

THE RELATION BETWEEN MOTHER-DAUGHTER RELATIONSHIP
AND DAUGHTER'S WELL-BEING

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ABSTRACT

THE RELATION BETWEEN MOTHER-DAUGHTER RELATIONSHIP AND DAUGHTER'S WELL-BEING

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The purpose of the study was to examine the relation of mother daughter relationship to well-being of the daughters with respect to self-esteem and life satisfaction. The sample was consisting of 426 female university students from Ankara and Kırşehir with a mean age of 21.62 ($SD= 2.35$). The scales which were used in that study are Adult Daughter Questionnaire (MAD) (Rastogi, 1995), The Rosenberg Self-Esteem Scale (Rosenberg, 1965), The Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, & Griffin, 1985). Adult Daughter Questionnaire (MAD) (Rastogi, 1995) has been used to measure the current mother-daughter relationship. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) has been used to measure global self esteem, and The Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, and Griffin, 1985) has been used to measure the global life satisfaction. The canonical correlation analysis was utilized to examine the relationships between the mother daughter questionnaire's subscales (connectedness, interdependency and trust in hierarchy) and the two indicators of well being namely life satisfaction and self-esteem. The

results of the study showed that the three indicators of the mother-daughter relationship (connectedness, interdependency, and trust in hierarchy) and the two indicators of well being (self-esteem and life satisfaction) were interrelated. In other words mother daughter relationship is positively related to life satisfaction and self esteem of the daughters.

Key Words: Mother-daughter relationship, well being, self-esteem, life satisfaction.

ÖZ

ANNE-KIZ İLİŞKİSİ İLE KIZIN İYİ OLMA DURUMU ARASINDAKİ İLİŞKİ

Onaylı, Selin

Yüksek Lisans, Eğitim Bilimleri Bölümü

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Bu çalışma anne kız ilişkisi ile kızın yaşam doyumu ve benlik saygısı göz önünde tutularak iyi olma hali arasındaki ilişkinin incelenmesi amaçlamaktadır. Örneklem, Ankara ve Kırşehir' den yaş ortalaması 21.62 ($SD= 2.35$) olan 426 kız üniversite öğrencisinden oluşmaktadır.

Bu çalışmada kullanılan ölçekler Anne-Yetişkin Kız Ölçeği (Rastogi, 1995), Rosenberg Benlik Saygısı Ölçeği (Rosenberg, 1965) ve Yaşam Doyum Ölçekleridir (Diener, Emmons, Larsen, & Griffin, 1985). Anne-Yetişkin Kız Ölçeği (Rastogi, 1995), anne ile kızı arasındaki şu andaki ilişkiyi ölçmeyi amaçlamaktadır. Rosenberg Benlik Saygısı Ölçeği (Rosenberg, 1965) bireyin benlik saygısını ölçmeyi amaçlarken, Yaşam Doyum Ölçeği (Diener, Emmons, Larsen, and Griffin, 1985) bireyin yaşam doyumunu ölçmek için kullanılmıştır.

Anne kız ilişkisi ölçeğinin alt ölçekleri (bağlılık, karşılıklı bağlılık ve hiyerarşiden kaynaklanan saygı) ile iyi olma halinin iki bileşeni olan yaşam doyumu ve benlik saygısı arasındaki ilişkiyi ölçmek için kanonik korelasyon kullanılmıştır. Çalışmanın sonuçları; anne-kız ilişkisinin üç bileşeni ile (bağlılık, karşılıklı bağlılık ve hiyerarşiden kaynaklanan

saygı) iyi olma halinin iki bileşeniyle (benlik saygısı, yaşam doyum) ilişkili bulunmuştur. Başka bir deyişle anne kız ilişkisi yaşam doyum ve özsaygı ile olumlu yönde ilişkilidir.

Anahtar Kelimeler: anne kız ilişkisi, iyi olma hali, benlik saygısı, yaşam doyum.

To all mothers and daughters

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Parent-child relationship and its effects on the child have been intriguing the researchers because parents have an important place in human life. In a family life, the mother as a main caregiver, has a more important role than the father in bringing up children (Akgün, 2008). On the other hand, mother and daughters have a stronger attachment and greater intimacy than any other parent/child relationships (Thompson & Walker, 1982; Troll & Fingerman, 1996). The importance of the relationship between mother and a daughter in the lives of both women especially for daughters has been discussed for decades ever since Karen Horney's particular emphasis (1967). Moreover, the attachment theory points out the predictive role of attachment styles to the mothers (or any caregivers). It is also known that attachment styles to the mothers or any caregivers predict the quality of future relationships (Bowlby, 1988). The relationship of adult daughters and their mothers frequently has closeness, intimacy, and support, which create a shared deep bond across their life-spans (Cochran, 1985; Rossi, 1993; Rossi & Rossi, 1990). In addition, Fischer (1991) observed that interdependence and emotional connection were higher in mother and daughter relationship than other dyads. Therefore, the nature of the mother and daughter relationship carries a determining role in the life of the daughters in their social and psychological well-beings. Although in the field of

developmental psychology, the relationship between ties of a person's family and a person's personality and well-being has been a question of research (e.g., Armsden & Greenberg, 1987); the literature emerging from the empirical research on the relations of mother daughter relationship to the well being of the daughters is not extensive yet. Moreover, the existing literature relies on the western oriented culture. Yet, the child rearing practices and family dynamics would be very much culture bounded (Corsaro & Miller, 1992; Schieffelin & Ochs, 1986). Therefore, more international empirical research is needed to substantiate the relations of mother-daughter relationship to well being of the daughters.

Well being can be defined as the cognitive and emotional assessments in one's life. Several variables can be indications of well being such as happiness, peace, fulfillment, life satisfaction, extraversion, neuroticism and self esteem (Diener, Oishi, & Lucas, 2003). Thus, life satisfaction and self esteem can be considered as the two dimensions of well being. Self esteem is defined as the individuals' attitude about themselves and their belief about how capable, worthwhile, and successful they are as a person (Joseph, 1994; Rosenberg, 1965). Carlock (1999) suggest that individuals with higher self esteem tend to believe that they are worthy of love and support, and they can set and accomplish goals more easily than others. There have been great number of studies which were desired to show the determinants of self esteem, such as whether adolescences' perception of parental behavior affect self esteem or not (Gecas & Schwalbe, 1986; Helper, 1958; Jourard & Remy, 1955; Manis, 1958; Bachman, 1970; Cooper, 1983; Gecas, 1971; Rosenberg, 1965), the relationship between gender and self esteem (Kling, Hyde, Showers, & Buswell, 1999), marital conflict in family and its affects on children's

self esteem (Amato, 1986; Jacobsen, 1978; Hess & Camara, 1979; Cooper, Holman, & Braithwaite, 1983; Mandara & Murray, 2000).

Along the same line, some studies have displayed that mother plays the most significant role in the development of the daughters' self esteem (Green, 1990a, b; Thornton, Chatters, Taylor, & Allen, 1990). Baruch and Barnett (1983) suggest that the quality of the daughters' experience with their mothers are positively associated with the daughters' self esteem. Moreover, Sholomskas and Axelord (1986) claim that when the mother supports and shows interest in the daughter's ideas, the daughter develop a higher psychological well-being. In addition, the mother and daughter relationship has a significant place in daughter's life. Daughters who have insecure bonds with their mothers in the period of infancy are more likely to have psychological problems and less functioning such as reactive attachment disorder, personality problems, and interpersonal relationship problems especially in the later adulthood (Klockars & Sirola, 2001).

Also self esteem provides a mental framework how the person interacts with environment on the basis of expectations, strengths and success of this person. Therefore; determination of self esteem, the quality of mother and daughter relationship can play important roles (Dauglass, 2005). The quality of relationship of mother and daughter affects the self esteem of a daughter since a mother as a primary role in her life, can provide an image of how a vital role in womanhood is experienced emotionally. A great number of studies have shown that self esteem is very important in social, occupational life and life satisfaction as well as one of the dimensions in psychological well being (Boyd, 1988; Charles, Frank, Jacobson, & Grosman, 2001).

The other main indicator of well being is the life satisfaction. The life satisfaction can be defined as liking or disliking a person's life (Heller, Watson, & Ilies, 2006). Life satisfaction is the people's general evaluation of the quality of their life in different areas such as education, work, marriage. The previous studies on finding the predictors of life satisfaction shows demographic variables (such as age, gender, education etc.), personality and self esteem have been widely operated to predict life satisfaction (Zhang, 2005). Campbell, Converse, and Rodgers (1976) claimed that self-esteem has the highest correlation with life satisfaction than any other variables were examined. These studies have indicated that there is a close relation between life satisfaction and self esteem.

A further relation has been observed between life satisfaction, life experiences and parent-child relationships (Gilman & Huebner, 2003; Edwards & Lopez, 2006). In a mother daughter relationship, girls having difficult communication with their mothers, have lower life satisfaction (Levin & Currie, 2010). Moreover, Levin and Currie (2010) claimed that especially for daughters, communication with mother has a stronger association with life satisfaction than communication with father. Finally, women's self-esteem, role and life satisfaction have been observed to be significantly related to the relationship with the mother sensing as loving and accepting, with low hostility and low psychological control (Sholomskas & Axelord, 1986).

Some of the previous studies have displayed that the mother plays the most significant role in terms of improvement of the daughters' self esteem (Green, 1990a, b; Thornton, Chatters, Taylor, & Allen, 1990) and

life satisfaction (Levin & Currie, 2010; Sholomskas & Axelord, 1986). However, according to Rastogi (1995) the scope of the studies about mother-daughter relationship focusing on quality of the relationship is very narrow. Most of the studies interested with maternal responsibilities and used mother as a subject (Boyd, 1989). Especially, the empirical studies examining the relation between mother daughter relationships which consider connectedness, interdependency, trust in hierarchy, self esteem and life satisfaction are very narrow. The connectedness, interdependency and trust in hierarchy in mother and daughter relationship have been measured with the scale Mother-adult daughter questionnaire (MAD) which is used in that study. Rastogi (1999) claims that 'these certain variables have not been measured in previous studies on family relationship' (p.327). After that year only Sy (2006) used this questionnaire in a study, yet it did not measure relation of these variables and self esteem and life satisfaction. Thus, there does not seem to be any study in the related literature aiming to measure the relation between mother daughter relationship with considering connectedness, interdependency, trust in hierarchy; and self esteem and life satisfaction. Moreover, the previous studies about mother and daughter relationship have been carried out in other countries which are more collectivistic or more individualistic than Turkey and Turkish culture's properties are different than these more collectivistic and individualistic cultures. In collectivistic cultures, strengths and nature of relationships are different and family members are more connected or bonded to each other than individualistic cultures (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988; Uleman, Rhee, Bardoliwalla, Semin, & Toyama, 2000). It can be said that Turkish people tend to be relatively collectivistic characteristics (Göregenli, 1997) and value close family relationships (Uskul, Hynie & Lalonde, 2004). However, Turkey is not a

simple collectivistic country; it is called modernizing collectivistic country (Hamon & Ingoldsby, 2003). This modernizing collectivistic country which makes the Turkish culture different. Although the strength of mother daughter relationship is very critical and obvious in every culture; child rearing practices, the nature of family functioning may be reflected differently and the relationship of mother and daughters may display different pattern.

