

THE RELATIONSHIP AMONG MARITAL COMMUNICATION
PATTERNS, PARENTAL ATTITUDES, AND CHILDREN
EXTERNALIZING AND INTERNALIZING BEHAVIOR PROBLEMS

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ABSTRACT

THE RELATIONSHIP AMONG MARITAL COMMUNICATION PATTERNS, PARENTAL ATTITUDES, AND EXTERNALIZING AND INTERNALIZING BEHAVIOR PROBLEMS OF CHILDREN

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This study aims to find out the relationship among marital communication patterns, parental attitudes, internalizing and externalizing behavior problems of children. To elaborate, it is aimed to figure out whether marital communication patterns predict parental attitudes, and children internalizing and externalizing behavior problems. Furthermore, it is purposed to investigate the relationship between parental attitudes and children adjustment. Finally, mediator role of parental attitudes between marital communication patterns and children adjustment was investigated. The participants of this study consist of 189 parents of preschool children. In order to measure the variables and characteristics of participants, Demographic Information Form, Communication Patterns Questionnaire (CPQ), Parenting Styles and Dimensions Questionnaire (PSDQ), and Strengths and Difficulties Questionnaire (SDQ) are used. The results of the study revealed that higher levels of destructive communication pattern is significantly associated with higher levels of authoritarian parenting

attitudes whereas higher levels of constructive communication pattern is related to lower levels of permissive parenting style. Moreover, there is positive significant relationship was found between mother reported constructive communication pattern and authoritative style. Furthermore, it was shown that mother reported authoritarian and authoritative parenting attitudes are linked to emotional problems of children. Another finding of the current study revealed that constructive communication pattern is related to prosocial behavior of children. Besides inattention problems of children was found to be associated with aggressive communication pattern and mother reported permissive parenting style. However, no significant mediation effect was found. The significance, limitations, and clinical implications were discussed in the light of related literature.

Key words: Marital communication, parenting, externalizing problems, internalizing problems

ÖZ

EVİLİK İLETİŞİM ŞEKİLLERİ, EBEVEYN TUTUMLARI VE ÇOCUKLARDA GÖRÜLEN DIŞSALLAŞTIRMA VE İÇSELLEŞTİRME PROBLEMLERİ ARASINDAKİ İLİŞKİ

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Bu araştırmanın amacı evlilik iletişim şekilleri, ebeveyn stilleri ve çocuklarda görülen dışsallaştırma ve içselleştirme problemleri arasındaki ilişkiyi araştırmaktır. Araştırmanın amacı kapsamında ilk olarak evlilik iletişim şekilleri ile ebeveyn tutumları ve çocuklardaki uyum arasında ilişkinin bulunması amaçlanmıştır. Aynı zamanda, ebeveyn tutumları ve çocuklarda görülen davranış problemleri arasında ilişkinin değerlendirilmesi planlanmıştır. Son olarak ebeveyn tutumlarının evlilik iletişim şekilleri ve çocuklarda dışsallaştırma ve içselleştirme problemleri arasında aracı değişken rolü oynadığı öngörülmüştür. Bu çalışmada 189 ebeveyn katılımcı olarak yer almıştır. Katılımcıların özelliklerinin ve değişkenlerin ölçülmesi amacıyla Demografik Bilgi Formu, İletişim Şekilleri Ölçeği, Güçler ve Güçlükler Ölçeği kullanılmıştır. Çalışmanın sonuçları değerlendirildiğinde, yüksek seviyede yıkıcı iletişim şekline sahip olan ebeveynlerin çocuklarına karşı yüksek seviyede otoriter tutumlara sahip olduğu görülmüştür. Öte yandan yapıcı iletişim şekli ve hoşgörülü ebeveyn tutumu arasında anlamlı

bir iliřki bulunmuřtur. Ayrıca, annelerin evliliklerinde kurduđu yapıcı iletiřim řeklinin çocuklarına karřı gsterdikleri otoritatif tutumlar ile anlamlı bir iliřkisi olduđu ortaya konulmuřtur. Buna ilaveten, annelerin otoriter ve otoritatif ebeveynlik tutumlarının çocuklarda grlen duygusal problemler zerinde anlamlı etkisi olduđu bulunmuřtur. Yapıcı iletiřim řekillerinin çocuklardaki sosyal davranıřlar zerinde etkili olduđu bu alıřmanın bir bařka sonucudur. Son olarak, çocuklar grlen dikkat probleminin agresif iletiřim řekli ve anneler tarafından gsterilen hořgrl tutum ile iliřkili olduđu saptanmıřtır. te yandan, bu alıřmada anlamlı bir aracı deđiřken etkisi bulunmamıřtır. alıřmanın sonuları, nemi, limitasyonu ve klinik sonuları ilgili literatr dahilinde tartıřılmıř, gelecek alıřmalar iin neriler aıklanmıřtır.

Anahtar kelimeler: Evlilikte iletiřim řekilleri, ebeveynlik, çocuklarda uyum problemleri

Dedicated to my dearest family
& my beloved husband...

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CHAPTER 1

INTRODUCTION

In this chapter background of the study, purpose of the study, and significance and implications regarding to this study will be examined.

1.1. Background of the Study

The aim of this study is to explore the relationship among marital communication patterns, parenting attitudes, and preschool children's internalizing and externalizing behavior problems. In this study, communication will be examined in terms of aggressive, emotional/logical, destructive, and constructive patterns. In addition, parental attitudes will be examined through authoritarian, authoritative, and permissive parenting dimensions. Children's internalizing and externalizing behavior problems will be explored in terms of emotional and conduct problems, prosocial behaviors, and inattention.

Family Systems Theory (Goldenberg & Goldenberg, 2008) suggests that families are open and ongoing systems that should be evaluated through the interactions taking place among family members rather than focusing on separate entities or characteristics of each family member. Accordingly, no family can be understood when it is broken into its component parts or no part can be fully understood in isolation. Thus, the concept of wholeness which implies that although a family is made up of individual element, it results in an organic whole, is the key point in assessing family functioning. Furthermore, families are organized around set of relationships (Munichin, 1974) which lead to formation of smaller subsystems (e.g. husband-wife, parent-child, sibling) in order to carry out specific functions within the

system as a whole. Different skills, assignments, and responsibilities are performed within all subsystems which are operating interdependently (Goldenberg & Goldenberg, 2008).

Husband- wife dyad is the basic subsystem within the family. When there is any dysfunction in this subsystem it is expanded on whole family functioning (Munichin, 1974). Therefore, one of the fundamental aspects that characterizes functioning of husband-wife relationship is communication which can be described as transactional, ongoing, complex and changing process in which individuals create, share, and regulate the meaning (Fitzpatrick, 1988; Segrin & Flora, 2005). Satir (1991) argues that family communication characterizes the family functioning concluding that dysfunctional communication patterns among family members exemplifies the dysfunctional family system. Moreover, dysfunctional interaction patterns among couples are suggested to be the focus of clinical intervention (Sullaway & Christensen, 1983).

In terms of marital subsystem, communication among spouses is proposed to have a strong influence on inhibiting or strengthening the marital intimacy and adjustment (Anderson & Sabatelli, 2003). Consistently, Fitzpatrick (1988) asserts that “understanding marital success in modern society requires an understanding of the communication that goes on between husband and wives” (p.31). In this regard, in order to negotiate internal boundaries, establish marital roles and expectations, and manage the difficulties within the marriage such as financial issues or household duties, couples need to rely on their abilities to communicate with one another (Anderson & Sabatelli, 2003).

Repetitious communication sequences between members of couple indicate communication pattern which reveal the likelihood of one behavior will be followed by another (Sullaway & Christensen, 1983; Fitzpatrick, 1988). Communication pattern among couples may be symmetrical or

asymmetrical. Engaging in similar communication patterns during couple interaction shows symmetry while displaying different and reciprocally opposite behaviors refers to asymmetrical communication pattern (Sullaway & Christensen, 1983).

Through interaction among couples, one partner may be assertive who make the other partner withdraw which in turn increases the other's assertiveness. This type of communication refers to demand/withdrawal. Another type of communication pattern which is called emotional/logical is seen among couples in which one partner acts logically while other responds emotionally. Couples who are able to mutually discuss their problems, express their feelings and opinions and negotiate their differences engage in constructive communication pattern. On the other hand, blaming, threatening and showing aggression decrease problem solving ability that refers to destructive communication pattern (Christensen & Sullaway, 1984)

The presence or absence of these communication patterns among couples is considered to be related with marital quality. It was found that destructive communication pattern, which involves aggressive, withdrawal, and distancing behaviors, deteriorates marriage over time (Roberts, 2000; Gottman, 1991). Likewise, it is revealed that (Kurdek, 1995) engaging in conflicting and withdrawal behaviors in the face of interspousal problems lead to lower level of marital satisfaction; whereas, higher levels of marital problem solving attitudes leads to higher marital satisfaction (Hünler & Gençöz, 2005). Moreover, similar result is found in opposite direction; higher marital distress leads to attacking and avoidant conflict resolution styles among couples (Marchand & Hock, 2000). On the other hand, constructive communication promotes intimacy, increase support, and reduce couples' stress on their marriage by making them solve their problem effectively (Malkoç, 2001). Parenting subsystem, besides the husband-wife dyad, is another enduring structure within the family (Munichin, Rosman, &

Baker, 1978). Since family as a system is composed of different subsystems that are mutually influential and dependent on one another, it is essential to study the effect of marital dyad functioning on parenting practices in order to understand the complete picture of marriage, parenting and children well-being interaction.

Parenting is a reciprocal process that involves rules, series actions and interactions to socialize children and has a strong influence on children's personality development and psychological well-being (Brooks, 2004). Parental subsystem involves the responsibility of proper child rearing, nurturance, guidance, limit setting, and discipline. Furthermore, through interaction with their parents, children learn to deal with authority, with people of greater power, and strengths their capacity for decision making and self direction (Goldenberg & Goldenberg, 2008). According to Bigner (2009) parental attitudes are the collections of parental behaviors that reflects the beliefs that involve implicit and explicit rules that guide parents' behaviors, and reveals the philosophy of parenting that is believed to be important in promoting children's behaviors.

