşmamaya dikkat edin. Cümlelerin hepsini bitirmeye özen gösterin. Herkes bitirdikten sonra ölçekleri toplayacağım. Verdiğiniz yanıtların gizli tutulacağından kuşkunuz olmasın. Yardımlarınız için şimdiden teşekkür ederim.



Lütfen sayfayı çevirin

BÖLÜM II-SOSYAL DOYUM ÖLÇEĞİ	Her zaman doğru	Çoğunlukla doğru	Bazen doğru	Doğru değil	Hiç doğru değil
1. Benim için okulda yeni arkadaşlar edinmek kolaydır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Okumaktan hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sınıfta hiç kimseyle konuşmuyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sınıftaki diğer çocuklarla çalışmada iyiyim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Çok fazla televizyon seyredirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Benim için okulda arkadaş edinmek zordur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Okulu severim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Sınıfta çok sayıda arkadaşım var.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Okulda kendimi tek başıma hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Birine ihtiyacım olduğunda sınıfta bir arkadaş bulabilirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Bilimden hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Okulda benden hoşlanan çocuklar bulmak zordur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Çok fazla spor yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Okulda oynayacağım hiç kimse yok.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Müzikten hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sınıftaki arkadaşlarımla iyi geçinirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Okulda bazı şeylerden hoşlanmadığımı hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Yardıma ihtiyacım olduğunda gidebileceğim bir arkadaşım yok.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Resim çizmek ve boyamaktan hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Okulda diğer çocuklarla geçinemem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Okulda kendimi yalnız hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Sınıftaki diğer çocuklar tarafından oldukça sevilirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Satranç dama gibi masa üzerinde oynanan oyunları çok severim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Sınıfta hiç arkadaşım yok.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

METU ETHICAL COUNCIL WRITTEN CONSENT FORM

Gönüllü Katılım Formu

Bu çalışma, Araş. Gör. H. Özlen Bakır tarafından Prof. Dr. Ayhan Demir danışmanlığında yürütülen bir Yüksek Lisans tezidir. Çalışmanın amacı, ilkokul üç, dört ve beşinci sınıf öğrencilerinin bakım tercihleri ve sosyal doyumları arasındaki ilişkiyi incelemektir. Çalışmaya katılım tamamiyle gönüllülük temelinde olmalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anket genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulaya kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için İlköğretim Bölümü araştırma örevlisi H. Özlen Bakır (Oda: EF123; tel: 2103658; E-posta: hbakir@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad :

Tarih :

İmza :

Alınan Ders:

Orta Doğu Teknik Üniversitesi İnsan Araştırmaları

Etik Kurulu Başvuru Formu Proje Bilgi Formu

1. Çalışmanızın ayrıntılı açıklamasını, hipotezlerinizi de içerecek şekilde yazınız.

Hayatın ilk yıllarında aile sosyal yaşamın yapı taşıdır. Birey büyüdükçe, etkileşim içinde olduğu çevre zamanla genişler ve bu genişleme gelişim sürecine farklı etkilerde bulunur (Kail, 2007). Etkileşim alanı arttıkça deneyim çeşitleri de artar ve bu deneyimler birey üzerinde olumlu ya da olumsuz sonuçlar doğurabilir. Deneyimlerdeki artışta büyüme ve okul hayatının başlaması çok etkilidir. Evde ve okulda yaşananlar çocukların sosyal yaşantısının birincil belirleyicileridir. Bu yaşantıda karşılaşılabilecek olumsuz deneyimler bireyin diğerlerinden uzak, ve yalnız hissetmesine neden olabilir. Çocukların yalnızlık hissi ile okul sonrası etkinlikleri arasında bir ilişki olduğu belirlenmiştir (Asher, Hymel & Renshaw, 1984) Çocukların bütün gelişim süreçleri boyunca yetişkin kontrolü altında olmaları gerektiği göz önünde bulundurulduğunda (Vandell& Corosaniti, 1988) çocukların okul sonrasında kiminle kaldıklarının ve bu süre içinde neler yaptıklarının, onların sosyal doyumları ile ne ölçüde ilişkili olduğunun araştırılması bireylerin daha sağlıklı yetişmeleri için öğrenilmesi gereken bir durumdur.