In the present study, the relationships between the mother-daughter relationship and well being of the daughters' were examined. The mother and daughter relationship were measured with respect to the connectedness, interdependency and trust in hierarchy between them and well being were measured with respect to the self esteem and life satisfaction of the daughters. Therefore, this study tested this relationship using more different variables than previous studies have done. These variables help us mother daughter relationship a different perspective. The participants' ability to share their feelings and ideas and to make devotion in mother-daughter relationships was measured considering the connectedness variable. Interdependency variable measures the help-seeking and advice taking behavior in emotional and practical issues but at the same time feeling free to make their own decisions both for mothers and daughters. Trust in hierarchy is related to the assumption that older women know the best about their daughters. Rastogi (2002) reports the importance of hierarchy for mother - daughter relationship, especially in collectivistic cultures. However these three variables have not been measured in Turkey and it has been measured only among the minorities in the United States without the relation of self esteem and life-satisfaction.

Therefore, best of our knowledge, this is the first study examining the relations of mother and daughter relationship with respect to connectedness, interdependency, trust and hierarchy to self-esteem and life- satisfaction.

1.2. Purpose of the Study

The main purpose of the study is to examine the relation of mother daughter relationship and well- being of the daughters with respect to self-esteem and life satisfaction.

1.3. Research Questions

The main research question of the study was:

Is there a significant relationship between mother-daughter relationship (connectedness, interdependency, and trust in hierarchy) and daughters' well-being (self-esteem, life satisfaction)?

In addition to this main research question, this study seeks answers to the following auxiliary research questions;

- 1) What is the relationship between mother-daughter relationship and the age of the daughters?
- 2) What is the relationship between mother-daughter relationship and the duration of living separately from their mothers?
- 3) Do meeting frequency of mothers and daughters (the frequency of seeing the mother, the distance daughters have to travel to

see their mothers) differ in terms of overall mother daughter relationship?

1.4. Definitions of the Terms

Well being: “Subjective well being as the satisfaction of developmental needs through participation in salient life domains and reflected in a value-laden belief about the totality of one’s life” (Sirgy, 2002, p.33).

Self esteem: “How much a person likes, accepts, and respects himself [sic] overall as a person” (Harter, 1990a, p.255).

Life satisfaction: Life satisfaction has been defined as "a global assessment of a person's quality of life according to his [sic] chosen criteria" (Shin & Johnson, 1978, p.478).

Connectedness in mother adult daughter relationship: “Combine the ability to share feelings and opinions, as well as to make sacrifices within the context of the adult daughter-mother relationship” (Rastogi, 2002, p.146).

Interdependency in mother adult daughter relationship: “The construct of interdependence includes mutual dependence in emotional and practical ways within the mother-daughter relationship” (Rastogi, 2002, p.147).

Trust in hierarchy in mother adult daughter relationship: “Defer to their mothers regardless of their own (the daughters’) age. This is out of

respect for their mother's wisdom and perhaps her higher status in the family hierarchy.

1.5. Significance of the Study

The mother daughter relationship is important for a daughter for several reasons. First, mothers are the main care giver (Shannon & Shaw, 2008) and mothers are always models for their daughters when they make career decisions (Barunch, 1972), and when they form relationships with their closest girl friends (Gold & Yanof, 1985), which explains the mother's effect on a daughter's life. Secondly, mothers are often responsible for transferring values and preparing their children to be functioning members of society (Johnson, 2000). Third, attachment styles to mothers predict the quality of future relationships (Bowlby, 1988). Although with considering the importance of mother daughter relationship, the researches about this subject is very narrow in Turkey. There have been studies about parent-child relationships in Turkey; however the studies about mother and daughter relationship are very few. In one of the studies in Turkey, Ersun (2007) studied nine novels written by women authors which include psychodynamics in mother daughter relationships. Ersun (2007) emphasized the mother daughter relationships, in these nine novels, have ambivalence between them and although the daughters do not want to be similar to their mothers, they have the some properties of their mothers. The mother has an important effect on their daughters' life and choices. In the present study this important relationship, mother-daughter relationship, was studied with considering the relation of well being of the daughters. People with low life satisfaction are more likely to have psychological and social problems (Crocker & Park, 2004) as having higher life satisfaction is

related to having higher self esteem and to having a better relationship with the mother (Sholomskas & Axelord, 1986). Becoming aware of these, raising awareness about the importance of this relationship and how it is related to daughters' self esteem and life satisfaction is helpful to have healthier generations.

The results of this study can be helpful to counselors, educators and parents, especially mothers. Findings of the present study suggest the importance of mother daughter relationship and aimed to take attention of mothers and counselors. Therefore, this can be a source of mothers, counselors and educators to raise daughters with high level of well.

Counselors can use this study when they have a female client who has problems with her mother. Especially in schools the counselors can work in collaboration with the mothers to be a guide to improve the relationship between mother and daughter. In this way, counselors can help daughters to improve their well being. Moreover, when a daughter has low life satisfaction or self esteem, this study can help the counselor to consider the relation of the daughter with her mother and support them to have a better relationship to have a better life. The females with higher level of well being are a sign of psychologically healthier future generations. Furthermore, when a counselor has a client who has some problems with her daughter, the counselor can be a guide to the mother to consider that this relationship is not only important for now, but that this relationship will affect the daughter's whole life. Therefore, this will be useful to take the attention of the mothers to show them the future of their daughter as it relates to their relationship.

In research purposes, the present study tested reliability and validity of the measurement tools. One of the scales in that study is mother- adult daughter (MAD) questionnaire which is a new scale for Turkish sample. Moreover, the scales about mother daughter relationship in Turkish literature were generally measuring the relationship of parent-child or mother-child. Yet, this scale is specific to mother and adult daughter relationship.

This study can take be important for educators, too. When the educator considers the importance of this relationship, they can start to support their female students and they can encourage them to improve themselves. In that way when today's daughters become mothers will be more effective and aware of the importance of the mother daughter relationship.

Nowadays, most of the people give importance of the psychology of their daughters, sons, students and clients. This means that this study will easily take the attention of people who want healthier generations in the future.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the literature about the mother and adult daughter relationship and its related topics are presented. Firstly, the importance of mother daughter relationship is discussed and the main approaches and theories explaining the nature of the mother-daughter relationships are summarized. Then, since the main interest of the study is to examine how the mother-daughter relationship is related to overall well being of the adult daughter, literature on self-esteem and life satisfaction of the adult daughter is briefly introduced. Self-esteem and life satisfaction are chosen because they are considered as the indicators of overall well-being (Diener, Oishi, & Lucas, 2003). The main assumption to be tested in the study is whether the satisfactory relationship between mother and daughter may contribute to daughters' well-being.

2.1. The Importance of the Mother Daughter Relationship

Horney (1967) was one of the earlier theorists to explicitly state the importance of the relationship between mother and daughter in the lives of both women, in particular for daughters. Mother and daughters are believed to have a stronger attachment and greater intimacy than other parent/child relationships (Thompson & Walker, 1982; Troll & Fingerman, 1996). In other words, the mother- daughter dyad's bond is the most affectional in a family relationship (Bromberg, 1983; Fisher, 1981; Martell, 1990; Thompsan & Walker, 1984).

The tie between mother and daughter is very important for a girl's development throughout her whole life (Tyson, 1991). Kenemore and Spira (1996) imply that the changes in girls' physical appearance in adolescence and the changes in self esteem cause them to feel inadequate about their body and feelings. Moreover, they are more likely to lean to depression and suicide than boys and when they experience pressure in the family these negative feelings grow more. It is also known that mothers who do not have power and who are not treated equally with men are supporting of their daughters about losing self esteem and self confidence (Debold, Wilson, & Malave, 1993). Another study points out that daughters need to be more assertive and independent to reach achievement (Kenemore & Spira, 1996). The importance of the mother daughter relationship involves mothers as role models of the daughters and the idea of what a daughter must be like although the daughter may complain about this (Flax, 1978). Mothers are followed as models when daughters make career decisions (Barunch, 1972), and the model of a daughter in the relationship is formed by the daughters of the closest girl friends (Gold & Yanof, 1985), which explains the mother's effect on a daughter's life. Furthermore, the relationship between daughters and mothers is different from that between mothers and sons as they have the same body (Bernstein, 1983), a common identification (Notman, 2006), and from the very beginning of their relationship mothers treat their daughters differently from their sons (Elise, 1991).

The relationship between mother and daughter is considered important for several reasons. First of all, mothers are the main care giver (Shannon & Shaw, 2008). Mothers spend more time with their children

than fathers, regardless of their job status (Craig, 2006). Secondly, mothers are often supposed to be liable for transferring values and preparing their children as functioning members of the society (Johnson, 2000). Mothers are believed to be the most important models for their daughters (Chodorow, 1989), and daughters equate with their mothers more than with fathers (Starrels, 1994). The values and attitudes which are taught by mothers are internalized into daughters' value system (Looker & Magee, 2000). Children consider the information they collect from their parents and accept, refuse or improve these (Shannon & Shaw, 2008). Research on mothers and daughters has shown that mothers' experiences and perceptions affect daughters' perspectives (Bergman & Fahey, 1998; Sholomskas & Axelrod, 1986). The importance of a mother for a daughter is clear. A woman experiences feelings of nourishment, tenderness, and security with her mother (Dauglass, 2005).

Thirdly, attachment styles to mothers or any caregivers predict the quality of future relationships (Bowlby, 1988). From a psychoanalytic perspective, Chodorow (1978) states that the process of the Oedipus complex or Electra complex for girls is more difficult and more confusing because a mother constitutes the primary object of love but also forms a rival as the first model for a daughter. If a daughter experiences a conflict between differentiation, developing self and the maintaining the attachment with her mother, the relationship between mother and daughter would be ambivalent. However, even this ambivalent relationship remains significant in a daughter's life (Notman, 2006). This relationship is believed to be a source of strength for a woman (Walters & Davie, 1988).

In sum, the relationship between adult daughters and their mothers frequently involves closeness, intimacy, and support, that is, the sharing of a deep bond across their life-spans (Rossi, 1993; Rossi & Rossi, 1990; Cochran, 1985). According to Fischer (1991) interdependence and emotional connection are found as higher in mother and daughter relationship than other dyads. This relationship is very important for the self definition of a woman; therefore, this relationship must be positive rather than being cheerless (La Sorsa & Fodor, 1990).

2.1.1. Theories on Mother Daughter Relationship

The mother daughter relationship is discussed here with reference to the psychoanalytic perspective, the object relations feminist perspective, attachment theory, and the intergenerational approach.

2.1.1.1. Mother and Daughter Relationship from a Psychoanalytic Perspective

Psychoanalytic theory claims that a daughter's primary love object is her mother (Rastogi, 1995). Helene Deutsch affirmed that all phases of a daughter's development throughout her life are affected by her attachment to her mother (Wisdom, 1990). Additionally, Chodorow (1978) sustains that the Oedipus complex in the female child is a more confusing process because the girl experiences the conflict of both loving her primary love object and trying to identify with her while fearing castration and feeling envy and anger. Girls are never able to abdicate and risk losing their love object completely and thus experience this ambivalence throughout their lives (Rastogi, 1995). Furthermore, this theory claims that daughters' unconscious internalization of maternal

values and behaviors explains why daughters become like their mother (Boyd, 1989). In psychoanalytic theories the focus is on what distinguishes the mother daughter relationship from other dyads (Boyd, 1989).