Parent-child interactions have been classified into parenting styles. Baumrind (1966) revealed three parenting styles; Authoritarian, Authoritative, and Permissive. Although parents adapt one style that shapes their interaction with their child, according to the need of the child or developmental level parenting styles may show shifts in order to maintain the homeostasis in parent-child relationship. Thus, parenting style shows adaptability within the family system (Bigner, 2009). Among these parenting styles, authoritarian parenting (Baumrind, 1966) style involves predominantly controlling child's behavior, expecting child's immediate and long obedience to parents' rules and wishes, using physical punishment or other forceful means to regulate discipline while providing one-way communication without encouraging children's self-expression. On the

other hand, permissive parenting style (Baumrind, 1966) allow children to regulate their own behaviors without applying any external rules or limits, encourage autonomy and expect children to determine their own limits and policies by paying great latitude in children's behaviors. However, Baumrind (1966) suggests that this parenting style leads to least self-reliant, least self-controlled and least curious children. Authoritative parenting style (Baumrind, 1966) which is thought to be most promoting for children development make children to develop autonomy within appropriate limits, to obey discipline through reasoning, mild punishments, and psychological punishment, provides open two-way communication, and emotional support.

Children well-being is a commonly studied concept in the parenting literature (Amato & Fowler, 2002). Children psychological problems can be defined in three main categories (Goodman & Scott, 1997); emotional disorders, disruptive disorders, and developmental disorders. Since it is proposed that experienced stresses are turned inward, emotional disorders can also be defined as internalizing problems. In the same way, as stresses are turned outward, disruptive behaviors can also be categorized as externalizing problems. According to the classification by Campell (1995) internalizing problems includes the sub-dimensions of withdrawal, somatic complaints, depression, anxiety, and fearfulness. Externalizing behaviors includes conduct problems, hyperactivity, poor impulse control, non-compliance, attention problems, aggression, and antisocial problems.

It is agreed that parenting styles, marital communication, and children psychological problems are interdependent (Easterbrooks & Emde, 1988). Thus, in the literature, it is largely investigated the relationship between marital interaction and children well-being. In the first line of research, studies focus on marital conflict when studying marital relationship (Porter & O'Leary, 1980; Cummings, 1994; Cummings &

Davies, 1994). Conflict in marital subsystem is found to have a negative impact on children's emotional and behavioral well-being (Katz & Gottman, 1993), peer competence (Katz, Hessler, & Annett, 2007), and academic achievement (Harold, Aitken, & Shelton, 2007). Besides the consensus on the negative effect of marital conflict on children adjustment, the direction and mechanisms of this linkage has been a controversial issue (Yu & Gamble, 2008).

Research (cited in Grych & Fincham, 1990) studying direct relationship between marital conflict and children well-being suggests that marital conflict itself is a source of distress that leads to adjustment problems among children who are exposed to it. On the other hand, it is proposed that children adjustment to marital conflict is mediated by cognitive appraisals such as perceived threat and self-blame (Grych & Fincham, 1990), parental psychopathology (Papp, Cummings, & Schermerhorn, 2004; Keller, Cummings, Peterson, & Davies, 2009), perceived insecure emotional attachment to parents (Davies & Cummings, 1994) and negative parenting styles (Faubert, Forehand, Thomas, & Wierson, 1990).

The second line of research examining the relationship between marital relationship and children adjustment focuses on marital quality when measuring marital relationship. It was found that higher marital satisfaction leads to lower levels of internalizing problems (Ha, Overbeek, Vermulst, & Engels, 2009), positive sibling relationship (Yu & Gamble, 2008), and lower levels of distress among children (Fishman & Meyers, 2000).

In terms of marital relationship-parenting linkage, research is generated around two main hypotheses. Initially, *spillover hypothesis* (Engfer, 1988) suggests that mood or behavior in one subsystem is transferred to another system within the family. Besides, *compensatory hypothesis* argues that if there is deterioration in marital relationship it

would make parents become over involved in their children or establish intergenerational coalitions (Minuchin, 1974; Minuchin, Rosman, & Baker, 1978). In the related literature, it is shown that supportive and cooperative marital relationship increases the co-parenting alliance (Morrill, Hines, Mahmood, Cordova, 2010), and leads to warm and democratic parenting (Yu & Gamble, 2008). On the opposite side, it is argued that interspousal difficulties lead to distress in parenting practices (Davies, Sturge-Apple, & Cummings, 2004).

Research examining the influence of parenting practices on children internalizing and externalizing behavior problems, reveals that higher parental emotional support and lower rejection results in more positive adjustment in school age children (Pereira, Canavarro, Cardoso, Mendonca, 2009). Goodman (1997) suggests that parents' supervision toward their children and setting necessary limits, and being sensitive towards their needs decrease the risk of developing psychological problems. Furthermore, it is revealed that that over-protective, low warm-engaged parenting styles and harsh discipline are significantly associated with internalizing problems in pre-school children (Laskey & Hatton, 2009; Bayer, Sanson, & Hemphill, 2006). Consistently, a positive relationship found between parents' authoritarian and permissive parenting styles, and their pre-school age children's relational aggression (Casas, et. al., 2006).

In the related literature, Katz and Woodin (2002) suggest that examining only marital conflict is not sufficient to understand the complexity of the marital interaction patterns and fails to describe the impact of these patterns on children well-being. Consistently, Fincham (1998) proposes that most study relies on the negativity in the marital relationship rather than evaluating more specific elements of couples' communication. In this context, it is important to enhance the understanding of pathological processes by examining the non-pathological processes.

Since conflict is inevitable in marriages and not all types of conflicts are destructive it is critical to broadening the marital interaction beyond the interspousal conflict while studying the relationship between marriage and children well-being. Additionally, conflict in the marriages does not have to be overt or hostile; cold and withdrawal behaviors between parents also can make children vulnerable to developing emotional and behavioral problems (Ha, Overbeek, Vermust, Engels, 2009).

Furthermore, examining marital quality or marital satisfaction in relation to children adjustment is too global measure; instead, more detailed characteristics measures of the marriage like communication patterns or conflict resolution styles is recommended to be studied (Ha, Overbeek, Vermust, Engels, 2009). It is important to find-out whether couples attack or back up each other in their relationship, and whether they reach consensus after a disagreement (Goodman, 1997). Although marital communication pattern provides modeling of close relationship with others and modeling of conflict resolution behaviors, limited number of research is conducted about its influence on children functioning (e.g. Webster-Stratton & Hammond, 1999).

Therefore, instead of focusing global measure of marital satisfaction or conflict, this study is designed to assess relationship between children adjustment and more specific characteristic of marital subsystem which is communication patterns (constructive, destructive, aggressive, emotional/logical). Thus, by exploring multidimensional communication that focus on both negativity and positivity would provide richer information about individual differences in children's reaction to marital relationship. Similarly, instead of focusing whole negative family environment, looking at marital dyad would help to examine whether functioning of spousal subsystem would influence parenting subsystem that leads to children adjustment.

1.2. Purpose of the Study

In general, this study aims to examine the relationship among marital communication patterns, parental attitudes, and children's internalizing and externalizing behavior problems. More specifically, it is proposed to find out whether destructive, constructive, emotional/logical and aggressive communication patterns are associated with authoritarian, authoritative and permissive parenting styles which in turn have influence on internalizing and externalizing behavior problems of pre-school children. Specifically, in the light of the literature, the aim of the study can be stated as following:

1. To investigate whether marital communication patterns predict (a) children psychological problems and (b) parenting attitudes.
2. To find out whether parenting attitudes mediates the relationship between marital communication patterns and children psychological problems.
3. To address the relationship between parenting attitudes and children psychological problems.

1.3. Significance and Implications of the Study

In terms of the linkage between children well-being and marital relationship, this research will be the first attempt to explore marital subsystem functioning in terms of communication patterns. Thus, this research will provide a new relationship pattern that includes marital communication, parenting practices, and children's internalizing and externalizing behavior problems. In addition, in terms of general system approach, this study will be the first study to test whether marital communication patterns influence the quality of parent-child subsystem which in turn influences well-being in preschool children in Turkish culture. As marital relationship and parenting practices may differ across different cultures, direct and indirect mechanisms between marital communication and children adjustment will be clarified for Turkish families. Furthermore,

it will be understood whether marital subsystem influence parent-child subsystem in Turkish families. Therefore, the findings of this proposed study will make significant contribution to the children and family literature as well as Turkish literature. Since findings of this study highlight the role of family as a whole consisting of interdependent subsystems, it will provide important clinical implications for clinicians working with families. Initially, it will enhance the understanding of children's emotional and behavioral problems in their environmental context. In this sense, it will help to clarify how marital communication pattern influences child functioning. Thus, identifying the detrimental domains of interspousal communication patterns for children well-being may enable clinicians to integrate these domains to the therapy process when working with children and their parents. As a result, it may be beneficial for clinicians to decide what to focus on in the therapy when working with children's psychological problems within this culture. In this regard, professionals may benefit from the findings of this study in order to develop prevention, assessment, and intervention strategies for families having children with emotional and behavioral problems. For instance, due to the findings of the study clinicians may include improving marital communication patterns among couples and increasing the awareness of interrelatedness of subsystems within the family in the therapy sessions. In addition, in terms of parenting, this study will enable practitioners to understand what types of parenting practices is a risk for children psychological well-being. Therefore, the findings of this study may help clinicians to determine the parent training programs that aim to improve parent-child interaction in a way to promote child development and decrease the risk of child psychological problems.

CHAPTER 2

LITERATURE REVIEW

In this chapter literature is reviewed based on the marital communication, parenting attitudes, and children externalizing and internalizing problems.

2.1. Marital Communication

In this part, history and definition of marital communication, characteristics of marital communication patterns, role of marital communication in marriage, and variables related to marital communication will be examined.

2.1.1. History and Definition of Marital Communication

In the literature, there has been a long interest in studying the ways how people communicate (Segrin & Flora, 2005). However, until the 1900s communication has not been studied in family research (Fincham, 2004). One of the reasons of this delay is supposed to be the fact that there have not been enough scientific studies (Stephen, 2001) and programs (Fincham, 2004) to establish family communication as a sub-dimension (Stephen, 2001). On the other hand, in order to deal with the negative effects of social and economic conditions in the late 1900s, social reform efforts, which promote the family studies including the relationships between couples and family members, emerged (Jacob, 1987; Fincham, 2004). Moreover, foundation of National Communication Association's Family communication Division in 1989 supports the development of the field (cited in Stephen, 2001).

According to Fincham (2004), when it is considered the emergence of studies that focus on marital communication, communication and psychology are two disciplines that contribute to the development of this area. In terms of communication field, marital couples are taken as an interpersonal context to study the concepts of interest (e.g. compliance, self-disclosure, etc.) and are compared to other social units in the society. These kinds of interpersonal studies is different from family communication studies which do not compare family unit with other structures in the society and mostly examined through systems perspectives (Fincham, 2004).