İlkokul üç, dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeyinin bakım tercihi, okuldan önce/sonra yapılan etkinlikler ve bazı kişisel bilgiler (cinsiyet, kardeş sayısı, anne baba çalışma durumu, vb.) açısından inceleneceği bu araştırma üç temel amaca yöneliktir. Birinci amaç ilköğretim üç, dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeylerinin bazı kişisel bilgiler (cinsiyet, kardeş sayısı, anne baba çalışma durumu, vb.) göz önünde bulundurularak saptamak, ikinci olarak ilköğretim dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeylerini okul sonrası bakım çeşitleri (akraba, kardeş, etüd merkezi, tek başına, anne-baba bakımı) ile ilişkisini araştırmak ve son olarak ise okul sonrasında yapılan etkinliklere göre öğrencilerin sosyal doyum düzeylerinin değişip değişmediğini belirlemektir.

Asher, S.R., Hymel, S., & Renshaw, P.D. (1984). Loneliness in children. *Child Development*, 55, 1456-1464

Vandell, D. L., & Corasaniti A. M. (1988). The relation between third graders after school care & social, academic and emotional functioning. *Child Development*. 59, 868-875.

2. Veri toplama sürecinizi, kullanılacak, yöntem, ölçek, araç ve teknikleri de içerecek şekilde yazınız. (Araştırmada kullanılan her türlü ölçek ya da anketin bir kopyasını bu dökümanla birlikte teslim ediniz.)

Bu çalışmada nicel araştırma tekniği kullanılacaktır. Araştırma için sosyal doyum ölçeği ve bazı kişisel bilgileri (cinsiyet, kardeş sayısı, anne baba çalışma durumu, vb.) edinmek amacıyla bir sayfalık kişisel bilgi formu kullanılacaktır. Çalışmanın evreni yansızlık (random) kuralına göre seçilen Ankara İlindeki Milli Eğitim Bakanlığına bağlı 6 devlet okulu ve buralarda öğrenim görmekte olan üç, dört ve beşinci sınıf öğrencileridir. Araştırmadaki ölçümün amaçlarını anlayıp yanıtlayabilmesi, ve aile ile bağlılığın kopmadığı yaş olması açısından ilkokul üç, dört ve beşinci sınıf öğrencileri seçilmiştir. Okullar kura usulü ile, MEB'in hazırladığı kriterlere dayanarak üç farklı sosyo-ekonomik düzeyden üçer okul olmak üzere seçilecektir. Araştırmaya katılacak öğrenci sayısının yaklaşık 600- 700 olacağı düşünülmektedir. Araştırmacı önceden belirlenmiş okullara gidip idarecilerden ve öğretmenlerden gereken izni aldıktan sonra, öğrencilere veli onay mektubunu dağıtacak, veli ve öğrenci onayları alındıktan sonra, anket derse giren sınıf öğretmeni ile birlikte idarece uygun görülen bir saatte öğrencilere dağıtılacaktır.

Araştırma için ölçek seçilirken daha önce yalnızlık ve sosyal doyum üzerine ve çocuk bakım tercihleri üzerine yapılmış araştırmalar göz önünde bulundurulmuştur. Demografik bilgi formlarındaki çocuk bakım tercihleri ve okul sonrasında yapılan etkinlikleri içeren sorular yapılmış araştırmalarda elde edilen sonuçlar üzerinden gidilerek belirlenmiştir. Araştırmada kullanılacak olan “Sosyal Doyum Ölçeği” Asher, Hymel, S., & Renshaw’ın 1984’te geliştirdiği “Social Dissatisfaction and Loneliness Scale” Tarhan, (1996) tarafından Türkçeye uyarlanarak güvenilirlik ve geçerlik çalışması yapılmıştır. Ölçek 24 maddeden oluşmaktadır. Ölçekte var olan soruların 16 tanesi sosyal doyum düzeylerini ölçerken kalan 8 tanesi öğrencilerin etkinlik

tercihlerini saptamak amacıyla sorulmuştur. Ankette alınabilecek en düşük puan 16 en yüksek puan ise 80 dir.