Lerner (1988) explains that theories shaped today's popular culture about the pathology of the person and that these end pointing in the mothers' direction. The mother is the environment of the child when a child is living more critical stages during their earlier years of development. The quality of the mother, what she is doing well or what is doing badly to her child, and how this behavior affects a child was studied within psychodynamic theory, and it lasted without improvement. This supposition has caused the concentration on the mother child dyad and maternal power with a focus on how male and female children approach the process of differentiation in the family. This approach led to feminist theory.

2.1.1.2. Mother and Daughter Relationship in Object Relations Feminist Perspective

Feminist theory believes that masculinity and femininity are connected to each other and the theory is about understanding the female development and masculinity critique (Kenemore & Spira, 1996). The woman and man develop different senses of self and gender because the primary parent is the woman and girls develop the self continuously with the help of their environment and the early relations with mothers (Kenemore & Spira, 1996). Object-relations feminist theorists sustain that the mother cannot separate her own not reached needs from those

of her daughter because of their anatomical "sameness" (Rastogi, 1995). Over time, the daughter notices that she anticipated that she could not meet her own needs and becomes cognizant of the needs of her mother as well as those of other people because of the effect or pressure of patriarchal society (Rastogi, 1995). Similarly, Gilligan (1982) states that the attachment between mothers and daughters is experienced in a patriarchal context. The psychoanalytic feminist theories study the relationship in a very narrow sense with mother-focus in the family process (Lerner, 1988). Feminist theory believes that to understand the mother-child relationship, the culture must be considered.

2.1.1.3. Mother and Daughter Relationship in Attachment Theory

Bowlby (1988) claims that the close emotional bond which is biologically based between two individuals is defined as attachment and it can be called the basic motivation of the human being. Parents attachment to their children is related to their attachment experiments in the past (Main, 1991) and the mother who rejects her child, was rejected by her mother (Main & Goldwyn, 1984). The attachment style of an individual is related to the attachment style of the individual with his/her most important caregiver (Hazan & Shaver, 1994b). Mother asserts being a significant attachment figure for their daughters as well as for their sons; even though in adulthood this situation may change and mother may not be the primary attachment figure (Collins & Read, 1990). When some of the conditions are served, the attachment relationship still continues to be significant through adulthood (Rastogi, 1995). This shows that attachment theory brings a sufficient framework to examine the bonds of adult daughters and their mothers.

2.1.1.4. Mother and Daughter Relationship in Intergenerational Approaches

Between mother and daughter there is an intergenerational relationship which contributes to the transfer of family models from generation to generation. In his family of origin theory, Bowen (1972) states that individuality is related with the intellectual system of functioning, and that togetherness has more to do with the emotional system and feelings. When an individual becomes more differentiated, this shows that the individual has a greater ability to balance two forces (Rastogi, 1995). Individuals, who live in high reactivity and who have increased anxiety and low boundaries in a family system experience low levels of differentiation (Rastogi, 1995). Kerr and Bowen (1988) state that people who are able to differentiate more from their families are more likely to exhibit genuine closeness.

In his theory, Williamson (1981) claims that when the parent and child renegotiate the hierarchy between them, this helps the younger person develop a sense of personal authority and enables him/her able to support intimate connections without a sense of dependency or obligation. This theory shows that having a more intimate relationship between two individuals may depend on renegotiating the hierarchy.

Rastogi (1995) who is the explorer of the “Mother-Adult Daughter (MAD) Questionnaire” emphasized that in her study the mother daughter relationship was examined with combination of the feminist, object relations, attachment and intergenerational theories.

2.1.2. Connectedness, Interdependency and Hierarchy in the Mother Daughter Relationship

Studies about the mother-daughter relationship which focus on the quality of the relationship are very narrow (Rastogi, 1995); most of these studies are concerned with maternal responsibilities and use the mother as subject (Boyd, 1989). However, some studies investigate mother daughter attachment. In a study of O'Conner (1990) it was discovered that a small part of the sample designate their mothers as a very close person.

The interdependency contains intimacy and aid to give each other (Rastogi, 1995) and feeling attachment (Thompson & Walker, 1984). In a study by Thompson and Walker (1984), older women note more attachment and young women who reported more attachment are dependent on their mother's aid. The daughters, who are far from their mothers and working, take less aid from their mothers (Lang & Brody, 1983).

The hierarchy in the mother-daughter relationship changes over different cultures (Rastogi, 1995). Buriel (1993) found that the hierarchy is different between generations of Mexican-Americans; Ex-generations lived in more control; however, the last generations are more autonomous.

2.2. Self-Esteem and Life satisfaction as Indicators of Subjective Well-Being

Subjective well-being (SWB) is an emotional and cognitive assessment of a person's own life which involves happiness, peace, fulfillment, life satisfaction, and personality characteristics such as extraversion, neuroticism, and self-esteem (Diener, Oishi, & Lucas, 2003). Well-being has a dynamic nature which changes from culture to culture in terms of how people feel well and function well (Bird & Sultmann, 2010). Regardless of the dynamic structure of well being, in every culture, parents are interested in their children's welfare, and they want to help them to improve their well being (Romo, Lefkowitz, Sigman, & Au, 2002). Barnett, Kibria, Baruch and Pleck (1991) claim that while a positive parent-child relationship is thought to result in a higher well being, a negative relationship is thought to cause psychological distress. The available literature shows that the mother-daughter relationship has a significant effect on subjective well-being as the relationship between mother and daughter is related to the psychological growth and well being of the daughter (Donovan, 1999; Kitamura & Muto, 2001; Baruch & Barnett, 1983). In the researches about well being, self esteem and life satisfaction were studied as the elements of well being (e.g. Kankotan, 2008; Yavuz, 2006). Therefore, in the present study, the life satisfaction and self esteem dimensions of well-being are chosen and examined in relation with the mother and daughter relationship.

2.2.1. Self-Esteem as a Dimension of Well-Being

Self esteem is defined as the individual's attitude about herself, in terms of her belief about how capable, worthwhile, and successful she feels as

a person (Joseph, 1994; Rosenberg, 1965). Other definitions are an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). Global self-esteem can be considered in two parts (Swann, 1996). The first part is a belief about being “lovable.” Feeling lovable can be defined as saying “I am loved as I am,” and “people in my life believe that I am special” (Carlock, 1999). Indeed, these sentences commonly refer to self-liking (Tafarodi & Milne, 2002). The second part includes the belief of being competent. Specifically, she believes that she is competent enough (Carlock, 1999; Tafarodi & Milne, 2002). Carlock (1999) suggests that individuals with higher self esteem tend to believe that they are worthy of love and support, and they can set and accomplish goals more easily than others.

2.2.1.1. Role of the Mother and Self-Esteem

The mother–daughter relationship is the first major relationship that a daughter has (Charles, Frank, Jacobson, & Grossman, 2001; Chodorow, 1978, 2002; Kitamura & Muto, 2001; Klockars & Sirola, 2001). Infancy is a very critical time in which mother–daughter attachment bonds are shaped (Klockars & Sirola, 2001; Poehlmann & Fiese, 2001). Daughters who have insecure bonds with their mothers in the period of infancy are more likely to have psychological problems and problematic functioning, such as reactive attachment disorder, personality problems, and interpersonal relationship problems, especially in later adulthood (Klockars & Sirola, 2001). In addition, a daughter’s level of attachment to her mother even affects how she views her own motherhood (Chodorow, 1978; Goldberg, 1991; Hayden, Singer, & Chisler, 2006).

Most studies illustrate that self esteem affects social and occupational life and life satisfaction as well because it is one of the important dimensions of psychological well being (Boyd, 1989; Charles, Frank, Jacobson, & Grosman, 2001). Turnage (2004) conducted a study with 105 African-American daughters and found that the participants' beliefs about their mothers clarify 27% of the variance in self esteem and that African females need loving and supportive mothers. Moreover, the study shows that there is a positive relationship between self esteem and trust in the mother.

Self esteem also provides a mental framework in terms of how persons interact with their environment on the basis of expectations, strengths and success. Therefore, the quality of the mother and daughter relationship can play an important role in the development of better self esteem (Dauglass, 2005). Parallel to this assertion, Turnage (2004) found a positive relationship between trust of Mother and Global Self-Esteem. In a study by Martin (2003), the participants who considered their mothers as a successful parent also reported higher global self-esteem. Numerous studies explain that the relationship with mother plays a significant role in the improvement of the daughters' self esteem (Green, 1990a, b; Thornton, Chatters, Taylor, & Allen, 1990) because a mother is the primary role model in a woman's life and provides an image of how the vital role of mother is experienced emotionally in womanhood. Consequently, the quality of the relationship of mother and daughter affects the self esteem of a daughter.

Self esteem develops gradually as one's interaction with the environment continues; therefore, other people shape the process of forming self esteem (Dauglass, 2005). If the individual experiences any

humiliation or is judged by others, his/her self perception may be impacted (Bracken, 1993).

Moreover, Sanford and Donovan (1984) claim that cultural norms also influence women's self esteem. In a patriarchal society, 'being a good woman' is equalized to a caring and nurturing attitude for others; however, these nurturing and caring attitudes are not highly respected or appreciated and thus women may not be aware of who they really are and of their identity (Dauglass, 2005). This process may limit the development of women's self esteem based on the judgments of the given culture. Therefore, mothers consciously or unconsciously transfer these values which they inherited from their own mothers, to their daughters (Dauglass, 2005). Daughters' self esteem generally develops in a cultural atmosphere which determines the roles of females with respect to concepts such as dependency, limited assertiveness, lowered achievement goals and lower self confidence (Dauglass, 1989). These studies illustrate the daughter's sense of self and how the way she develops herself in the environment is influenced by her mother's behavior.

2.2.2. Life Satisfaction as a Dimension of Well-Being

Research on subjective well-being (SWB) suggests three main components of well-being; pleasant affect, unpleasant affect and life satisfaction (Diener, 1984). Life satisfaction can be defined as a person's liking or disliking his/her life (Heller, Watson, & Ilies, 2006). Life satisfaction is people's general evaluation of the quality of their life in different areas such as education, work, marriage and so on. Life satisfaction is a cognitive sight of subjective well-being (Zhang, 2005). In

other words, life satisfaction indicates the judgments or cognitive evaluations of life.

2.2.2.1. Role of the Mother-Daughter Relationship on Life Satisfaction

The parent-child relationship correlates with the life satisfaction of young people and this relationship is the strongest predictor of life satisfaction (Armsden & Greenberg, 1987; Huebner, 1991; Leung & Leung, 1992; Man, 1991). Studies in different cultures present similar results. Studies report close association between the relationship with parents and life satisfaction for the Chinese youth (Leung & Leung, 1992; Man, 1991) and for Americans' (Huebner, 1991). Young, Miller, Norton and Hill (1995) also report that the way that adolescents perceive their parents and think of them is significantly correlated to their life satisfaction. Emotional and material support and modeling of parenting skills predicted lower depression or higher levels of life satisfaction (Apfel & Seitz, 1991; Field, Widmayer, Adler & de Cubas, 1990; Stevenson, Maton, & Teti, 1999; Unger & Wandersman, 1988; Uno, Florsheim, & Uchino, 1998, Levin & Currie, 2010).