The systematic research on communication in marriage has been focus of different areas of psychology (Fincham, 2004). For instance, clinical psychology has focused the way how couple interacts in order to distinguish distressed and non-distressed marriages. Besides clinical psychology, social psychologists were also begun to attend marital interaction and close relationships. Thus, it can be seen that different disciplines and fields contribute its development.

In the literature the concept of communication is defined in various ways. Wilson (1979) defines communication as a process that behavior of one individual influences another one. It is proposed that in this process people have interaction each other, define and redefine their relationships (Goldenberg & Goldenberg, 2008). In another definition, communication is defined as a transactional, ongoing, complex and changing process in which individuals create, share, and regulate the meaning (Segrin & Flora, 2005). This exchange process involves the messages include both verbal dimensions and non-verbal communication that includes concepts such as posture, gesture, facial expression, eye contact, and listening style (Buck & Van Lear, 2002).

Since there are different definitions, it is proposed that definition should be evaluated in terms of the aim of studies that scholars are looking

for the answers (Littlejohn & Foss, 2008). According to Dance (1970) definitions of communication is differentiated by three notions; abstractness, intentionality, and judgment. The restrictiveness or broadness of the given definition refers to its abstractness in which more restrictive way of definitions show less abstractness. Intentionality reveals whether definition argues that messages through communication interchange purposefully or not. In this context, Burgoon, Buller and Woodall (1996) propose that communication involves behaviors that are performed and interpreted intentionally among the members of society. Judgment is the third dimension that distinguishes definitions of communication (Dance, 1970). Regarding to this element, some definitions contain statements of accurate transmission in communication process. In other words, in these definitions it is stated that thought or idea is exchanged successfully (Littlejohn & Foss, 2008). On the other hand, some definitions do not imply whether messages are received accurately or successfully; they are just transmitted (Dance, 1970).

In terms of marital subsystem, marital communication refers to the ways how couples negotiate interpersonal differences, establish marital roles and expectations, set appropriate boundaries, manage the difficulties within the marriage, and conflict resolution styles when encounter a problem (Anderson & Sabatelli, 2003). Particularly, Fitzpatrick (2009) suggests that marital communication is composed of behavioral, cognitive, and emotional interactions among couples and meanings assigned to them.

2.1.2. Characteristics of Marital Communication Patterns

Communication pattern, which reveals the likelihood of one behavior will be followed by another, can be described as the repetitious communication sequences between members of couple (Sullaway & Christensen, 1983; Fitzpatrick, 1988). In other words, communication patterns can be defined as the way how information is exchanged within the

system (Goldenberg & Goldenberg, 2008). Sullaway and Christensen (1983) propose that communication patterns can be functional, dysfunctional, symmetrical or asymmetrical. To elaborate, communication patterns can be categorized as functional when it involves love-making and supportive attitudes, and as dysfunctional and distressing when conflict arises. Moreover, engaging in similar behaviors during couple interaction shows symmetry while displaying different and reciprocally opposite behaviors refers to asymmetrical communication pattern.

Christensen and Sullaway suggested that, through interaction among couples, one partner may be assertive who make the other partner withdraw which in turn increases the other's assertiveness (1984). This type of communication refers to demand/withdrawal. Another type of communication pattern which is called emotional/logical is seen among couples in which one partner acts logically while other responds emotionally. Couples being able to mutually discuss their problems, express their feeling and opinions and negotiate their differences engage in constructive communication pattern. On the other hand, mutually blaming, threatening and showing aggression to each other decrease problem solving ability that refers to destructive communication pattern.

It is also vital to understand how couples resolve conflicts they experience which is another part of communication patterns that they are engaged in. Establishing agreement, showing humor, and compromising are thought to be positive conflict resolution styles while maintaining conflict, being defensive, withdrawing, being not able to express one's feelings, attacking verbally and physically are negative and dysfunctional (Kurdek, 1995; Marchand & Hock, 2000).

2.1.3. Role of Marital Communication in Marriage

According to family system theory, marital subsystem is the core of family functioning that influences other subsystems (parent-child and

sibling) and also influenced by them (Goldenberg & Goldenberg, 2008). Thus, destruction in this subsystem is proposed to impair other subsystems and family functioning as a whole (Minuchin, 1974). More specific to marriage, communication is proposed to play a central role in marital subsystem in which lack of communication skills leads to marital distress (Burleson & Denton, 1997). In other words as Fitzpatrick (2009) suggested; good communication is fundamental for good marriage.

In the related literature, it was found that destructive communication pattern, which involves aggressive, withdrawal, and distancing behaviors, deteriorates marriage over time (Roberts, 2000; Gottman, 1991). Likewise, it is revealed that (Kurdek, 1995) engaging in conflicting and withdrawal behaviors in the face of interspousal problems lead to lower level of marital satisfaction; whereas, higher levels of marital problem solving attitudes leads to higher marital satisfaction (Hünler & Gençöz, 2005). Similar result is found in opposite direction; higher marital distress leads to attacking and avoidant conflict resolution styles among couples (Marchand & Hock, 2000). On the other hand, constructive communication promotes intimacy, increase support, and reduce couples' stress on their marriage by making them solve their problem effectively (Malkoç, 2001).

2.1.4. Variables Related to Marital Communication

In this section variables that are considered to be related with marital communication patterns will be discussed. In this regard, marital communication patterns will be examined in its relations to gender, depressive symptoms, and personality traits.

2.1.4.1. Marital Communication Patterns and Gender

Gender is one of the most studied variables when examining marital communication among couples.

In the related literature, it is shown that while demanding behaviors categorizes women's communication pattern, withdrawing communication

pattern is most commonly seen in men (Heavey, Layne, & Christensen, 1993).

The study conducted by Vogel, Murphy, Werner-Wilson, Cutrona, and Seeman (2007) compared the communication patterns of wives and husband by both self-reports and observation. Husbands and wives are separately asked to choose a problem to discuss about their relationship. They are given 10 minutes to discuss each partner's topic. Additionally, they are asked to self-report the way how they communicate. These self-report and observational data reveals a discrepancy in the use of demand and withdrawal communication patterns among husbands and wives. That is, women are found to be more domineering, demanding, and showing more pover during their interaction with their husbands.

In a longitudinal study carried by Kurdek (1995) assesses the couples' way of conflict resolution styles in 4 year interval. The findings of the self-report data demonstrate wives frequently use demanding communication pattern whereas husbands frequently use withdrawal communication pattern. In addition, it is found that type of one partner's communication pattern influences the other partner's marital distress in the long run. In other words, negative effect of husbands' withdrawal communication pattern on marriage depends on their wives' use of conflict engagement and demanding communication. On the other hand, avoidance and withdrawal communication patterns of women independently have influence on marital distress. Similar to this finding, another study (Roberts, 2000) comparing the women's and men's hostile and withdrawing responsiveness (intimacy avoidance, angry withdrawal, conflict avoidance) displays the interdependency of gender different communication patterns on marital distress. Expressly, husbands' hostile behaviors are reported to be associated with wives' marital distress whereas, wives' withdrawal interaction is related to husbands' marital distress.

Gender differences are also seen in conflict resolution strategies. That is, a study (Marchand & Hock, 2000) which involves 40 couple aims to investigate whether conflict resolution strategies (avoidance and attacking) differs for men and women. Particularly, while wives engage in attacking behaviors husbands display avoidant behaviors in terms of conflict resolution strategies. Another study (Papp, Kouras, & Cummings, 2009) that consisting of 116 married couple reveals that when conflict is initiated by husband, wife withdraws and husband demands. The opposite pattern is also found in the same study. That is, wife initiated conflict leads husband withdraw but wife demand. Thus, it is seen that demandingness is found to be significantly associated with being conflict initiator. Moreover, it is reported that these communication patterns are more likely to occur when couples are discussing a marital problem.

2.1.4.2. Marital Communication Patterns and Depressive Symptoms

Psychological well-being is another aspect that is found to be associated with marital communication (Whisman, 2001). Studies examining this relationship mostly focus on the influence of depressive symptoms on marital communication patterns as well as taking gender into consideration.

A study (Heene, Buysse, & Van Oost, 2005) consisting of 415 married couple reveals that demand-withdrawal and avoidant communication patterns mediates the relationship between depressive symptoms and marital adjustment for women. On the other hand, constructive communication patterns mediate the depressive symptoms-marital adjustment linkage for men. In other words, authors report that depressed women engage in more demanding communication whereas depressed men show lower levels of constructive communication patterns which contributes to decreased level of marital satisfaction. Another study (Baucom, et. al, 2007) compares the communication patterns of 132

distressed non-referred couples and 59 couples having marital therapy. The results confirm that depressive symptoms significantly associated with avoidant behaviors in clinical sample. On the other hand it is shown that depressive symptoms have significant main effect on wife demand-men withdraw communication pattern in non-clinical sample. However, results fail to support that depression uniquely contributes to the communication behaviors of couples in general.

Besides, Rehman and his colleagues (2010) aim to clarify the circumstances that depressive symptoms influence the marital communication patterns. In order to test their hypothesis they conducted an experimental design consisting of 71 married or cohabitating couple. Couples are asked to discuss a problem about their relationship while they are videotaped. However, before the discussion wives are asked to identify a sad time in their life and write it on a paper while a sad music is played. The results show that this “sad mood induction” procedure significantly associated with marital communication patterns and depressive symptoms. That is, negative communication patterns such as negative demandingness is seen in depressed women when their mood is manipulated by sad mood induction procedure. Nevertheless, this finding is not valid for men whose wives are depressed. Instead, they show more positive demandingness. Authors suggest that this result may be due to fact that husbands adjust their communication behaviors according to their wives.

2.1.4.3. Marital Communication Patterns and Personality Traits

Personality traits are found to be related with marital relationship directly or indirectly (Rorke, et. al, 2011). The study done with 125 participants reveals that being extraverted, having similar levels of openness to experience, and having higher levels of agreeableness are associated with constructive communication among couples (Rorke, et. al, 2011). Moreover, when it is considered the direct path, trait anxiety is found to be negatively

associated with the way how couples communicate to each other. That is, high trait anxiety is related to higher levels of destructive communication patterns (Karney & Bradbury, 1995).