Alınan puanın yükselmesi öğrencinin sosyal doyumsuzluk düzeyinin de yükseldiğine işaret etmektedir.

Kişisel bilgi formu kardeş sayısı, cinsiyet, yaş, anne-baba çalışma durumu, okul sonrası bakım tercihi ve okul sonrasında yapılan etkinlikleri edinmek amacıyla hazırlanmış sorulardan oluşmaktadır. Araştırmada elde edilen verileri değerlendirmek amacıyla çoklu regresyon analizi yöntemi kullanılacaktır.

3. Çalışmanızın beklenen sonuçlarını yazınız.

Çalışma sonucunda ilkokul üç, dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeyleri, kişisel bilgi değişkenleri göz önünde bulundurularak elde edilecektir. Elde edilen veriler, sosyal doyum düzeyleri ve okuldan önceki/ sonraki bakım şeklinin ilişkisini belirlemeye yardımcı olacaktır. Bu sonuçlara göre okul dışı etkinliklerin çeşitlendirilmesine ve programlamanın yapılmasına yönelik önerilerde bulunulabilecektir.

4. Çalışmanız, katılımcıların fiziksel ve/ya ruhsal sağlığını tehdit edici ya da onlar için stres kaynağı olabilecek unsurları içermekte midir? Evet ise, açıklayınız. Bu unsurların etkilerini ortadan kaldırmak ya da en aza indirmek için, alınacak önlemleri açıklayınız. Çalışmanın katılımcıların fiziksel veya ruhsal sağlığını tehdit edici ya da onlar için stres kaynağı olabilecek unsurları içermediği düşünülmektedir.

5. Çalışmanın amacının, tamamen ya da kısmen katılımcılardan saklanması söz konusu mu? Evet ise, nedenlerini açıklayınız. Bu durumun veri toplamanın sonunda katılımcılara nasıl açıklanacağını belirtiniz.

Çalışmanın amacı tamamen ya da kısmen kullanıcılardan saklanmamaktadır.

6. Bu çalışmanın, alanınıza ve/ya topluma yapacağı olası katkıları yazınız.

Bu çalışma bakım tercihleri ve okul sonrasında yapılan etkinliklerin ilkokul üç, dört ve beşinci sınıf öğrencileri üzerindeki sosyal doyum durumu açısından etkisini anlamamızı sağlayacaktır. Bu sayede edinilen bilgiler okul içi eğitim süreci dışında okul sonrası yaşantının da çocuklar üzerindeki etkilerine ışık tutacaktır.

Araştırma sonucunda elde edilecek olan bilgiler var olan sistemin yeterliliği ve etkinliği üzerine yönelinmesine, ve çocukların gelişimlerini daha sağlıklı tamamlayabilmeleri için gerekli ortamın sağlanmasına katkıda bulunacaktır.

7. Daha önce yürüttüğünüz ya da yer aldığınız araştırmaların başlıkları, tarihleri ve (varsa) destek sağlayan kurumun/kurumların adını yazınız.

Bu çalışma yüksek lisans tez çalışmamdır ve daha önce herhangi bir çalışma yürütmedim.

Araştırmacının: Adı-Soyadı_____İmzası _____

Danışmanın : Adı-Soyadı_____İmzası _____

ODTÜ ETİK KURULU

İnsan Araştırmaları

Veli Onay Mektubu

Tarih

Sayın Veli,

Orta Doğu Teknik Üniversitesi, Psikolojik Danışma ve Rehberlik Bölümünde yüksek lisans öğrencisiyim ODTÜ İlköğretim Bölümünde araştırma görevlisi olarak çalışmaktayım. Prof. Dr. Ayhan Gürbüz Demir tarafından danışmanlığı yapılan İlkokul Üç, Dört ve Beşinci Sınıf Öğrencilerinin Sosyal Doyum Düzeyleri ve Bakım Tercihleri Arasındaki İlişkiyi araştırmakta olduğum Yüksek Lisans Tezi çalışmam kapsamında ilkökul üç dört ve beşinci sınıf çocuklarının bakım çeşitleri ve sosyal doyum düzeylerinin ilişkisini araştırılması hedeflenmektedir ve bu formun/mektubun yollanış amacı çocuğunuzun da çalışmamıza katkıda bulunabilmesi için sizden gerekli iznin alınmasıdır.