A study by Young, Miller, Norton, and Hill (1995) with 640 participants found that mothers are more supportive than fathers and have more positive effect on the life satisfaction of daughters. According to this study, parental support positively correlated with life satisfaction; moreover mothers were viewed as the more supportive parent in a family. Therefore, supportive behaviors of mothers help to improve life satisfaction. In the same study, parental support was found to be positively related to the life satisfaction of both daughters and sons; yet,

parents were more supportive to the daughters than sons. Barnett, Kibria, Baruch and Pleck (1991) found that the relationships that adult daughters have with their mothers are the longest-lived relationship they have ever lived and that these have a positive relation with the well-being of daughters. Furthermore, other researchers add that this relationship buffers against the development of adult daughters' psychological health and helps to improve adult daughters' self-esteem, overall happiness, life satisfaction and optimism (Baruch & Barnett, 1983). Such research also adds that there may be a circular relationship between mental health of daughters and their relations with their mothers because the mental health of daughters affects the relationship with their mothers (Baruch & Barnett, 1983). When daughters' relationship with mothers is positive, the well-being of daughters improves regardless of the number of family roles they have. However, when the daughters' relationship with mothers is negative, daughters who have more family roles are less delicate than daughters who have fewer roles (Baruch and Barnett, 1983).

2.2.3. The Relationship between Self Esteem and Life Satisfaction

The most powerful predictor of life satisfaction is high self-esteem (Diener, 1984). Campbell, Converse, and Rodgers (1976) found that self esteem and life satisfaction have the highest correlation of any variable examined. Neto (1993) discovered in a study with adolescents that the first stronger predictor of life satisfaction is self esteem. Therefore, many studies agree that self esteem and life satisfaction have a positive relationship. Moreover, in a study with college students from 31 countries, Diener and Diener (1995) found a correlation between life

satisfaction and self esteem. Therefore, the relationship between self esteem and life satisfaction is not only important in individualistic countries but also in collectivistic cultures (Chen, Cheung, Bond, & Leung, 2006).

2.3. Summary

The studies summarized above suggest that the mother-daughter relationship plays various important roles in daughters' life in terms of protecting mental health, establishing better social relationships, developing a healthier outlook on life in general, and a healthier view of themselves and others in particular. Among these factors relating to mother-daughter relationships, self-esteem and life satisfaction are the focus of this study. These two variables were chosen because they are accepted as the important indicators of well-being. The relations of self-esteem and life satisfaction to mother daughter relationships have been examined by two different lines of studies. This study aims to bring these two together in the same study. Furthermore, the strength of the relationship between mother and daughter seems very critical for all cultures; however, this issue is not paid sufficient attention in Turkey. Therefore, this relationship was tested in the present study. Depending on the culture, the connectedness, interdependency, and trust in hierarchy changes (Rastogi, 1995). Different cultures value different characteristics in relationships (Spiegel, 1982). In studies on life satisfaction and self esteem, the importance of life satisfaction and self esteem does not vary with culture. Life satisfaction and self esteem change with the quality of the mother daughter relationship; however no study exists that examines whether connectedness, interdependency and trust in hierarchy are related to self esteem and life satisfaction.

CHAPTER III

METHOD

The aim of this study is to examine the relationship between mothers and their daughters considering the daughters' well being in terms of self-esteem and life satisfaction. This methodology chapter has four sections which are about the participants, the instruments, the data collection and the data analysis successively.

3.1 Participants

Convenient sampling has been used to reach the participants who are 426 female university students in Ankara and Kırşehir. The age average of the participants is 21.62 ($SD=2.35$) ranging from 18 to 36. Table 3.1. presents the demographic characteristics of the participants.

Table 3.1.

Demographic Characteristics of the Sample

		<i>f</i>	<i>%</i>
University			
	ODTÜ	313	73.5
	Ahi Evren	113	26.5
Faculty			
	Faculty of Education	230	54.0
	Faculty of Arts and Science	132	31.0
	Faculty of Engineering	32	7.5
	Faculty of Economics and Administration	17	4.0
	Faculty of Architecture	15	3.5
Level			
	Undergraduate	373	87.6
	Master	32	7.5
	Doctorate	21	4.9

N=426

313 (73.5%) of the participants are METU students whereas 113 (26.5%) of them are students from Ahi Evren University in Kırşehir. Furthermore, about half of the participants (54%) are the students from the Faculty of Education, 31% of them are from the Faculty of Arts and Science, and the other 15% are from different departments. Besides that, the undergraduate students consist of the 373 (87.6%) of the participants while 32 (7.5%) of them are master, and 21 (4.9%) of them are doctorate students.

The living situations of the daughter were shown in the Table 3.2.

Table 3.2.
Living Situations

	<i>f</i>	<i>%</i>
Before the university		
Not lived with mother	88	20.7
Lived with mother	338	79.3
Now		
Living in the same city with their mothers	118	27.7
Living in a different city than their mothers	308	72.3
Now living		
In the same home with their mothers	94	22.1
In the same home with their relatives	6	1.4
With their friends	75	17.6
In a dormitory	231	54.2
Alone	12	2.8
With their husbands	8	1.9

N=426

As it can be seen in Table 3.2. 88 (20.7%) of the participants have lived separately from their mothers before their university education and the other 338 (79.3%) have lived together at that period. The participants who live in the same city with their mothers now were 118 (27.7%), and 94 (22.1%) of them live in the same home with their mothers, and the number of participants who do not live in the same city is 308 (72.3%).

In the Table 3.3. is showing the meeting and communication frequencies of the mothers and daughters.

Table 3.3.
Meeting and Communication frequency

	<i>f</i>	<i>%</i>
Frequency of seeing their mothers		
Almost everyday	95	22.3
About once a week	26	6.1
About once a month	100	23.5
About once every few months	183	43.0
Once or twice a year	22	5.2
Less than once a year	-	-
Never	-	-
To visit their mother they have to travel		
5 km or less	75	17.6
5km-50 km	28	6.6
50km-320km	84	19.7
320km -1300 km	212	49.8
1320km-4800km or more	27	6.3
They communicate (phone, e-mail) with their mothers at least		
Daily	313	73.5
Weekly	104	24.4
Monthly	3	.7
Less than monthly	4	.9
never	2	.5

N=426

As it can be seen in Table 3.3., 43 % of the daughters see their mothers once in every few months, 23.5% of them see their mothers once a month and 22.3% of them see their mothers' everyday. Almost half of the participants (49.8%) travel between 320 km and 1300 km to see their mothers. A great amount of participants (73.5%) communicate via telephone or e-mail with their mothers everyday.

3.2 Instruments

A demographic form and other three scales had been used for data collection. Mother and Adult Daughter Questionnaire (MAD) (Rastogi, 1995) has been used to measure the current mother-daughter relationship. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) has been used to measure global self esteem, and The Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, & Griffin, 1985) has been used to measure the global life satisfaction.

3.2.1. Demographic Information Form

The demographic information form includes the questions to obtain information about the participants. This form inquires the age of the participants, their current levels of education, the status of their mothers (whether they are alive or not), and the participants' life experience (if they have lived with their mothers before and during their university education).

3.2.2. Mother and Adult Daughter (MAD) Questionnaire

Mother and adult daughter questionnaire has been developed by Rastogi (1995) to measure various aspects of the current mother-

daughter relationships. The instrument consists of 25 items and 3 subscales. 8 of them are multiple choices, 17 of them are 5 point Likert-type scale (1=Very false, 2=Somewhat false, 3=Maybe, 4=Somewhat true, 5=Very true). Nine items have been aimed to measure the connectedness (sample item, 'I can share my intimate secrets with my mother), 3 items to measure the interdependence (sample item, 'I often depend on my mother for advice), and 6 items to measure the trust in hierarchy (sample item, 'Sometimes I will give in to my mother out of my respect for her'). Other 7 items are not the parts of the subscales. They provide helpful information about the relationship between mothers and daughters. The number of the years the daughters have lived with their mothers, how far the mothers reside from their daughters now, the frequency of seeing the mothers and the frequency of communication (call, write e-mails) with the mothers have been gathered from the 7 items of the MAD.

Rastogi (2002) explains that the scores of the "Connectedness" subscale range from 9 to 45 for closeness, higher scores indicating greater closeness. The Cronbach's alpha value for the connectedness subscale is for the original sample found as .87. Scores of the "Interdependency" subscale ranging from 3 to 15 with higher scores reflecting greater dependency. The value of Cronbach's alpha for dependency was .74. Finally, scores of the "Trust in Hierarchy" subscale range from 6 to 30, with higher scores pointing to greater trust in hierarchy. The Cronbach's alpha value was .77 for "Trust in Hierarchy".

The Turkish adaptation of the scale has been made by Onaylı, Erdur-Baker, and Aksöz (2010) and the structure with 2 factors has been reported. In the study the reliability coefficient for the total mother-adult

daughter questionnaire estimated by Cronbach's alpha was .91. The internal consistency coefficients for the subscales of MAD was .90 for the "connectedness" subscale, and alpha was .88 for "trust in hierarchy" subscale. The test-retest reliability of the scale has been examined with the adaptation study of MAD questionnaire by Onaylı, Erdur-Baker, and Aksöz (2010). In that study, the MAD administered to the same participant with three weeks interval. In the three factors examining the Pearson correlation coefficients between the first and second times have been found as .91 ($p<.01$) for the total scale, .91 ($p<.01$) for Connectedness subscale, .85 ($p<.01$) for Interdependency subscale, and .89 ($p<.01$) for Trust in Hierarchy subscale. The convergent validity has been examined in the study of Onaylı, Erdur-Baker, and Aksöz (2010); the scores of MAD have been compared with The Short Version of the Inventory of Parent and Peer Attachment (IPPA) which measures attachment with parents and peers. The Pearson correlation coefficient between MAD and IPPA has been found as .69 ($p<.01$) which shows a strong correlation (Green, Salkin, & Akey, 2000). For the current sample, factor structures of the scale and internal reliability have been re-examined as it is described below.

3.2.2.1. Testing Factor Structure and Internal Reliability of the MAD

Confirmatory factor analysis

In order to examine the factor structure of the MAD, firstly, confirmatory factor analysis (CFA) has been conducted to test the two models reported by the original developer Rastogi (2002) and the earlier Turkish study by Onaylı, Erdur-Baker, & Aksöz (2010).

Firstly, the original three factors model has been tested. Full information maximum-likelihood method in AMOS has been used to handle with the missing data. The fit statistics of the non-normed fit index (NNFI), comparative fit index (CFI), and the root mean square error of approximation (RMSEA) have been selected. The NNFI and CFI statistics range between 0 and 1. The non-normed fit index (NNFI) values above .90 indicate an acceptable fit (Hu & Bentler, 1999). The comparative fit index (CFI) value of .90 or greater indicate an acceptable model fit (Hu & Bentler, 1999). For the root mean square error of approximation (RMSEA), a value of .05 or less indicates a good fit, a value of .08 indicates a reasonable fit, and a value of .10 and higher indicates a poor fit (Byrne, 2001). In this study, results of the confirmatory factor analysis for the three factor confirmatory models indicate an inadequate model fit for the three-factor structure [χ^2 (132) = 904.392, p =.00, NFI= .83, CFI=.85, and RMSEA=.12].