Gender differences are seen in the personality traits-marriage linkage. For instance, it is shown that husbands being highly attached and aggressive tend to have more marital satisfaction, whereas wives' marital adjustment depends on their husbands' extraverteness and conscientious. In other words, wives of husbands who are highly extraverted and a little conscientious experience negative marital satisfaction (Rosowsky, et. al, 2012)

Indirect pathways suggest that spousal behaviors (e.g. communication style) mediate the relationship between personality traits and marital adjustment (Fitzpatrick & Badzinski, 1994). For instance, a 13 year longitudinal study (Caughlin, Huston, & Hauts, 2000) consisting of 4 phases of measure examines the trait anxiety and interpersonal negativity in relation to marital satisfaction. The results reveal that association between trait anxiety and marital satisfaction can be explained by communication process. That is, trait anxiety elicits the negativity of the other spouse that in turn influences their communication style negatively. Similarly, personal negativity is related to negative communication patterns like criticism, complaints, and expression of anger among couples (Karney & Bradbury, 1995).

Moreover, a study which has 168 married couples investigates the association between personality traits and personality traits in marriage. Authors revealed that husbands with lower levels of emotional stability and conscientious get more social support from their wives leading to positive interaction patterns. However for wives, the level of emotional stability and conscientious does not affect the level social support received from husbands but they influence the wives' satisfaction about the support they

receive. That is, wives being high in emotional stability and conscientious are found to be more satisfied when they get support from their husbands during discussion (Dehle & Landers, 2005).

2.2. Parenting Attitudes

In this part, definition of parenting attitudes, types of parenting attitudes, and variables related to parenting attitudes will be examined.

2.2.1 Definition of Parenting Attitudes

In order to examine parenting attitudes, initially, it is essential to define parenting. In the origin of meaning, to parent means to give forth (Ramey, 2002). It is defined as the bidirectional relationship patterns among the members of different generations through both biological and social processes (Ford & Lerner, 1992). Moreover, it parenting as defined as the process that involves exposing parental belief system and attitudes, and engaging in behavioral practices toward children. These definitions of parenting focus on the role of parenting in child's socialization and its impact on children well-being (Darling & Steinberg, 1993). This socialization process involves rules, series of actions and interactions that may be performed in isolation or together, and these behaviors have a strong influence on children's personality development and psychological well-being (Darling, 1999; Brooks, 2004). However, it is suggested that examining these behaviors in isolation may be misleading when studying child-parent relationships and children well-being (Darling, 1999). Therefore, it is important to explore more broad patterns of parenting behaviors.

Besides parenting, it is also essential to understand what parenting attitude refers to. Allport defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (cited in Greenwald, 1989). Attitudes can be examined

in three main constructs; an evaluative, a cognitive, and a behavioral components (Ajzen & Fishbein, 1980). According to Ramey (2002), an evaluative component refers to parents' judgments about the goodness of their children in the context of parenting. Moreover, he suggests that since it is suggested that attitudes are resulted from core beliefs that are considered as true, cognitive component of attitudes involve the beliefs about how children develop or how childrearing practices should be. Lastly, behavioral component refers to the way how parents behave toward their children or whether their beliefs and behaviors are consistent (Greenwald & Banaji, 1995).

General underlying themes of parenting attitudes includes being responsive to children's needs, supporting children's individuality, showing warmth and expressiveness, promoting academic achievement, practicing of discipline and control strategies (Ramey, 2002). In his meta-analysis Holden (1995), examined the frequently studied parental attitudes toward childrearing. It is found that authoritarian control, permissiveness, punitiveness, firm and physical punishment are the attitudes related to discipline and control, whereas, approval, warmth, acceptance, and rejection are in relation with affection related attitudes. Other parental attitudes involves consistent parenting, encouraging independence vs. dependence, toilet training, over involvement, worries about child rearing, and taking role in educating child. Lastly he argues that there are attitudes related to views about child characteristics. These can be classified as assertiveness, fears, conformity, sex behavior, health, or achievement of the child. According to Darling and Steinberg (1993), when these attitudes are arranged, they form parental attitudes and create an emotional context in which parental behaviors performed.

2.2.2. Types of Parenting Attitudes

Diana Baumrind (1966) is the first to categorize parenting styles. She proposes that it is critical for parents to socialize their children while encouraging them to preserve sense of personal integrity which contributes their development. According to her, the way how parents control their children through authority characterizes their parenting styles. In this regard, she proposed three main child rearing attitudes which are permissive, authoritative, and authoritarian parenting styles.

1. Permissive Parenting: According to Baumrind (1966) permissive parents do not show control over their children. In other words, they allow their children to regulate their own behaviors. They do not make demand or encourage children to obey external rules and orderly behaviors. Instead of shaping or influencing child's future behaviors, permissive parents act as a source for child to use them as they wishes. Thus, they allow children to manipulate them. These parents usually explain reasons not exercise control or power when establishing family rules or responsibilities of the children. Moreover, they are accepting, highly tolerant, and unrestrictedness toward demands of their children.

2. Authoritarian Parenting: According to Baumrind (1966) authoritarian parents high emphasize obedience. Therefore, they expect their children to respect higher authority. Accordingly, these parents show excessive control over their children's behaviors by shaping and evaluating them based on absolute rules and standards. In this respect, they use punitive methods to establish discipline in order to maintain obedience. Moreover, Authoritarian parents, restrict autonomy, enforce rigid boundaries, discourage two way communication, and discourage child's self-expression (Baumrind, 1966).

3. Authoritative Parenting: Baumrind (1966) lastly defines authoritative parents who clearly set rules and standards for their children's

development. These parents accept and encourage child's individuality while emphasizing on conformity. They support emotionally their children, establish clear boundaries, and encourage two way communication. Thus, self-expression and autonomy of the child are developed in appropriate limits.

Maccoby and Martin (1983) updated Baumrind's parenting styles by evaluating parenting into two dimensions which are parental demandingness and parental responsiveness. While parental demandingness involves control, parental responsiveness refers to warmth, involvement, and acceptance. They proposed that the interactions of these two dimensions are resulted in four parenting styles which are authoritative, authoritarian, permissive/indulgent, and permissive/neglectful. Thus, it can be seen that based on the Maccoby and Martin's classification (1983) permissive parenting is divided into two different categories; permissive/indulgent and permissive/neglecting. Firstly, permissive/indulgent parents show limitless tolerance and acceptance while having lack of control, supervision, and little punishment on their children. Secondly, permissive/neglecting parenting entails no responsiveness, no control, and avoidance of warmth and intimacy toward children. Later on, Baumrind also defines responsiveness and demandingness dimensions (as cited in Darling, 1999). She argues that responsiveness refers to the parents' being supportive, sensitive, and complying toward their children needs, while at the same time promoting self-regulation of the children. Demandingness on the other hand, involves control dimensions such as supervision, and disciplinary methods to make the child as the part of whole family.

2.2.3. Variables Related to Parenting Attitudes

In this section, influence of culture, socioeconomic status (SES), and parental depressive symptoms will be examined in terms of parenting attitudes.

2.2.3.1. Parenting Attitudes and Culture

The studies centering on the relationship between parenting and culture have been increased in the past two decades due to the interest in cross-cultural focus on human development and family interactions (Harkness & Super, 2002). Most of the cross-cultural studies focusing on the association between culture and parenting compare the parenting practices of parents coming from individualistic and collectivist cultures. At this point, being “individualistic-collectivist” can be defined as the extent in which the members of the society perceive themselves as in the relation with rest of the society (Kağıtçıbaşı, 1996). Although each culture has both collectivist and individualistic values, the emphasize on each value differs among cultures; while collectivist cultures put more value on social hierarchy, discipline, and interdependence; individualistic cultures strongly emphasize on independence and autonomy (Triandis, 2001; Kağıtçıbaşı, 1996; Chao, 1994). Additional to these concepts, Kağıtçıbaşı (2005; 1990) also emphasizes on economy, social structure, ecology and family structure in order to explain relations of family members from cross-cultural perspective. According to her there are three main family interaction patterns which are total interdependence, independence, and psychological interdependence.

The total interdependence involves interdependence among generations within a family through both material and emotional bonds. In this regard, it is suggested that, total interdependence is commonly seen in Asian societies especially in low socio-economic status areas where survival of the family depends on the familial interdependence. Since child's economic contribution to the family is vital, children's independence is not valued and obedient parenting styles are highly dominant.

On the contrary, independence interaction patterns mostly seen in among European-Americans in industrialized Western cultures where

separateness is supported. Thus, parents bring up their children by making them autonomous and self-sufficient. Through economic development and urban lifestyles, a shift from interdependence toward independence interaction is observed. That is, economic and emotional affiliation among the members of the family is differentiated which results in psychological interdependence. In other words, parents may emphasize on independence of their children when they are no longer economically tied to them. At the same time, close emotional ties among generations are still appraised as in collectivist cultures psychological interdependence. Although autonomy is encouraged, control is still exercised by parents in order to set limits not to dominate (Kağıtçıbaşı, 2005; Kağıtçıbaşı, 1996; Kağıtçıbaşı, 1990).

In the literature it is suggested that compared to Western cultures, parents from collectivist societies like China exercise more power and punishment techniques in order to control their children. In a recent study conducted by Mah and Johnston (2012), 117 Euro-Canadian and Chinese immigrant mothers' way of behavioral parenting techniques (reward and punishment techniques) to manage disturbed child are examined. It is revealed that in terms of punishment, Chinese immigrant mothers use more punishment like overcorrection and spanking, and engage in more authoritarian parenting style compared to Euro-Canadian mothers. However, no significant difference was found in terms of reward techniques and authoritative parenting style.

Similarly, another study consists of 40 Canadian and 39 Chinese children and their mothers aims to find out the differences and similarities among parenting attitudes of these cultures (Liu & Guo, 2010). The results show that although both mothers displayed higher levels of authoritative parenting attitudes compared to authoritarian parenting style, Chinese mothers engage in higher levels of authoritarian parenting attitudes whereas Canadian mothers are found to be higher in authoritative attitudes.

However, conflicting results also exist in the literature. For instance, a study (Chang, Chen, & Ji, 2011) comparing the attitudes and attributions of the 120 Chinese mothers and 120 Chinese fathers reveal that there is no difference in mothers' and fathers' way of parenting which is characterized by non-conforming, more individualistic, and authoritative approach. Authors suggest that this result is due to the modernization and social changes take place in the society. This result is consistent with the studies (Bornstein, Putnick, & Lansford, 2011; Quoss & Zhao, 1995) showing that Chinese parents begin to perceive themselves democratic and cooperative with their children which concludes that compared to older generations, they are more open to Western cultural ideas in childrearing practices. Congruently, Chen, Chen, and Zeng (2012) investigated the parenting practices of 12 Chinese mothers living in USA through detailed interview. The results of the study reveal that except one mother all mothers participated in the study higher levels of both behavior control and warmth (Chen, Chen, & Zeng, 2012). This result is consistent with Kağıtçıbaşı's "psychological interdependence" concept of family interaction model (1990). Furthermore, it is argued that although culture of origin values remain, these values can be adapted through the culture that members are exposed to (Chen, Chen, & Zheng, 2012; Berry, 1997).