İlkokul üç, dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeyinin bakım çeşidi, okul sonrası yapılan etkinlikler ve bazı kişisel (cinsiyet, kardeş sayısı, anne baba çalışma durumu, vb.) bilgiler açısından inceleneceği bu araştırma üç temel amaca yöneliktir. Birinci amaç ilkökul üç, dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeylerini bazı kişisel bilgiler (cinsiyet, kardeş sayısı, anne baba çalışma durumu, vb.) göz önünde bulundurarak saptamak, ikinci olarak ilkökul üç, dört ve beşinci sınıf öğrencilerinin sosyal doyum düzeylerini okul sonrası bakım çeşitleri (akraba, kardeş, etüd merkezi, tek başına, anne-baba bakımı) ile ilişkisini araştırmak ve son olarak ise okul sonrasında yapılan etkinliklere göre öğrencilerin sosyal doyum düzeylerinin değişip değişmediğini belirlemektir.

Çalışma sunucunda elde edilecek bilgiler bakım çeşitleri ve okul sonrasında yapılan etkinliklerin ilkökul dört ve beşinci sınıf öğrencileri üzerindeki sosyal doyum durumu açısından etkisini anlamamızı sağlayacaktır. Bu sayede edinilen bilgiler okul içi eğitim süreci dışında okul sonrası yaşantının da çocuklar üzerindeki etkilerine ışık tutacaktır.

Araştırma sonucunda elde edilecek olan bilgiler var olan sistemin yeterliliği ve etkinliği üzerine yönelinmesine, ve çocukların gelişimlerini daha sağlıklı tamamlayabilmeleri için gerekli ortamın sağlanmasına katkıda bulunacaktır.

Velisi olduğunuz öğrenci çalışmada sosyal doyum ölçeği ve bazı kişisel bilgi sorularının yer aldığı ön bilgi formunu dolduracaktır. Anketlerin ortalama doldurma süresi 25 dk dır. Veri toplanırken hiçbir şekilde isim ya da aile kimliğini belirleyici sorular sorulmayacaktır. Araştırma sürecinde hiçbir şekilde ses ya da görüntü kaydı yapılmayacaktır. Çalışmamız katılımcıların fiziksel veya ruhsal sağlığını tehdit edici ya da onlar için stres kaynağı olabilecek unsurları içermemektedir.

Katılım sonunda öğrencilerin hiç bir maddi ya da diğer yararı olmayacaktır ancak onlar verdikleri bilgilerle eğitim sisteminin daha ilerilere gitmesine destek olacaklardır.

Anket genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta serbesttir. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığını söylemesi yeterli olacaktır. Araştırmada veli onayının yanı sıra çocuğunuzun kendi gönüllülüğü de bir ön şarttır ve ondan ayrıca gerekli bilgileri içeren bir izin belgesi alınacaktır.

Bu çalışmaya dediğiniz destek için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için İlköğretim Bölümü Araştırma Görevlisi H. Özlen Bakır (Oda: EF123; Tel: 2103658; E-posta: hbakir@metu.edu.tr) ile iletişim kurabilirsiniz.

H. Özlen Bakır

.....

Yukarıda açıklamasını okuduğum çalışmaya, oğlum/kızım
_____’nin katılımına izin veriyorum. Ebeveynin:

Adı, soyadı: _____ İmzası: _____ Tarih: _____

Araştırmacının Adresi: Odtü Eğitim Fakültesi oda 123 ODTÜ/ Ankara

Araştırmacının E-postası: hbakir@metu.edu.tr Araştırmacının Telefonu: 2103658


Araştırmacının Telefonu: 2103658

İmzalanan bu formu lütfen aracılığı ile’e ulaştırın.