To improve the model, modification indices have been examined to see if additional paths can be added to the model. Modification indices results showing an adding correlation between error items of items 7-9, 6-8, 6-11, 16-17, 6-9, 7-8, 9-11, 10-11 (Figure 3.1.) have been determined. These items are in the same subtitles. Then, results show an acceptable fit [χ^2 (124) = 497.612, p =.00, NNFI= .91, CFI= .93 and RMSEA= .08]. Therefore, the results suggest that three factor model of the study has been confirmed with the present data.

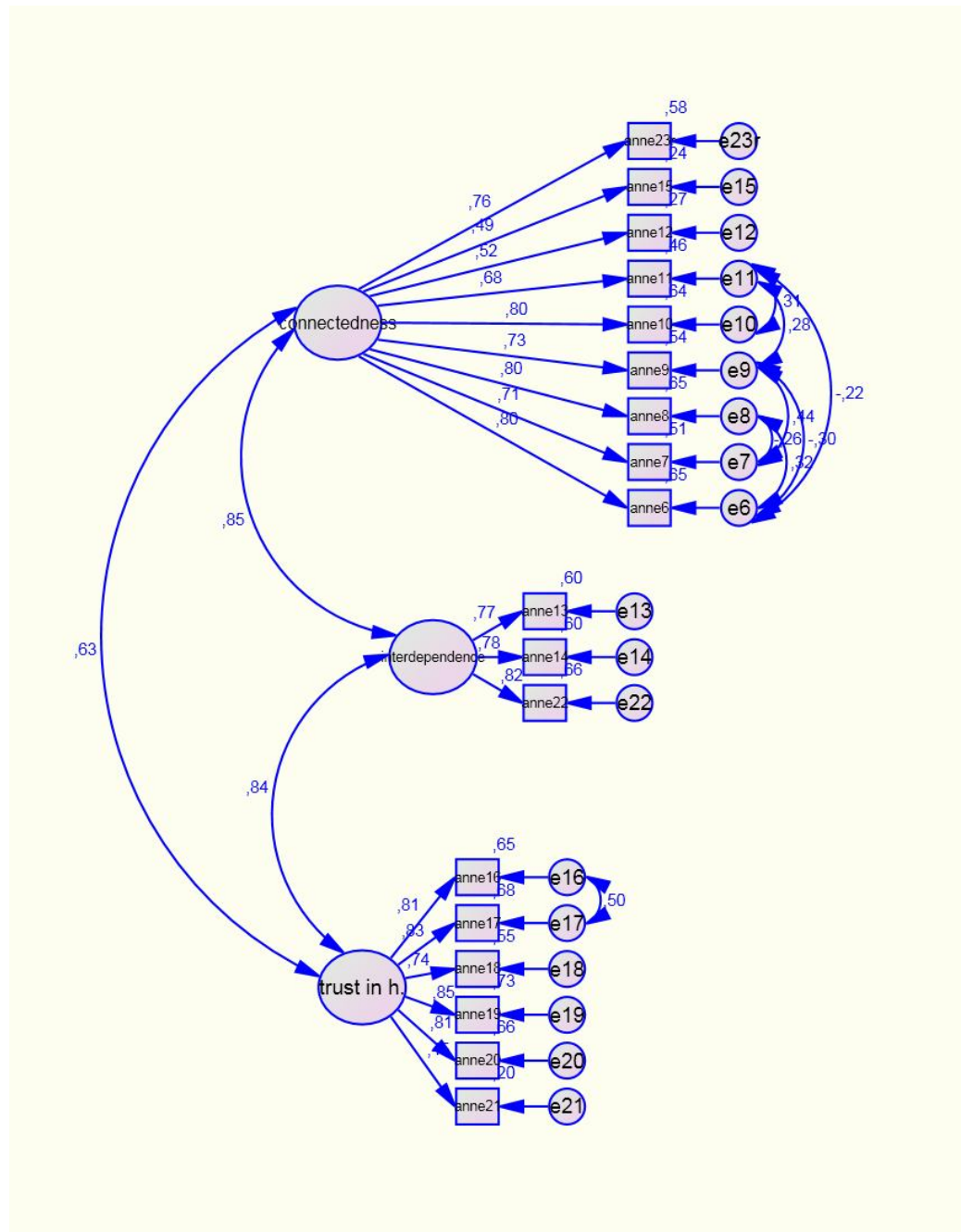


Figure 3.1 The Amos Graph of Three Factor Model of MAD

The second confirmatory analysis has been utilized for two factor model which has been found in the Turkish adaptation which has a sample from Turkish students. Results indicate an inadequate model fit for the two factor model [χ^2 (134) = 1038.183, p =.00, NNFI= .80, CFI= .83 and RMSEA= .13]. To improve the model, modification indices have been examined to decree if additional paths can be added to the model. Modification indices results showing an adding correlation between error items of items 16-22, 16-17, 14-22, 10-11, 9-23, 9-11, 7-11, 7-10, 7-9, 6-11, 6-9, 6-8 have been determined. These items are in the same subtitles. Then, results show an acceptable mediocre fit [χ^2 (122) = 473.960, p =.00, NNFI= .92, CFI= .93 and RMSEA= .08]. There is not a big difference between these two analyses; therefore, using the original factor structure with 3 factors has been chosen to use in the remaining analysis.

Internal reliability of MAD

The reliability coefficient for the total questionnaire estimated by Cronbach's alpha is .93. The internal consistency coefficients for the subscales of MAD are .90 for "Connectedness" subscale, .83 for "Interdependence" subscale, and .88 for "Trust in Hierarchy" subscale.

3.2.3. Rosenberg's Self Esteem Scale

The Rosenberg Self-Esteem Scale which has been developed by Morris Rosenberg (1965) is a widely-used global self-esteem measure with a 10-item Likert scale with items on a four point scale-ranging from strongly agree (4) to strongly disagree (1). It consists of 10 statements related to overall feelings of self-worth, self-approval and, confidence

(sample item, 'on the whole I am satisfied with myself'). Higher scores are related to higher self-esteem. The total score of the scale ranges from 10-40. Scores between 25 and 35 have been accepted within the normal range; scores below 25 suggest represents low self-esteem. There have been reverse items in the Scale which are 3, 5, 8, 9, and 10. The scale has high reliability: test-retest correlations are typically .80 and has adequate construct validity (Rosenberg, 1965). The reliability and validity of Rosenberg Self Esteem Scale has been tested in other studies, as well. The earlier studies have showed that reliabilities for the scale range from .72 to .88 (Gray-Little, Williams, & Hancock, 1997). Martin-Albo, Nunez, Navarro and Grijalvo (2007) have discovered in their study which is "The Rosenberg Self-Esteem Scale: Translation and Validation in University Students" that the test re-test reliability has been .84 and the internal consistency reliability has been. 85 in the first time, and .88 in the second time, and the convergent validity range between .28 and .50 for the items. In the study of Robins, Hendin and Trzesniewski (2001) the convergent validity has been found for the total sample change from .89 to .94 and the reliability .88.

The translation of the self esteem scale in Turkish and reliability and validity studies have been made by Çuhadaroğlu (1985). Correlation coefficient of the Turkish version of RSES has been .71. This scale has been used in Turkey in many studies and reported to have sufficient reliability and validity. In the current study, the internal reliability coefficient for the questionnaire estimated by Cronbach's alpha was found 87.

3.2.2.1 Testing Factor Structure of Rosenberg's Self-esteem Scale

Confirmatory Factor Analyses

In order to examine the factor structure of the Rosenberg's self-esteem scale confirmatory factor analysis was conducted. The fit statistics of the non-normed fit index (NNFI), comparative fit index (CFI), and the root mean square error of approximation (RMSEA) have been selected. The results of the one factor confirmatory factor analysis of this study [χ^2 (35) = 433.155, $p=.00$, NNFI= .73, CFI= .80 and RMSEA= .16] shows an inadequate model. To improve the model, modification indices have been examined to decrease if additional paths can be added to the model. Modification indices results showing an adding correlation between error items of items 9-10, 1-4, 1-2, 6-7 (Figure 3.2.) items. After that one factor structure of Rosenberg self esteem scale shows an adequate model [χ^2 (31) = 125.172, $p=.00$, NNFI= .93, CFI= .95 and RMSEA= .09]. Therefore, the results suggest that one factor model of the study has been confirmed for the present sample.