On the other hand, conflicting results about immigrants' parenting styles also exist in the literature. A study (Dağlar, Melhuish, & Barnes, 2011) compares the parenting styles of three different groups; Turkish immigrants in United Kingdom (UK), migrants within Turkey, and locals in Turkey. The results display that compared to local and migrant families, immigrant parents in UK show higher authoritarian parenting styles. Authors suggest that this result may be related with the anxiety parents experience when they are living in unfamiliar and different speaking country

which may lead them to become over-protective and over-controlled in order to protect them from possible dangers.

Another study (Yaman, Mesman, Ijzendoorn, Bakermans-Kranenburg, & Linting, 2010) explores the maternal parenting styles of Native Dutch and Turkish immigrants living in Netherlands. The results show that Turkish immigrant mother exhibit lower levels of sensitivity and use lower levels of authoritative control strategies. Moreover, they are found to be more intrusive and demanding toward their children. On the other hand no difference is found in terms of authoritarian parenting practices.

Similarly, a study (Renzaho, Green, Mellar, & Swinburn, 2011) investigated Australia settled 85 African immigrants' parent-child interaction through observation and interview. The results reveal that African parents living in Australia are restrictive, set rigid limits with their children, exhibit high amount of control, and discourage autonomy, more intrusive which reveals that the parenting style is not influenced by the culture they are living in.

The Parenting Across Cultures Project (Lansford & Bornstein, 2005; Bornstein, Putnick, & Lansford, 2011) explores the parenting attitudes and attributions of 1133 mothers and fathers from nine different countries (China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and USA). In terms of the difference between maternal and paternal parenting attitudes, it is shown that in all cultures mothers exhibit higher levels of authoritative parenting and modernity in child-rearing whereas fathers are reported to have higher levels of authoritarian parenting attitudes. Moreover, in terms of cultural differences, it is shown that parents from all countries exhibit higher levels of authoritative parenting style except Kenya in which authoritarian parenting style is more dominant. In addition perceived lack of control is found to be associated with less effective parenting in Western samples of the study.

2.2.3.2. Parenting Attitudes and Socio-economic Status (SES)

The studies examining the relationship among socio-economic status (SES) and parenting attitudes have been driven by the motivation to improve child well-being, to find out how parental attitudes differ due to the SES, how socialization of children is influenced by SES, and by the changes in the social and political world (Hoff, Laursen, & Tardif, 2002).

Initially, it is important to define SES which is a multidimensional variable. It can be classified as discrete when it involves level of education, income, occupational status, and housing. In this respect, “social class” is used interchangeably in order to address these concepts. Moreover, SES can be measured by single indicator (occupation or level of education) or multiple indicators (occupation and level of education), or combination multiple variables (weighted sum of education and occupation) (Hoff, Laursen, & Tardif, 2002).

A study (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997) investigating the relationship between parenting attitudes and adolescent adjustment in 9 different heterogeneous high school reveals that parental education has positive correlation with indulgent parenting but has negative association with neglectful parenting styles. Similar to that result, parental occupation and education are found to be positively associated with authoritative parenting style and negatively associated with authoritarian parenting style among the parent of (Chen, Dong, & Zhou, 1997).

A recent article (Seo & Maon, 2012) aims to find out the relationship between how parenting stress due to SES influence parenting behaviors, and their 7 to 60 months old children’s daily routine. Based on this, researchers compare the parenting attitudes of 239 mothers coming from low-SES and 338 mothers coming from high-SES background. Although it is revealed that low income mothers spend more time with their children in home, high income mothers spend more qualitative time with their children. in both

outdoor and indoor activities. The authors suggest that this difference is due to parenting stress mothers experience. That is, it is found that mothers coming from low SES display higher levels of parenting stress that may interfere in their parenting practices.

Increasing in financial and economical hardiness increase the restrictness, control, and disapproving among parents towards their children (Gutman & Eccles, 1999). Beside the direct relationship between economic distress and parenting behaviors, SES indirectly have influence parenting activities by increasing psychological distress and neighborhood risk (Early & Eccles, 1995). On the other hand, a contrary finding reveals that mother living in more advantageous neighborhood exercise more psychological control over their children (Ceballo & Hurd, 2008). Authors of the study suggest that being less concerned about neighborhood conditions may increase the mothers' engagement in parental activities even in negative ways.

2.2.3.3. Parenting Attitudes and Parental Depressive Symptoms

As Belsky (1984) suggested parents' psychological well-being or distress is an important dimension that influence parenting functioning which in turn affects children adjustment. However, in the literature most of the studies examining the relationship between parenting and parental psychological well-being focus on depressive symptoms.

In a meta-analysis (Lovejoy, Graczyk, O'Hare, & Neuman, 2000) consisting of 46 observational studies involving the studies of preschool children-parent interaction, the relationship between maternal depressive symptoms and their influence on parenting practices are examined. Three main parenting attitudes are found to be associated with depression; negative/coercive, disengagement, positive behaviors. It is shown that there is a moderate effect of depression on negative/coercive parenting attitudes, small to moderate effect on disengagement, but weak effect on positive

behaviors. In other words, relationship between maternal depression and parenting behaviors reveal that depressed mothers of preschool children engage in hostile and irritable parenting behaviors. It is also mentioned that the strength of this relationship increases as the child' age decreases.

Another study examined the relationship between maternal depression and parenting in the second post natal year. One hundred and twenty mothers participated in the study. The measurements through interview and self-report questionnaires are completed when children are 4, 12, and 15 months. The results reveal that compared to non-depressed mothers, mothers with depression engage in higher levels of hostility and negative perceptions toward children in the second post-natal year (Cornish, McMahon, Ungerer, Barnett, Kowalenko, & Tennant, 2005).

Consistently, a study conducted by Palaez, Field, Pickens, and Hart (2008) compares the parenting practices of 17 depressed and 19 non-depressed mothers of 36 toddlers. The results show that depressed mothers are reported to be higher in authoritarian attitudes and disengagement compared to mothers who are not depressed. Moreover, permissive parenting attitudes are also found to be higher in depressed mothers. However, no difference is seen in authoritative parenting. Moreover, a study consisting of 208 mothers of preschool age children examining the maternal depression and its influence on parenting practices reveal that maternal depression is not only associated with absence of emotional presence but also lack of emotional and motivational monitoring (Hoffman, Crnic, & Baker, 2006).

Gondoli and Silverberg (1997) propose that the relationship between depressive symptoms and parenting attitudes are not direct but indirect. In their study, they examined the depressive symptoms and parenting attitudes of 94 non-clinical mothers of adolescent. The findings of this study report that mothers experiencing higher levels of depressive symptoms have lower

levels of parenting efficacy and lack of responsibility to take role as a parent which in turn leads to less competent parenting.

Similar results are found in another meta-analysis consisting of 28 articles that focuses on the relationship between depression and fathers' parenting behaviors (Wilson & Durbin, 2010). It is found that fathers with depression have more hostile, intrusive, and disengaged behaviors but less warm, sensitive, and responsive attitudes towards their children. This study also shows that age moderates the relationship between fathers' depression and parenting. That is, negative parenting behaviors are found to be strongly associated with depression of younger children's fathers.

2.3. Externalizing and Internalizing Problems of Children

In this section definition of externalizing and internalizing problems, and risk factors for externalizing and internalizing problems will be examined.

2.3.1. Definition of Externalizing and Internalizing Problems

The first systematic categorization of behavioral and emotional problems of children took place in DSM-II with the categories such as hyperkinetics, overanxious, withdrawing, etc. (APA, 1968). In the DSM-IV, these categories has been updated and has been classified as attention and hyperactivity disorder, learning disability, mood disorders, etc. (APA, 1994). However, in the literature more broad categorization of child adjustment is suggested as externalizing and internalizing behavior problems which will be examined also in this study (Campbell, 1995).

Behavior problems of children are proposed to be resulted from the turned out or turned in stresses (Goodman & Scott, 1997). That is, it is suggested that externalizing behavior problems are occurred due to the turned out stresses of children. In earlier study, Achenbach and Edelbrock define externalizing behavior problems as “undercontrolled” behavior problems (1978). In order to evaluate this broad classification, Campell

(1995) suggests that overactivity, poor impulse control, non-compliance, aggression, tantrums, conduct and antisocial behaviors, and attention problems can be considered as the externalizing problems among children. The prevalence rates show that 40 % of preschool children exhibit at least one antisocial behavior each day and 10 % engage in six or more antisocial behavior each day (Willoughby, Kupersmidt, & Bryant, 2001).

Since it is proposed that experienced stresses are turned inward, emotional disorders can also be defined as internalizing problems (Goodman & Scott, 1997). According to the classification done by Campbell (1995) internalizing problems include the sub-dimensions of social withdrawal, somatic complaints, depression, anxiety, sad mood, and fearfulness. Achenbach and Edelbrock (1978) define these symptoms as “overcontrolled” behaviors. Children having internalizing behavior symptoms tend to have low emotion and attention regulation, higher rates of fear, may not show anger, and are prone to experience sadness (Eisenberg, et. al, 2001). The prevalence rates (Meltzer, et. al, 2000) reveal that 4 % of children between the ages of 5 and 15 have emotional problems including depressive symptoms and anxiety, and 0.9 % is diagnosed with depression.

In order to define the psychological problems of children properly, some factors such as age and gender should be considered. For example, studies show that (Achenbach & Edelbrock, 1981; Achenbach, Howell, Quay, Conners, & Bates, 1991) boys exhibit higher levels of externalizing behavior problems, attention problems, delinquent behaviors, and aggressive behaviors compared to girls. However, contradictory result is seen in the longitudinal study (Fischer, Rolf, Hasazi, & Cummings, 1984) consisting of 541 children who are assessed in the periods between the ages of 9-15. The results show that in terms of the continuity of the externalizing problems no sex difference is observed.