Çocuğunuzun katılımı ya da haklarının korunmasına yönelik sorularınız varsa ya da çocuğunuz herhangi bir şekilde risk altında olabileceğine, strese maruz kalacağına inanıyorsanız Orta Doğu Teknik Üniversitesi Etik Kuruluna (312) 210-37 29 telefon numarasından ulaşabilirsiniz.

APPENDIX D

PRIME MINISTRY OF EDUCATION CONSENT FORM

T.C. ANKARA VALİLİĞİ Milli Eğitim Müdürlüğü		ÖĞRENCİ İŞLERİ DAİRESİ Ev. Arş. Md. Sayısı : 17/10/2007
BÖLÜM	: Strateji Geliştirme	
SAYI	: B.B.08.4.MEM.4.06.00.04-312/941	
KONU	: Araştırma İzni (Özlen BAKIR)	
ORTA DOĞU TEKNİK ÜNİVERSİTESİ (Öğrenci İşleri Dairesi Başkanlığı)		
İLGİ	: a) 03.10.2007 tarih ve 7195 sayılı yazınız b) 16.10.2007 tarih ve 312/930 sayılı Valilik Oluru.	
<p>Üniversiteniz, Eğitim Bilimleri Anabilim Dalı Yüksek Lisans Programı öğrencisi Özlen BAKIR'ın, ilgi (a) yazınız ekinde alınan tez çalışması ilgi (b) Valilik Oluru ile uygun görülmüş olup, konu hakkında araştırmanın yapılacağı Müdürlüğümüz Çankaya İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.</p> <p>Mühürlü anket örneği'nin (Kişisel Bilgi Formu 2 Bölüm 3 sayfa, Sosyal Doyum Ölçeği 1 sayfa 24 sorudan oluşan) uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD/disket) Müdürlüğümüz Strateji Geliştirme Bölümüne gönderilmesi hususunda bilgilerinizi ve gereğini rica ederim.</p>		
 Murat Bey BALTA Vali a. Milli Eğitim Müdürü		
<p><u>EKLER</u> :</p> <p>EK-1 : Anket Formu (Kişisel Bilgi Formu 2 Bölüm 3 sayfa, Sosyal Doyum Ölçeği 1 sayfa 24 soru)</p> <p>EK-2 : Valilik Oluru (1 Sayfa)</p> <p>EK-3 : Okul Listesi (1 Sayfa)</p>		
22.10.07 015968		

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

BÖLÜM : Strateji Geliştirme
SAYI : B.B.08.4.MEM.4.06.00.04-312/930
KONU : Araştırma İzni (Özlen BAKIR)

16.11.2007

VALİLİK MAKAMINA
ANKARA

İLGİ : a) M.E.B. Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik
İzin ve Uygulama Yönergesi.
b) ÖDTÜ (Öğrenci İşleri Den. Bsl.)'nın 03.10.2007 tarih ve 7195 sayılı yazısı.

Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Anabilim Dalı Yüksek Lisans Programı öğrencisi Özlen BAKIR'ın "İlkokul Üç, Dört, Beşinci Sınıf Öğrencilerinin Sosyal Doyum Düzeyleri ve Bakım Tercihleri Arasındaki İlişki" konulu tezi ile ilgili anket çalışması ilgi (a) yönerge doğrultusunda Müdürlüğümüz Değerlendirme Komisyonu tarafından incelenmiş olup, (Kişisel Bilgi Formu 2 Bölüm 3 sayfa, sosyal doyum ölçeği 1 sayfa 24 sorudan oluşan) çalışmanın; Çankaya İlçesine bağlı İlköğretim Okullarında gönüllülük esasına dayalı olarak uygulanması Müdürlüğümüzce uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde Olurlarınıza arz ederim.

Murat Bey BALTA
Milli Eğitim Müdürü

OLUR
14.11.2007
Mehmet KAYA
Vali Yardımcısı

EKLER :

EK-1 : Kişisel Bilgi Formu (2 Bölüm 3 Sayfa)
Sosyal Doyum Ölçeği (1 Sayfa 24 Soru)
EK-2 : Okul Listesi (1 Sayfa)