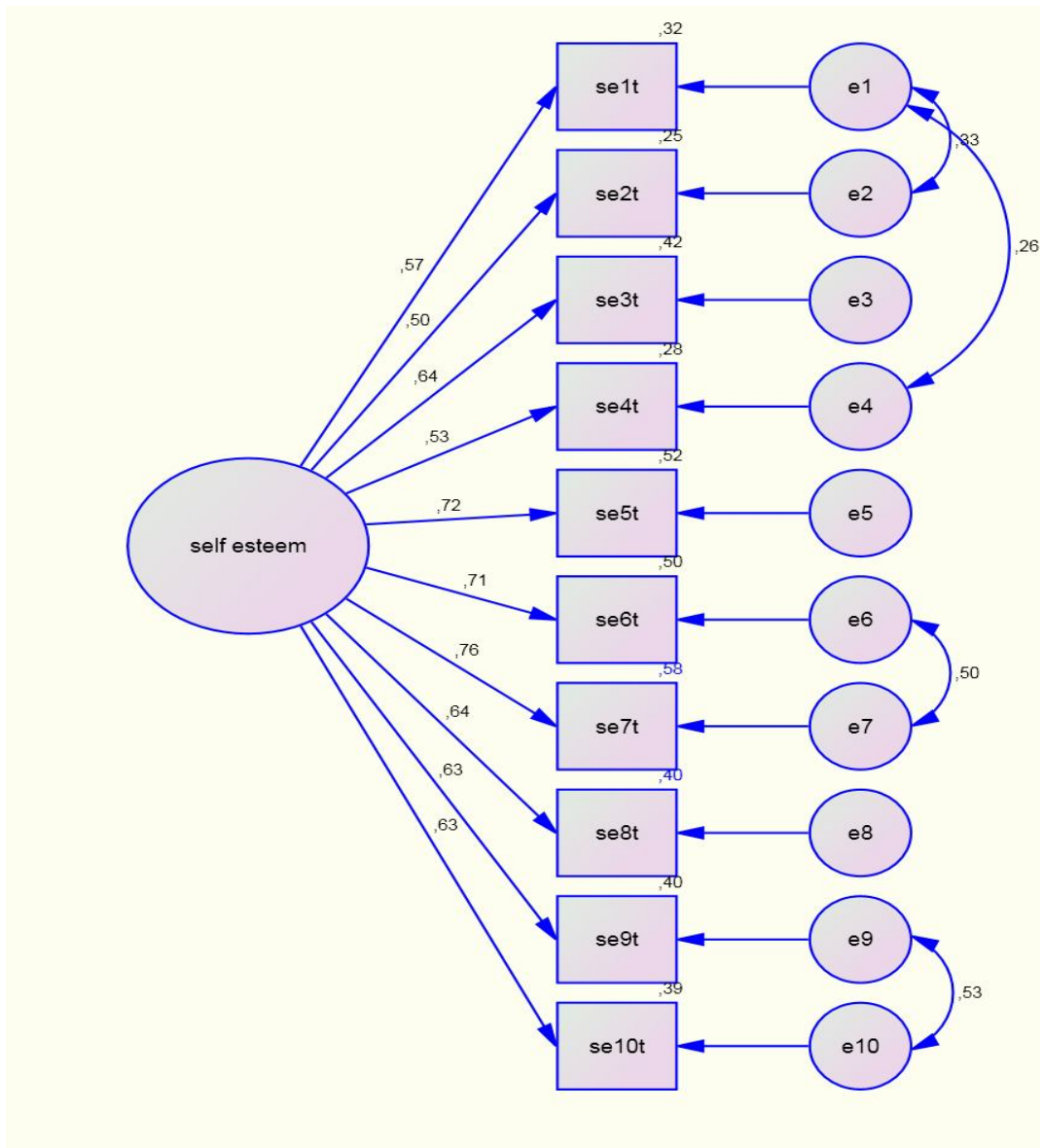


Figure 3.2 The Amos Graph of One Factor Model of Rosenberg Self-Esteem scale

3.2.4. The Satisfaction with Life Scale (SWLS)

The Satisfaction with Life Scale (SWLS) has been developed by Diener, Emmons, Larsen, and Griffin (1985) to measure global life satisfaction. The SWLS has 5 items Likert scale with items on a five point scale - ranging from strongly agree (7) to strongly disagree (1). Higher scores are related to higher life satisfaction. The total score of the scale range from 5 to 35. Diener, Emmons, Larsen, and Griffin (1985) explain that the alpha coefficient is .87, and the test-retest correlation coefficient is .82. Köker (1991) has developed the Turkish version of the scale. Köker (1991) reports an internal consistency coefficient of .80, and a test-retest reliability coefficient of .85. The internal consistency coefficient was found .83 for the life satisfaction scale for the present sample.

3.2.2.1 Testing Factor Structure of the Satisfaction with Life Scale (SWLS)

Confirmatory Factor Analyses

In order to examine one factor structure of Life satisfaction scale confirmatory factor analysis (CFA) was utilized. The results of this study shows an adequate model for one structure of life satisfaction scale [$\chi^2(5) = 14.279, p=.01, NNFI= .98, CFI= .99$ and $RMSEA= .07$]. Therefore, the results suggest that one factor model of the study has been confirmed with the present data (Figure 3.3.).

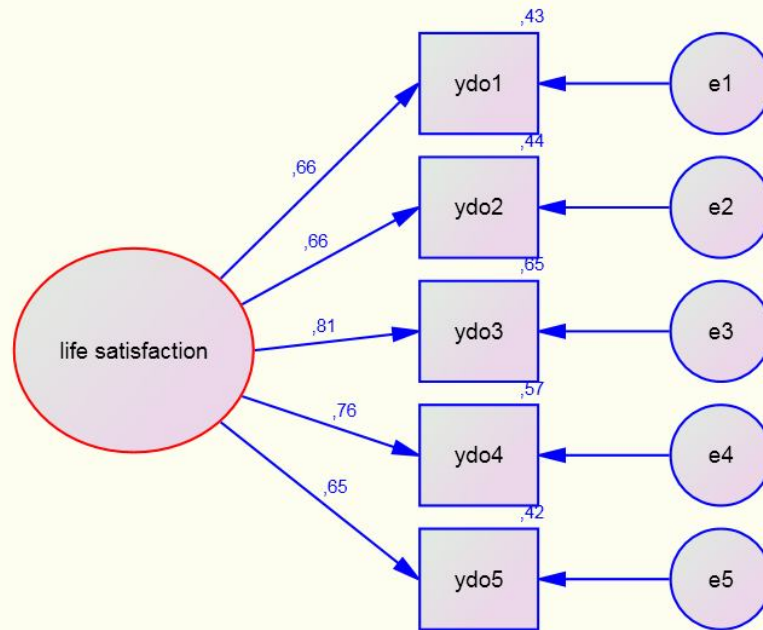


Figure 3.3 The Amos Graph of One Factor Model of Life Satisfaction scale

3.3 Procedure

After obtaining the approval of the Middle East Technical University Human Subjects Ethics Committee, the courses in the universities have been selected based on their availability. The sampling procedure has been convenient. The aim, the method and the procedure of the study have been explained to the instructors of the lessons for permission. The instruments have been administered to the voluntary students during their class hours after explaining the purpose of the research and the instruction about how to fill out the questionnaire. Moreover, there has happened a brief instruction section at the beginning of the each scale.

The demographic information forms, the MAD Questionnaire, SWLS, and Rosenberg's Self-Esteem Scales have been administered in the study and students have answered the questionnaire in 12 minutes.

3.4. Description of Variables

Connectedness: The Connectedness Subscale of Mother-Adult Daughter (MAD) Questionnaire's total score.

Interdependence: The Interdependence Subscale of Mother-Adult Daughter (MAD) Questionnaire's total score.

Trust In Hierarchy: The Trust in Hierarchy Subscale of Mother-Adult Daughter (MAD) Questionnaire's total score.

Self-Esteem: The Rosenberg's Self-esteem Scale's total score.

Life Satisfaction: The Life Satisfaction Scale's total score.

3.5. Analysis of Data

Before conducting the main analysis, missing value analysis (MVA) and expectation maximization (EM) have been used to handle the missing data in the questionnaire. Then, the validity and reliability tests of the MAD Questionnaire, Self Esteem Scale and Life Satisfaction Scale have been examined. These tests have been summarized previously. Data analyses were performed in several steps. In the first step of the analyses, data from different cities and universities were compared for the main variables of the study. The data analysis about the difference of the universities and cities showed that there is no difference among them. Therefore, the data from the cities was collapsed and evaluated together. Later, the descriptive statistics were utilized to examine the characteristics of the sample and the variables of the study. The correlation coefficients among the variables were also examined. Then, in order to examine the auxiliary research questions multivariate analysis of variance (MANOVA) and Pearson correlation were utilized. The last step was the utilization of the canonical correlation analysis to examine the main research question which asks relationships between the mother daughter questionnaire's subscales and the two indicators of well being namely life satisfaction and self-esteem.

3.6. Limitations of the Study

The present study has several limitations. First of all, data have been collected from the female university students in Ankara and Kırşehir via

convenient sampling, which causes a limited generalizability for the results. Secondly, self report measurement tools have been used in the study. Self report tools have the problem of social desirability; social desirability problem may confound the results. Thirdly, no causal relationship can be established among the variables because of the correlational nature of the study. Based on these limitations, the findings need to be cross-validated, so they should be evaluated considering these limitations.

CHAPTER IV

RESULTS

The present study aims to examine the mother-adult daughter relationships and well being of the daughters. In the study, there is 2-step-analysis. In the first step, the descriptive analyses have been utilized to examine the characteristics of demographic variables and the overall relationships among the research variables. In the second step, the results for the research questions have been checked through MANOVA, Pearson correlation and canonical correlation. The main research questions were examined with using canonical correlation. The canonical correlations have allowed the study to examine the two sets of variables. The first set of variables is the indicators of the mother-daughter relationships (“Connectedness”, “Interdependency”, and “Trust in Hierarchy”) and the second set is the indicators of overall well-being (self-esteem and life satisfaction). In this chapter, findings of data analysis were reported in the subtitles of descriptive statistics of subscales scores (for “*Connectedness*”, “*Interdependency*”, “*Trust in Hierarchy*”, “*Self-esteem*” and “*Life Satisfaction*” Scales), and inferential statistics.

4.1. Descriptive Statistics of Indicators of Mother Adult Daughter Relationship (“Connectedness”, “Interdependency”, “Trust in Hierarchy”) Scores and Indicators of Well Being (“Self-Esteem” and “Life Satisfaction” Scales)

The study’s subscales’ (“Connectedness”, “Interdependency”, and “Trust in Hierarchy”, “Self-Esteem” and “Life Satisfaction”) mean, standard deviation, minimum and maximum values have been computed and displayed in Table 4.1.

Table 4.1

Results of descriptive statistics for connectedness, interdependency, trust in hierarchy, self-esteem and life satisfaction.

Variables	The minimum values, the maximum values, mean and standard deviation of the scales of the present study				The maximum and minimum values of the scales	
	Minimum	Maximum	Mean	Std. Deviation	Minimum	Maximum
Connectedness	18.00	45.00	37.80	5.43	9.00	45.00
Interdependency	3.00	15.00	11.70	2.56	3.00	15.00
Trust in hierarchy	6.00	30.00	19.88	4.79	6.00	30.00
Self esteem	16.00	35.00	28.46	4.23	10.00	40.00
Life-satisfaction	5.00	35.00	22.70	5.62	5.00	35.00

Descriptive statistics indicates that the mean score of “Connectedness” ($M=37.80$, $SD= 5.43$) which must change between 9 and 45, and the higher mean shows more connectedness. Therefore, the sample of the study has high connectedness in their relationship with their mothers. The mean score of “Interdependency” ($M=11.70$, $SD= 2.56$) must change between 3 and 15; the higher mean of it in this study shows more interdependency. Therefore, the interdependency of the daughters

in the relationship with their mothers is high in the present study. However, “Trust in Hierarchy” ($M=19.88$, $SD= 4.79$) scores can be between 6 and 30, which is not much as the other subscales of mother adult daughter relationship, so the sample of the study has not high or low trust in hierarchy in the relationship with their mothers. Well being variables are about “Life Satisfaction” ($M=22.70$, $SD= 5.62$) in which the less score 5 and the top score 35, therefore daughters’ life satisfaction is moderate and the “Self-Esteem” ($M=28.46$, $SD= 4.23$) scores can change between 10 and 40, so the self-esteem of the daughters is high.

The correlations between the variables connectedness, interdependency, trust in hierarchy, self-esteem and life satisfaction have been given in the Table 4.2. The correlations between the interdependency and self-esteem; trust in hierarchy and self-esteem are not significant despite the fact that the correlations of other variables are of significance.

Table 4.2

The correlations between connectedness, interdependency, trust in hierarchy, self-esteem and life satisfaction.

	1	2	3	4	5
Mother-adult daughter					
1 Connectedness	--	.70*	.52*	.28*	.30*
2 Interdependency		--	.71*	.07	.19*
3 Trust in hierarchy			--	.06	.14*
Well- being					
4 Self esteem				--	.42*
5 Life satisfaction					--

Note. $N = 426$, $*p < .01$

4.2. Inferential Statistics

In order to analyze research questions of the study multivariate analysis of variance (MANOVA), correlation and canonical correlation were utilized. The sample was large enough ($N=426$) to conduct these analyses.

4.2.1. The Relation between Mother-Daughter Relationship (Connectedness, Interdependency, and Trust in Hierarchy) and Daughters' Well-Being (Self-Esteem, Life Satisfaction).