Campell (1998) proposes that age is another critical dimension in assessing children adjustment. That is, non-compliant behaviors during toddlerhood should be evaluated differently than the oppositional behaviors in the school age. In considering the age, it is also found that early identified externalizing behaviors at preschool age like hyperactivity, concentration and discipline problems, and tantrums are continued in the elementary school and sometimes these problems accompanied by internalizing difficulties and low social competence (see Campell, 1995). A longitudinal study mentioned above (Fischer, Rolf, Hasazi, & Cummings, 1984) shows that persistency of externalizing problems through the elementary school period is found to be most apparent in children between the ages of 3 and 4. Based on this finding, authors suggest that this age period may be the critical period for developing externalizing behaviors and have impact for later development.

Contrary to externalizing behaviors, it is difficult to identify internalizing behavior problems in early ages (Campbell, 1995) which may lead to rare studies on this issue. In this line of finding, it is shown that internalizing problems increase with age (Achenbach & Edelbrock, 1981). As it is shown in externalizing behaviors (Fischer, Rolf, Hasazi, & Cummings, 1984; Campell, 1998; Olson, Bates, Sandy, & Lanthier, 2000; Sturoro, Lier, Cuijpers, & Koot, 2011), gender difference in terms of internalizing behaviors become apparent by early adolescence in which girls show higher rates (Achenbach & Edelbrock, 1981; Mesman, Bongers, & Koot, 2001).

2.3.2. Risk Factors for Internalizing and Externalizing Behavior Problems

In the literature, different risk factors for externalizing and internalizing behavior problems are mentioned such as maternal psychological well-being, challenging temperament, early hyperactivity and

inattention, low SES, maternal psychological well-being, and familial stresses (Stormont, 2002). A longitudinal study aims to figure out the pathways leading to early externalizing problems of children from 1 to 3 years old (Shaw, et. al, 1998). The participants of this study consist of 130 low income mothers who are followed through observational and self-report instruments from 12 to 42 months. The most prevalent early predictor of externalizing behaviors is found to be maternal rejection for both boys and girls. However, low maternal responsiveness is reported to be associated with externalizing behaviors for only boys.

Parental depressive symptoms are also considered to be associated to children psychological problems. A related longitudinal study aims to figure out the influence of maternal depression on pre-school children's externalizing and internalizing problems (Trapolini, McMohan, & Ungerer, 2007). Ninety-two mothers from low SES are assessed in terms of depressive symptoms when their children are 4, 12, 15 months and 4 years old. The results show that children (both girls and boys) who are exposed to chronic maternal depression are rated higher in terms of internalizing and externalizing problems. Besides, paternal depression is also needed to be paid attention as a risk factor for children well-being. A meta-analysis consisting of 23 studies aims to find out the effect of father's depression on children externalizing and internalizing problems (Kane & Garber, 2004). The results show that depression in fathers is significantly positively associated with internalizing and externalizing symptoms in children.

Domestic violence and its influence on children internalizing and externalizing symptoms are highly investigated in the literature. A meta-analysis which involves 47 articles seeks to link domestic violence and children adjustment (Onyskiw, 2003). It is shown that 97.9 % of the involved studies demonstrate a significant association between children's externalizing problems and exposure to domestic violence. These children

are reported to be more aggressive, non-compliant, destructive, disruptive, and have higher antisocial tendencies. Moreover, it is proposed that high proportion of these symptoms fell into clinical range that may need intervention. Similarly, 91.5 % of studies reveal that being exposed to domestic violence is significantly associated with internalizing problems that involves the symptoms of anxiety, worry, sad mood, low self-esteem, and depression. Renner (2012) evaluates how different types of family violence influence externalizing problems of children and adolescents. Participants of this study are 2572 children between the ages of 3-18. Initially, it is revealed that the higher levels of externalizing problems are seen among children as the type of violence increases. Secondly, it is shown that indirect exposure to the violence (e.g. through observation) increases the risk of developing externalizing behaviors. Interestingly, Renner (2012) mentions that for some children indirect exposure to violence leads to more behavior problems compared to direct exposure to the violence.

Considering temperament as another risk factor, a longitudinal study investigated the temperamental traits and their influence on externalizing behaviors for boys and girls (Pitzer, Esser, Schmidt, & Laucht, 2009). One hundred and fifty one boys and 152 girls are followed from birth to 15 years old. Structured parent interviews and behavioral observations are used as measurements. According to the findings, regulative temperament which involves low self-control and behavioral control abilities in early childhood significantly predicts externalizing behaviors and attention problems in adolescence. However, no significant relationship is found between easy/difficult temperament and externalizing behaviors. In terms of approach/extraversion temperament, the association is valid for only girls. That is higher levels of approach/extraversion temperament leads to higher levels of externalizing problems for girls.

Consistently, another study examining the early precursor of externalizing behaviors also emphasizes on the child temperament (Olson, Bates, Sandy, & Lanthier, 2000). This longitudinal study examines children and their families from 6 months of age to 17 years old. The results suggest that children being difficult and highly resistant to control when they are 6 months experience higher levels of externalizing problems. Similarly, toddlers who are resistant to test taking and maternal control are reported to be high in aggression and hyperactivity.

Fearon and Belsky (2011) seek to find out how infant-mother attachment affects externalizing problems in preschool years of 1364 children. Findings conclude that avoidant and disorganized attachment predicts higher levels of externalizing problem behaviors. Moreover, this relation is influenced by some other contextual factors. That is, disorganized boys coming from risky social environments have higher levels of externalizing behavior problems over time.

Another longitudinal study investigates the profiles of externalizing problems of preschool children who are assessed at the ages of 2, 4, and 5 (Hill, Degnan, Calkins, & Keane, 2006). Moreover, their attention abilities and emotion regulatory skills are measured when children are 2 years old. Gender difference is seen in the findings which argue that poor emotion regulation and inattention problems are significant predictors of clinical range externalizing behavior problems for girls. However only low SES is found to be significantly associated with boys' clinical range externalizing behavior problems.

The findings of a study conducted with 85 boys aged 4-5 also show that preschool aged boys who rate themselves high in cognitive ability are perceived as having more social skill problems (Mathlas, Biebl, DiLalla, 2011). Authors suggest that these children having inflated self-esteem may reject their peers and in turn be rejected by peers. Therefore, this rejection

may lead to aggression or delinquent behaviors. The role peer rejection has also been studied in previous studies. Sturano, Van Lier, Culjpers, and Koot (2011) assess 740 children annually from kindergarten to 3rd grade in order to investigate the predictive power of peer rejection and having a friend with externalizing behavior problems. Results demonstrated a circular causality between peer victimization and externalizing problems. That is, peer victimization leads to aggressive and conduct behaviors among children which in turn resulted in more victimization and rejection. However no significant effect is found between externalizing behavior problems and having a friend with behavioral problems.

Besides peer relations, teacher-child relationship is important in order to understand externalizing behaviors. In their longitudinal study, Silver, Measelle, Armstrong, and Essex (2005) explore the externalizing behaviors of 283 children. It is shown that quality of the teacher-child relationship is important for understanding the development of externalizing behavior problems in the classroom. Having conflict with kindergarten teacher leads to growth in the externalizing behavior problems in following years. That is, having lack of closeness with teachers aggravates the externalizing behavior symptoms of children who have already experience them.

In the related literature, 541 children from the age of 9 to 15 are assessed in order to explore the early trajectories to later internalizing and externalizing behavior problems (Fischer, Rolf, Hasazi, & Cummings, 1984). It is found that early oppositional behavior problems significantly predict later internalizing problems for all sample. However, early internalizing problems are found to be significantly associated only with internalizing problems for 2 year old girls and 5-6 year old boys.

Another longitudinal study involving 236 to 251 participants assesses children from 2-3 years old to 10-11 years old (Mesman, Bongers,

& Koot, 2001). The aggression, overactivity, and oppositional behaviors in preschool are strong predictors of later externalizing and internalizing behaviors. Moreover, early preschool anxiety and depressed behaviors are also found to be associated with later externalizing behaviors. Similarly, depressed/withdrawn behaviors in preschool predict preadolescence internalizing problems.

2.4. The Relationship between Marital Communication Patterns and Parental Attitudes

Although there is a general consensus on the fact that marital relationship and parenting attitudes are associated, there are different explanations exists on the nature of this linkage.

When it is considered the direct relationship, spill-over hypothesis (Engfer, 1988) suggests that quality of marriage directly affects the quality of parent-child interaction. In other words, parents having satisfactory and supportive marital relationship are suggested to be affectionate and sensitive towards the need of children, and constitute positive role-models for their children which contributes to optimal child development. On the other hand, having negative and problematic marriages decrease parents' being less sensitive and available for their children. On the other hand, compensatory hypothesis (Engfer, 1988) proposes that in order to compensate the negative and poor marital relationships, parents may be more involved in their children. It is suggested that, by this way they may satisfy the need of intimacy that are not fulfilled through marriage.

In addition to spill-over and compensatory hypotheses, socialization hypothesis (Easterbrooks & Emde, 1988) argues that parents' engaging in marital problems may find it difficult to provide optimal socialization for the development of children. That is, compared to maritally satisfied couples, maritally distressed parents engage in inconsistent, negative, and not emotionally available parenting process.

In the related literature, it is determined that interspousal difficulties lead to distress in parenting practices (Davies, Sturge-Apple, & Cummings, 2004). Engfer (1988) testing the possible influence mechanisms between marriage-parenting attitudes linkage, finds supportive findings for both spill-over and compensatory hypotheses. To elaborate, she reveals that lack of marital conflict is associated with maternal sensitivity. whereas; experiencing marital conflict makes mothers overanxious and over involved in their children. Consistently, it is found that having supportive spousal relationship leads to higher levels of child compliance, warmer, less aggressive, highly affectionate, sensitive, and approval parents of infants 6-24 months (Easterbrooks & Emde, 1988).

In addition, hostile and detached communication patterns decrease couples' ability of parenting, lowers co-parenting alliance, and playfulness with child but increase restrictive parenting (Katz & Woodin, 2002). Likewise, negative marital conflict is found to be related with low maternal emotional sensitivity and low paternal monitoring but high maternal intrusiveness and high paternal critical discipline (Buehler, Benson, & Gerard, 2006; Webster-Stratton & Hammond, 1999). Similarly, hostility among couples found to be related with parental harsh discipline and lower levels of parental acceptance (Belsky, 1991).

2.5. The Relationship between Parental Attitudes and Children Externalizing and Internalizing Problems

Considering the children adjustment, it is essential to take parenting attitudes into consideration. It has been demonstrated that parenting is crucial in child development (Dodge, 2002). In this regard, appropriate supervision toward children, establishing clear limits, being affectionate and sensitive to their needs are important in effective parenting that decreases the risk of developing psychological problems among children (Goodman, 1997).