In order to discover the relationship between mothers and adult daughters and well being scores of 426 female university students, a Canonical Correlation Analysis has been conducted. Mother adult daughter relationship variables are connectedness ($M=37.80$, $SD=5.43$), interdependency ($M=11.70$, $SD=2.56$) and trust in hierarchy ($M=19.88$, $SD=4.79$) and well being variables are life-satisfaction ($M=22.70$, $SD=5.62$), and self-esteem ($M=28.46$, $SD=4.23$).

The assumptions of Canonical Correlation Analysis are no missing data, absence of outliers, multicollinearity, multivariate normality, linearity, and homoscedasticity. First of all, 10 participants missing in the self-esteem scale have been revealed by checking the missing or wrong entries. However, according to Tabachnick and Fidell (2007), below 5% of missing data does not cause serious problems. Then, the outlier check has been performed, and multivariate outlier checks have been conducted to find out the extreme scores affecting the observed variables.

Afterwards, in order to check the multicollinearity, correlations among Canonical variables have been tested from the correlation matrix (Table 4.3.). Correlation matrix indicates that correlation among the mother-adult daughter and well-being variables are not above the critical value of .80 for multicollinearity (Stevens, 2002).

Table 4.3.
Bivariate Correlations among Mother-Adult Daughter Relationship and Well-being Variables

	1	2	3	4	5
Mother-adult daughter					
1 Connectedness	--	.70*	.52*	.28*	.30*
2 Interdependency		--	.71*	.07	.19*
3 Trust in hierarchy			--	.06	.14*
Well-being					
4 Self esteem				--	.42*
5 Life- satisfaction					--

Note. N = 426, *p < .01

The next assumption is multivariate normality, and both univariate and multivariate normality have been explored to see whether this assumption is violated or not. Skewness and kurtosis coefficients, histograms, Q-Q plots, Kolmogorov-Smirnov, and Shapiro-Wilk normality tests have been checked for the univariate normality. Skewness and kurtosis statistics indicate that there have been some high values greater than -1 and 1 for skewness and kurtosis. However, all skewness and kurtosis statistics are suitable in that they are not very remote from 0. What is more, histograms and box-plots point that they are normally distributed. In addition, Kolmogorov-Smirnov and Shapiro-Wilk's

normality statistics are significant in that they have violated the assumption of normality. However, the sample size of this study is quite large ($N = 426$), and Kolmogorov-Smirnov and Shapiro-Wilk's normality tests alone cannot be considered as the clear indicators of normality assumption. The reason is that Kolmogorov-Smirnov and Shapiro-Wilk's normality tests are sensitive to the large samples (Hair, Anderson, Tatham, & Black, 2006).

Scatter plots have been inspected in order to check linearity and homoscedasticity assumption. The study appears to satisfy the assumption of homoscedasticity because there are not any patterns in the scatter plots, and there are not large differences in the spread of scatter plots. Moreover, it is explicit that scatter plots seem to be normal. Thus, there is a satisfactory linearity assumption.

As a result of the assumption checking for canonical correlation, analysis data has been found as acceptable for the main analysis. Significance level is .05 in all of the statistic analysis. Confirmatory Factor Analysis has been conducted by Amos 18.0 Graphics statistical program and all of the other analyses have been conducted via PASW 18.0 statistic program.

After checking all the assumptions; missing data, outliers, linearity, homoscedasticity, multicollinearity and multivariate normality assumptions for canonical correlation analysis, a canonical correlation analysis have been conducted between a set of mother daughter relationship and well being variables using PASW18. The mother daughter relationship variables (first set of variables) have been defined as independent variable sets. The well being variables (second set of

variables) have been defined as dependent variable sets. There are two results of canonical correlation. The first canonical coefficient is greater than .30 (Hair, Anderson, Tatham, & Black, 2006). It is .33 (18 % overlapping the variance); therefore, it is significant and has been used to explain the results ($p < .05$). The mother daughter relationship variables have been significantly correlated with the well being variables ($\chi^2 (6) = 54.36, p=.00$) in the first canonical variate. Therefore, the first canonical variate, accounts for the significant relationships between the two sets of variables. Results of canonical correlation analysis are presented in Table 4.4.

Table 4.4
Correlations, Standardized Canonical Coefficients, Canonical Correlations, Percentages of Variance, and Redundancies between Mother Adult daughter relationship and Well-being Variables

	First Canonical Variate	
	Correlations	Standardized Canonical Coefficients
Mother adult daughter relationship		
Connectedness	-.94	-1.39
Interdependency	-.45	.43
Trust in hierarchy	-.30	.10
Percentage of Variance	.40	
Redundancy	.04	
Well being		
Self Esteem	-.85	-.63
Life Satisfaction	-.81	-.57
Percentage of Variance	.69	
Redundancy	.07	
Canonical Correlation	.33	

With a cut of correlation of .30 (Tabachnick & Fidell, 2007) the mother daughter relationship set indicates that it is correlated with the first set of variables which are connectedness (-.94), interdependency (-.45) and trust in hierarchy (-.30). The variables in the well being set shows that well-being are correlated with the second set of variables which are self esteem (-.85) and life satisfaction (-.81). The canonical loadings for the factors of Mother adult daughter relationship and Well being are higher than .30 and proves that change in the connectedness, interdependency and trust in hierarchy is significantly parallel to the change in self-esteem and life-satisfaction of the daughters (*Figure 4.1*).

The “Percent of Variance” values are used to evaluate the strength of the relation between a variate of the equation and variables on the same side. The percentage of values shows that the first set of variables explains for the 40% of the mother daughter relationship; and the second set of variables explains 69% of the well being variables.

The “Redundancy” values are used to evaluate the strength of the relation between a variate of the equation and variables on the other side. The redundancy values, 4% of the total variance of mother and daughter relationship is clarified by all of the well being variables; and 7% of the total variance of well-being variables has been explained with all of the mother adult daughter relationship variables.

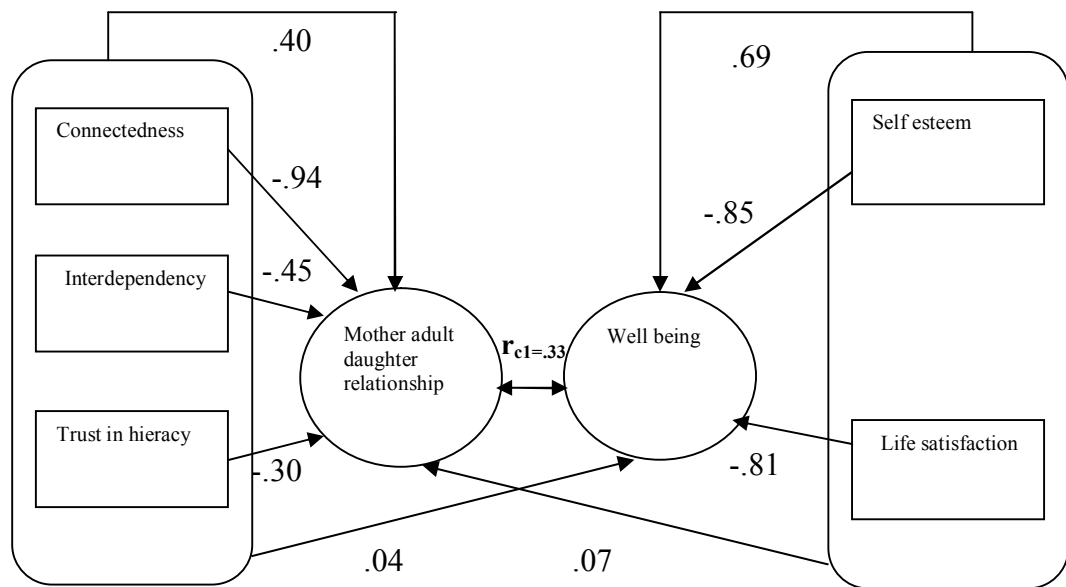


Figure 4.1 Relationships among variables and canonical variates.

4.2.2. The Relation between Mother-Daughter Relationship and the Age of the Daughters; and the Relation between Mother-Daughter Relationship and the Duration of Living Separately From Their Mothers

In order to find the relation between the age of the daughters and mother-daughter relationship (connectedness, interdependency, trust in hierarchy); and the relationship between the duration of living separately from their mothers; and mother-daughter relationship (connectedness, interdependency, trust in hierarchy) were investigated by using Pearson correlation coefficient. The relationship between the age and trust in hierarchy are significant ($r=-.18$, $n=426$, $p=.00$) and a negative relationship; however, the size of the correlation coefficient is small

(Pallant, 2005). The correlation between age and connectedness ($r=-.02$, $n=426$, $p=.75$), between the age and interdependency ($r=-.09$, $n=426$, $p=.05$) were not significant (Table4.3.).

The relationship between the duration of living separately from the mothers and the connectedness ($r=-.13$, $n=88$, $p=.22$), between the duration living separately from the mothers and interdependency ($r=-.13$, $n=88$, $p=.24$) and between the duration living separately from the mothers and trust in hierarchy ($r=-.04$, $n=88$, $p=.72$) were not significant (Table4.5.).

Table 4.5

The correlations between connectedness, interdependency, trust in hierarchy and age, the duration living separately of the daughters.

	Age	The duration living separately
Mother-adult daughter		
Connectedness	-.02	-.13
Interdependency	-.09	-.13
Trust in hierarchy	-.18*	-.04

Note. $N = 426$, * $p < .01$

4.2.3. Meeting Frequency of Mothers and Daughters (the Frequency of Seeing the Mother, the Distance Daughters Have to Travel to See Their Mothers) and Overall Mother Daughter Relationship

Multivariate Analysis of Variance (MANOVA) was utilized to explore to the frequency of seeing mother and the distance daughters have to travel to see their mothers differ in terms of overall mother daughter

relationship (“Connectedness”, “Interdependency” and “Trust in Hierarchy”). Mother-daughter meeting frequency (the frequency of the seeing mothers, the distance daughters have to travel to see their mothers), “Connectedness”, “Interdependency” and “Trust in Hierarchy” were measured with Mother Adult Daughter (MAD) questionnaire.

Prior to MANOVA, the corresponding assumptions of the MANOVA were checked to make sure that the data were appropriate for running MANOVA; independent observation, univariate and multivariate normality and homogeneity of population covariance matrix for dependent variables are the assumptions (Tabachnick & Fidell, 2007). The scores of the participants on the variables were independent of each other and independence of observation assumption was assumed. The skewness and kurtosis values for each and histograms with normality curves were examined to check the normality assumption. The normality assumption was affirmed. Then, in order to check multivariate normality assumption, Mahalanobis distance was used. The maximum value was larger than the critical value, so there were multivariate outliers. After that, it was investigated how many cases were involved and how different they were from the remaining cases. Only three participants had scores that exceeded the critical value and their scores were not too high. Therefore, multivariate normality assumption was affirmed. Lastly, the homogeneity of covariance matrices was checked by Box’s M and Levene’s Tests. Box’s M resulted in a significant value and this shows that observed covariance matrices of mother-daughter meeting frequency and the distance daughters have to travel to see their mothers were unequal across groups and the Levene’s Test showed no significant value which emphasizes there was no difference between error variances across the data of different groups.

MANOVA revealed that there was not a statistically significant main effect for the seeing frequency of the mother [$F(4, 411) = .96, p = .49$; Wilks' Lambda(Λ) = .97 ; $\eta^2 = .01$], not a statistically significant main effect for the distance they have to travel to see their mothers on combined dependent variables [$F(4, 411) = .67, p = .78$; Wilks' Lambda(Λ) = .98; $\eta^2 = .01$] and not a statistically significant interaction between the seeing frequency of the mother and the distance they have to travel to see their mothers [$F(6, 411) = 1.14, p = .31$; Wilks' Lambda(Λ) = .96; $\eta^2 = .02$]. Moreover, when the results for the dependent variables were considered separately, none of the difference reached significance.

CHAPTER V

DISCUSSION

In this chapter, the purpose, research design, and results of the study were summarized and discussed. Considering the results and shortcomings of this study, implications for practice and recommendations for further research studies were presented. The aim of the study was to examine the relations of the mother daughter relationship with the well being of daughters with respect to self esteem and life satisfaction. Moreover, the mother daughter relationship was examined with respect to the connectedness, interdependency and trust in the hierarchy. The motivation of the study was scarcity of empirical studies of this nature in Turkey. Despite the fact that existing studies on the parent-child relationship show the importance of parents and their ways of interaction with their children, very few international studies specifically focus on the nature of mother-daughter relationships in terms of how daughters feel about their connectedness, interdependency with their mother, and the way daughters trust the judgment of their mothers.

5.1. Discussion of the Results

In this section, the findings related to major study variables were summarized and discussed. Results indicated that daughters' age was not related to their relationships with their mother in terms of connectedness, interdependency and trust in hierarchy. Furman and

Buhrmester (1992) were emphasized that in early and middle adolescence the relationship between parents were a peak in tension. The present study's sample was adult daughters; the studies about adult daughters showed some differences through their age group. Adult daughters who are 20 years old and have middle aged mothers; daughters reported less attachment in their relationship when mother has dependency on the daughter (Thompson & Walker, 1984). Another study which was the research of Bojczyk, Lehan, McWey, Melson, and Kaufman (2010) with adult daughters whose age range 21 to 38 showed that the daughters described their relationship as a close relationship and it has still disproportion of parent and child. The study of Baruch and Barnett (1983) was supporting the result of the present study. In their study perceived relationships to mothers of 171 adult daughters was examined, the result showed the age of the daughter was not significantly related the daughters' age. In the present study there was no relationship between age and the mother-daughter relationship because the participants' ages were close to each other. Different age groups must be chosen to discover the relation of daughters' ages and mother daughter relationship.

Then, the results showed that the duration of living separately from their mother and mother-daughter relationship was not related. The participants, who lived far from they mothers, had this experience at high school when they were adolescents. The researches emphasized that the importance of mother for adolescences. Although Steinberg(1981) implied that the dissatisfaction and distance between mother and especially female adolescence; Paterson, Field and Pryor (1993) in their study with a sample of adolescences between 13 to 19 age find out that the adolescents saw their mothers highly supportive and close to

themselves. Moreover, daughters who were 19 years old in the same study taking support and being closer to their mother was higher. The result of the present study did not find a relation between mother daughter relationship and living separately from their mothers.

Further analyses were conducted to test whether daughters' meeting frequency with the mother (the seeing frequency of the mother and the distance they have to travel to see their mother) related to the mother-daughter relationship. Unlike previous studies that reported relatively less communication and having geographical distance in terms of taking aid from mother, helping and caring each other (e.g. Lang & Brody, 1983), this study failed to find such a relationship between seeing frequency of the mother and the distance she has to travel to see her mother and the connectedness, interdependency, trust in hierarchy in their relationship. The geographical distance may be effect the kind of support given to each other (Lang & Brody, 1983). However, the motherhood and marriage increase the daughters' closeness with their mothers in spite of the distance between them (Boyd, 1989). In the present study married university students were very little therefore this did not lead to make compression between marriage and single groups. Therefore, the result was waited to have a difference between them.

In this study, considering the meeting frequency and living separately did not have a relation with mother-daughter relationship; it can be seen they are supporter of each other. The adolescents who were living separately from their mothers also had a geographical distance between them and the geographical distance did not related with mother-daughter relationship; therefore living separately did not have a relation with mother-daughter relationship.

The results of the study showed that the three indicators of the mother-daughter relationship (connectedness, interdependency, and trust in hierarchy) and the two indicators of well being (self-esteem and life satisfaction) were interrelated. These found relationships are in line with the existing literature. For example, Barnett, Kibria, Baruch, and Pleck (1991) claims that while a positive parent-child relationship creates higher well being, a negative relationship would result in psychological distress. Moreover, the available sources show that the mother-daughter relationship has a significant effect. In these sources it is suggested that some other research findings also point out that the relationship between mother and daughter was related to the psychological growth and well being of the daughter (Donovan, 1999; Kitamura & Muto, 2001; Baruch & Barnett, 1983). Supporting the literature, the result of the present study showed that the mother adult daughter relationship and well being had a positive relationship. The studies in Turkey also show parent child relationship and mother child relationship is very important. Saygın (2008) find in his study, the parent support is more important for the girls than boys. The university students in Turkey; when they have parental support, they have better well being (Doğan, 2006). Moreover, Kağıtçıbaşı and Ataca (2005) emphasized that the importance of the daughters for further generations; reflecting psychological values, emotional closeness between generations are perform especially by daughters. Therefore, when the daughters have good relationship with their mothers, they have better well being and these reflect to the future generations. These studies were not interested especially mother and daughter relationship. Therefore the present study showed the importance of mother daughter relationship on well being of the daughters.

More specifically, change in the connectedness, interdependency and trust in hierarchy was significantly related to the change in self-esteem and life-satisfaction of the daughters. In other words, the daughters who have a better relationship with their mothers have higher well being and when the mothers and daughters have connectedness, interdependency, trust in hierarchy in their relationship, daughters have higher life satisfaction and self esteem

A summary of the analyses examining the relation between mother-daughter relationship and well being of the daughters also supported the previous analyses. The relation of connectedness, interdependency, trust in hierarchy in mother daughter relationship and self esteem, life satisfaction was marked in that study.

5.2. Implications of the Findings

The results of this study would be beneficial to mothers, daughters, educators and professionals in the field of psychology, such as counselors, psychologists, and psychiatrists and will be helpful for future studies. Counselors can help mothers who have problems with their daughters by this study and also daughters can receive help from counselors about their relationship with their mother. Furthermore, a counselor can be a guide to them to improve women's relationship with their daughters and mothers. Counselors by using this study could bring the importance of mother daughter relationship to mothers' notice. Therefore, mothers can recognize how significant a role they play in their daughters' life. Through a healthy relationship which consists of connectedness, interdependency and trust in hierarchy between them,

daughters' well being would become better. Therefore, school counselors can collaborate with mothers to help to create healthier generations. Moreover, counselors can help in this relationship and daughters' future by helping daughters. If a mother is uneducated or does not recognize the importance of this relationship, considering this study daughters would try to improve their relationship with their mother and would try to have a better relationship with their own daughter in the future when she will be a mother.

In the education area, this study will be helpful to classroom teachers. Classroom teachers or other teachers who want collaborate with counselors can help the female students. Class teachers can help female students to develop themselves and to be more conscious about themselves and their relationship with their mother and also to be more conscious when they will become a mother. Moreover, the classroom teachers especially in small towns can work cooperatively with the daughters' mothers to be a guide to them. The mother and daughter relationship is important to have healthy offspring; therefore, this study would remind that women should be educated to raise healthy daughters to the people who ignore the education of females.

Counselors would benefit from this study when they have a client with difficulties in her relationship with her mother or daughter or when they have low self esteem and low life satisfaction. In the present study, the sample was university students; therefore, it would be helpful to the counselors at universities who help their female clients about their well being by considering the relationships with their mothers. On the other hand, the fact that in this study the sample consisted of university population does not mean that the counselors at schools cannot benefit

from this study. The mother and daughter relationship starts from birth, thus school counselors can use this study in solving female students' problems with their mothers and well being.

5.3. Recommendations for Further Research

This study entails some recommendations for future research. First of all, in the present study the sample consisted of female university students from Ankara and Kırşehir and the sample was reached via convenient sampling procedure. Therefore, the generalizability of the results is limited. The results of the study should be cross-validated with different and larger samples. These samples could consist of different age groups; include participants from different cities, from different socio economic environments, and from different education levels. Furthermore, applying the scale to different samples will also help to evaluate the MAD questionnaire again for the Turkish culture.

Secondly, in this study, the findings are only based on daughters. It is recommended to work with both daughters and their mothers. Moreover, collecting the mothers' properties, such as single mothers, divorced mothers, married mothers, education level of mothers, social status of the mothers, can show how these variables affect the quality of the relationship. Moreover, a study employing qualitative methodology would allow researchers to obtain more indepth information about this relationship.

In this study the relation between the mother daughter relationship and well being of the daughters was examined. For future studies, it is recommended that the father daughter relationship, mother daughter

relationship and the concert of the family is examined together to analyze the well being of daughters with more determinants.

Finally, in the present study the relation was examined with canonical correlation. For further studies, the cause-effect relation between mother daughter relationship and well-being can be examined with an experimental design. For the latter, the scales used in the study were self-report scales. More information can be collected from parents about their daughters because different measurement tools would provide more in depth findings.

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APPENDIX A
SAMPLE ITEMS FROM THE MOTHER-ADULT DAUGHTER (MAD)
QUESTIONNAIRE

1. Annemi:

- a. Her gün görürüm.
- b. Haftada yaklaşık 1 defa görürüm.
- c. Ayda yaklaşık 1 defa görürüm.
- d. Birkaç ayda yaklaşık 1 defa görürüm.
- e. Yılda 1 ya da 2 defa görürüm.
- f. Yılda 1 defadan az görürüm.
- g. Hiç görmem

6. Annemle özel sırlarımı paylaşabilirim.

9. Annem kişisel duygularını benimle paylaşabilir.

12. Annem ne zaman bir şeye ihtiyaç duysa, büyük fedakârlıklar yapmak durumunda kalsam bile bir şekilde yardım ederim.

22. Zor bir karar verirken anneme danışma ihtiyacı hissederim

APPENDIX B

SAMPLE ITEMS FROM THE ROSENBERG SELF ESTEEM SCALE

1-Kendimi en az diđer insanlar kadar deđerli buluyorum.

3-Genellikle kendimi başarısız biri olarak görme eğilimindeyim.

5-Kendimde gurur duyacak fazla bir şey bulamıyorum.

8-Kendime karşı daha fazla saygı duyabilmeyi isterdim

10-Bazen kendimin hiç de yeterli bir insan olmadığını düşünüyorum

APPENDIX C

SATISFACTION WITH LIFE SCALE

- 1-Birçok yönden hayatım idealimdekine yakın.
2. Hayat şartlarım mükemmel.
3. Hayatımdan memnunum.
4. Şu ana kadar hayattan istediğim önemli şeylere sahip oldum.
5. Eğer hayatımı baştan yaşayacak olsam, hemen hemen hiçbir şeyi değiştirmezdim