In a study examining the adjustment of adolescents (Baumrind, 1991), it is found that adolescents having authoritative parents are mature, competent, have higher levels of self-esteem, higher internal locus of control, and high self-regulation. On the other hand, in the same study, higher rates of externalizing problems such as drug use and antisocial tendencies, higher pessimism, and low competence are observed among the adolescents of parents who are not affectionate, not responsive, not influential, and unconventional.

In addition, higher parental emotional support and lower rejection results in more positive adjustment in school age children (Pereira, Canavarro, Cardoso, Mendonca, 2009). Likewise, parental approval and guidance promotes middle school achievement (Bornstein, et. al, 1996). Furthermore, it is revealed that that over-protective, low warm-engaged parenting styles and harsh discipline are significantly associated with internalizing problems in pre-school children (Laskey & Hatton, 2009; Bayer, Sanson, & Hemphill, 2006). Additionally, Gryzkowski, Jordan and Mercer (2009) examined the parenting attitudes by taking gender of children as a moderator. Different results found for the risk of mothers' and fathers' parenting attitudes on boys' and girls' behavior problems. They found that father's poor involvement is a risk factor for boys, parental poor supervision is a risk factor for girls, and inconsistency of maternal discipline is a risk factor for both boys and girls.

Consistently, a positive relationship found between parents' authoritarian and permissive parenting styles, and their pre-school age children's relational aggression (Casas, et. al., 2006).

Aggression of preschool age boys is also found to be associated with parental withdrawal of affection and attention, whereas; parental support and positive discipline is to be related with positive child adjustment (Van Aken, et. al, 2007).

2.6. The Relationship between Children Externalizing and Internalizing Behavior Problems and Marital Communication Patterns

In the literature, it is largely investigated the relationship between marital interaction and children well-being. In one area of research, studies focus on marital conflict when studying influence of marital relationship on children adjustment (Porter & O'Leary, 1980; Cummings, 1994; Cummings & Davies, 1994). Conflict in marital subsystem is found to have a negative impact on children's emotional and behavioral well-being (Katz & Gottman, 1993), peer competence (Katz, Hessler, & Annett, 2007), and academic achievement (Harold, Aitken, & Shelton, 2007). Besides the consensus on the negative effect of marital conflict on children adjustment, the direction and mechanisms of this linkage has been a controversial issue (Yu & Gamble, 2008).

Research (cited in Grych & Fincham, 1990) studying direct relationship between marital conflict and children well-being suggests that marital conflict itself is a source of distress that leads to adjustment problems among children who are exposed to it. On the other hand, it is proposed that children adjustment to marital conflict is mediated by cognitive appraisals such as perceived threat and self-blame (Grych & Fincham, 1990), parental psychopathology (Papp, Cummings, & Schermerhorn, 2004; Keller, Cummings, Peterson, & Davies, 2009), perceived insecure emotional attachment to parents (Davies & Cummings, 1994) and negative parenting styles (Fauber, Forehand, Thomas, & Wierson, 1990).

Besides marital conflict, the second area of research examining the relationship between marital relationship and children adjustment focuses on the influence of marital quality on children well-being. It was found that higher marital satisfaction leads to lower levels of internalizing problems (Ha, Overbeek, Vermulst, & Engels, 2009), positive sibling relationship (Yu

& Gamble, 2008), and lower levels of distress among children (Fishman & Meyers, 2000).

2.7. Studies on Marital Communication Patterns, Parental Attitudes, and Children Externalizing and Internalizing Behavior Problems in Turkey

In the Turkish literature it can be seen that the concept of marital communication patterns are not largely studied. There are two studies (Malkoç, 2001; Sakmar, 2010) that examine marital communication patterns in Turkey.

Initially, Malkoç (2001) adapted the Communication Patterns Questionnaire into Turkish culture and aimed to assess the relationship between marital communication pattern and marital satisfaction. Moreover, she investigated the relationship between length of marriage, gender, number of children, education level, and marital adjustment. In a sample of 200 non clinical married couples she found that marital adjustment is significantly associated with marital communication patterns. Moreover, in terms of demographic variables length of marriage, number of children, and education level significantly predict only destructive communication pattern, and among other communication patterns education level significantly predicts aggressive communication pattern. More specifically, it was shown that higher number of children and longer marriages increase the destructive communication. Additionally, as the education level increases, destructive and aggressive communication decreases. However, no significant effect of gender was found in the study.

Later on, marital communication was studied in the context of relationship satisfaction, sexual satisfaction in married and cohabitating individuals (Sakmar, 2010). The study aimed to find out whether marital communication and sexual satisfaction has significant effect on relationship satisfaction. Moreover, it elaborated the moderating role of sexual

satisfaction in this relationship in married couple with/without children and cohabitating couples. Seventy four married individuals with children, 68 married individuals without children, and 66 cohabitating individuals participated in the study. The results show that relationship satisfaction was significantly associated with higher levels of constructive communication pattern, lower levels of destructive communication pattern, and with sexual satisfaction for both married and cohabitating individuals. Moreover, the moderating effect of sexual satisfaction on the relationship between destructive communication and relationship satisfaction is gathered.

In Turkish literature, parental attitudes and externalizing and internalizing problems of children are studied for different age groups and in different context. To begin with, Yurduşen (2004) studied the internalizing and externalizing problems of pre-school children in relation to parental attitudes and maternal psychological well-being. It was found that mother reported internalizing problems are higher for girls compared to boys. According to the results, rejecting attitudes of mothers and maternal trait anxiety were reported to be significantly associated with children externalizing and internalizing behavior problems. Moreover, maternal trait anxiety mediates the relationship between maternal rejecting attitudes and children externalizing and internalizing problems. In a consistent subject, Harma (2008) investigated the relationship between internalizing and externalizing behavior problems of adolescents, marital conflict, self-regulation, and parental psychological and behavioral control. In a sample of 300 adolescents, results show that perceived parental psychological control and interparental conflict predicted low levels of self-regulation which in turn influences adolescent adjustment.

Focusing on different sample, Altinoğlu-Dikmeer (2009) examined the emotional and behavioral problems of the adopted and non-adopted children aged between 6-18 in terms of parenting practices, and child

attachment securities. In terms of parenting, it was revealed that parenting practices of adopted and non-adopted children do not differ. Moreover, parenting behaviors were found to be not different for clinically diagnosed or non-clinical children. That is, parents were reported to be accepting and warm toward their children. Therefore, it was suggested that being biological parent is not determinant for parents accept their children and show affection. A similar study conducted by Üstüner, Erol, and Şimşek (2005) aims to evaluate the emotional and behavioral problems of fostered children between the ages of 6-17. The results revealed that 9.7 % of children living with their biological parents exhibit behavior problems. The percentage increases to 12.9 % among the children living with foster families. In addition, 43.5 % of children who are living in the residential houses display behavior problems. Therefore, it is suggested that foster parenting should be encouraged which was found to be associated with lower emotional and behavioral problems compared to residential care.

2.8. The Connection between Literature Review and Aims of the Study

In the literature mentioned above demonstrated the interrelatedness of marriage, parenting attitudes, and children adjustment. Most of the research examining the association between marital interaction-parenting and marital interaction-child adjustment focuses on the adverse dimensions of marital conflict a measure. However, Katz and Woodin (2002) suggest that examining only marital conflict is not sufficient to understand the complexity of the marital interaction patterns and fails to describe the impact of these patterns on children well-being. Consistently, Fincham (1998) emphasizes the more specific elements of marital relationship rather than marital conflict. In this context, it is important to enhance the understanding of pathological processes by examining the non-pathological processes. Since conflict is inevitable in marriages and not all types of conflicts are destructive it is critical to broadening the marital interaction

beyond the interspousal conflict while studying the relationship between marriage and children well-being. Additionally, conflict in the marriages does not have to be overt or hostile; cold and withdrawal behaviors between parents also can make children vulnerable to developing emotional and behavioral problems (Ha, Overbeek, Vermust, Engels, 2009).

Similar to marital conflict, examining marital quality or marital satisfaction in relation to children adjustment is too global measure; instead, more detailed characteristics measures of the marriage like communication patterns or conflict resolution styles is recommended to be studied (Ha, Overbeek, Vermust, Engels, 2009). It is important to find-out whether couples attack or back up each other in their relationship, and whether they reach consensus after a disagreement (Goodman, 1997). Although marital communication pattern provides modeling of close relationship with others and modeling of conflict resolution behaviors, limited number of research is conducted about its influence on children functioning (e.g. Webster-Stratton & Hammond, 1999).

Therefore, instead of focusing global measure of marital satisfaction or conflict, this study is designed to assess relationship between children adjustment and more specific characteristic of marital subsystem which is communication patterns (constructive, destructive, aggressive, emotional/logical). Thus, by exploring multidimensional communication that focus on both negativity and positivity would provide richer information about individual differences in children's reaction to marital relationship. Similarly, instead of focusing whole negative family environment (e.g. presence of domestic violence within home setting), looking at marital dyad would help to examine whether functioning of spousal subsystem would influence parenting subsystem that leads to children adjustment.

Taking these aspects into consideration, this study aims to find out whether more specific dimensions of marital communication patterns is associated with parenting attitudes and children externalizing and internalizing behavior problems. Moreover, it is aimed to address the relationship between the parenting attitudes and children externalizing and internalizing problems.

CHAPTER 3

METHOD

In this section, characteristics of participants, instruments, procedure and data analysis are mentioned.

3.1. Participants

This study involves purposive sampling (Kerlinger, 1986). That is, it is designed to conduct with non-clinical population. Initially, 270 questionnaires were distributed and 212 of them were returned. However, 4 of the participants were excluded since their children have clinical diagnosis and having medical treatment. From the remaining sample 7 mothers and a father excluded since they are on psychiatric treatment. After data screening, the final analysis done through 189 participants from Ankara, İstanbul, and Trabzon. The participants consist of 125 female (66,14 %) aged between 22 and 48 ($M=$, $SD=$), and 64 males (33,86 %) aged between 28 and 52 ($M=$, $SD=$). The children examined in the study consists of 99 girls and 90 boys between the ages of 4-6 ($M= 5.06$, $SD= 0.86$). Among these children 137 of them attending preschool (72.5 %) while 52 of them not (27.5 %). All the couples are married in the study and length of marriage ranges between 4 and 16 years ($M= 7.38$, $SD= 2.64$). Demographic characteristics of participants are given in Table 1.

Table 1. Demographic Characteristics of the Participants

Variables	<i>M</i>	<i>SD</i>	<i>Min-Max</i>
Age	35.10	5.81	22-52
Children Age	5.06	0.86	4-6
Duration of Marriage (year)	7.38	2.64	4-16
	<i>N</i>		<i>%</i>
Education			
Primary School	3		1.6
High School	54		28.6
University or above	132		69.8
Number of Children			
One	133		70.4
Two	56		29.6
Children Gender			
Girl	99		52.4
Boy	90		47.6
Working Status			
Working	146		77.2
Not working	43		22.8
Live			
Metropolitan	159		84.1
City	26		13.8
Town	2		1.1
Village	2		1.1
Children attending preschool			
Yes	137		72.5
No	52		27.5

3.2. Instruments

In the present study, parents firstly were asked to complete the Demographic Information Form (**See Appendix C**). In addition, they were given Communication Patterns Questionnaire (CPQ) (**See Appendix D**) for assessing their marital communication pattern, and Strengths and Difficulties Questionnaire Parent Form (SDQ-Parent Form) (**See Appendix E**) in order to evaluate their children's emotional and behavioral problems.

3.2.1. Demographic Information Form

Based on the literature, this form is arranged in order to get some demographic information of participants like participant's age, gender, education, occupation, socioeconomic status, marital status, duration of marriage, gender and age of children, and existence of past or current psychological diagnosis/treatment of themselves or their children.

3.2.2. Communication Patterns Questionnaire (CPQ)

CPQ is developed by Christensen and Sullaway (1984). It assesses partners' behaviors in three stages of conflict; when some problem arises in the relationship, during discussion of a relationship problem, and after discussion of a relationship. It is a 9-point Likert type questionnaire ranging from 1 (very unlike) to 9 (very likely) and consists of 35 items. Low scores on each item communication pattern indicate that individuals are good at that specific pattern. The original scale includes three communication patterns; demand-withdraw communication, demand/withdraw role, and mutual constructive communication. Cronbach alphas for these subscales are ranging from .62 to .82.

The scale is translated and adapted to Turkish by Malkoç (2001). Turkish version of the scale consists of four subscales; destructive, constructive, emotional-logical, and aggressive communication. Cronbach alphas of this subscales range between .65 and .80 for women, between .57

and .85 for men, and .61 and .81 for total sample. Additionally, the Cronbach alpha of the total communication score is found to be .86 for women and .84 for men (Malkoç, 2001). Convergent validity was provided by assessing the correlation between the scores of the communication patterns of CPQ and the scores of Dyadic Adjustment Scale (Fıfılođlu & Demir, 2000).

3.2.3. Parenting Styles and Dimensions Questionnaire (PSDQ)

The PSDQ which aims to assess the parenting styles of 4-12 children's mothers' and fathers' parenting styles was developed by Robinson, Mandlco, Olsen and Hart in 2001. This scale is the shorter version of the original 62- item Parenting Practices Questionnaire (PPQ) (1995).

The cross-cultural study which assesses PPQ's psychometric properties with pre-school children concludes that principal axes factor analyses followed by varimax rotation was resulted in three global parenting dimensions (Authoritative, Authoritarian, Permissive) for U.S, Australian, Chinese, and Russian cultures (Robinson, et. al., 1995). Cronbach alpha coefficients for the Authoritative Pattern are in the range of .91 and .84, for the Authoritarian Pattern; .88 and .82, for the Permissive Pattern; .73 and .59 in these four cultures.

The PSDQ which has 32 items also contributes to three factors: Authoritative Parenting Style (measuring parent-child warmth and connection, parental use of reasoning, inductive parenting and autonomy granting), Authoritarian Parenting Style (measuring physical coercion, verbal hostility and non-reasoning/punitive disciplinary practices) and Permissive Parenting Style (measuring parental indulgence and inconsistency). It is a 5-point Likert type questionnaire ranging from 1 (never) to 5 (always). The measure yields a separate, continuous score for each dimension of parenting. Cronbach alphas for parents' reports were

found to be .83, .81, and .65 for authoritative, authoritarian, and permissive scales respectively.

The PSDQ was translated and adapted to Turkish by Önder and Gülay (2009) with 604 mothers and fathers of pre-school children between the ages of 4 and 6. The Turkish version of the scale involves 27 items ranging from 1 (never) to 5 (always) and consists of three scales: Authoritative, Authoritarian, and Permissive. The Cronbach alpha for these scales are .84, .71 and .38 respectively, all at $p < .01$. Internal consistency of the scale was found to be .63 at $p < .01$. Test-retest reliability was assessed in two weeks interval. The correlations between first and second measure for Total Scale is .76, for Authoritarian Parenting Style is .84, for Authoritative Parenting Style is .92, and for Permissive Parenting Style is .78 all at $p < .01$.

3.2.4. Strengths and Difficulties Questionnaire (SDQ)

SDQ is a brief behavioral screening questionnaire that aims to assess 4-16 years old children's prosocial behaviors, emotional, and behavioral problems (Goodman, 1997).

The SDQ is consists of 25 attributes; 10 of which would thought to be strengths and 14 of which would thought be difficulties, and one of which- "gets on better with adults than with other children"- is neutral. There are 5 scales derived from the 25 items and each scale is consisted of 5 items. These scales are named as Hyperactivity Scale, Emotional Symptoms Scale, Conduct Problems Scale, Peer Problems Scale, and Prosocial Scale. Each item is scored as 0 (Not True), 1 (Somewhat True), and 2 (Certainly True). Higher scores indicate that the child shows more emotional and conduct problems, more prosocial behaviors, is highly inattentive and active, and has peer problems. The score for the each of the scale which ranges from 0 to 10 is obtained by summing up the scores that make up the scale. Total difficulty score is gained through summing up the

scores of hyperactivity, emotional symptoms, conduct problems, and peer problems, thereby creating a score ranging from 0 to 40. Since absence of prosocial behaviors is different from presence of psychological difficulties, that scale is not included in the total difficulty score (Goodman, 1997).

The same questionnaire can be completed by the parents and teachers of the children. The total amount of variance explained for five factors is 45.9 % for SDQ-Parent form and is 58.2 % for SDQ-Teacher form. In terms of reliability, Cronbach alpha coefficients for five factors range from .57 to .82 in SDQ-Parent form, and from .70 to .87 for SDQ-Teacher form. Inter-rater reliability was examined through the correlations between parent and teacher ratings. These correlations range between .25 and .48 at $p < .001$. Additionally, test-retest correlations were found to range between .57 and .72 in SDQ-Parent form, and between .65 and .82 for SDQ-Teacher form, all at $p < .001$. SDQ can be also completed by the 11-16 years old children themselves (Goodman, Meltzer, & Bailey, 1998).

In the Turkish adaptation of the scale (Eremsoy, 2005), four subscales were found which are named as Conduct Problems and Hyperactivity, Prosocial Behavior, Emotional Symptoms, and Inattention Problems. In terms of internal consistency, Cronbach alpha coefficients range between .78 and .63 for the subscales in SDQ-Parent form. Cronbach alpha for Total score is .86 in SDQ-Parent form. For SDQ-Teacher form Cronbach alpha coefficients ranges between .66 and .85 for the subscales, and Cronbach alpha coefficient is .86 for Total score. In terms of concurrent validity, correlations between parent ratings of Conduct/Hyperactivity subscale of SDQ and Hyperactivity, Impulsivity, Hyperactivity disorder, ADHD, and Conduct disorder subscales of Childhood and Adolescent Rating and Screening Scale (CARSS) range between .59 and .86. Correlations between teacher ratings of Conduct/Hyperactivity subscale of SDQ and Hyperactivity, Impulsivity,

Hyperactivity disorder, ADHD, and Conduct disorder subscales of CARSS range between .64 and .89. Correlation between Emotional symptom subscale of SDQ and Neurotic subscale of Hacettepe Emotional Adjustment Scale (HEAS) is .72 for parent rating and .78 for teacher rating.

3.3. Procedure

Initially, permission was taken from Applied Ethics Research Center in Middle East Technical University in order to make research with human participants. Then, the kindergarten managers were contacted by the researcher and permission was granted to distribute the questionnaire to parents of 4-6 years of students in that kindergarten. The data were collected through snowball sampling (Kumar, 1996). The instruments was given and collected in two ways. Firstly, the instruments was given and collected by the researcher in the parents meetings in the kindergartens. Additionally, some of the instruments was sent and received in envelopes through the teachers of the kindergartens. The informed consent forms which contain information about aim of the study and assurance of confidentiality were distributed to the participants. Participation to the study is voluntary base and there is no payment for participation. After they accepted to participate to the study, participants were asked to fill out the questionnaires by themselves. Measurements of the study were given in random order in order to provide counterbalance. It takes approximately 30 minutes to complete the questionnaires.

3.4. Data Analysis

Data analysis was conducted with SPSS program v.17.0 and LISREL 8.51. Prior the analysis data were screened and extreme scores were excluded from the study. In order to analyze the demographic information and characteristics of participants descriptive statistics was carried out. Later on, correlation analysis was conducted to find out the bivariate correlations

between the variables of the study. Then, hierarchical regression was carried out to examine the mediational effect of parental attitudes in the marital communication patterns-children externalizing and internalizing behavior problems of children. Through hierarchical regression mediational relationships between the variables were tested separately. Additionally, SEM is carried out to calculate the relationships of all variables at one time.

CHAPTER 4

RESULTS

In this section, findings of this study are reported. Initially, preliminary analysis and descriptive statistics of the variables are investigated. Additionally analyses of research questions are given.

4.1. Preliminary Analysis

In this section, bivariate correlations between study variables are examined. Later on, descriptive information was given on the demographic information of the study.

4.1.2. Bivariate Correlations of the Variables of the Study

In the preliminary analysis bivariate correlations between all factors of the study variables are examined. It was found that authoritarian parenting style is significantly associated with authoritative parenting ($r(189) = -.30, p = .000$), destructive communication pattern ($r(189) = .28, p = .000$), and aggressive communication pattern ($r(189) = .19, p = .008$). Permissive parenting style was significantly associated with destructive communication pattern ($r(189) = .15, p = .03$), constructive communication pattern ($r(189) = -.26, p = .000$), and aggressive communication pattern ($r(189) = .20, p = .005$).

In terms of children externalizing and internalizing problems, conduct problems found to be positively related to destructive ($r(189) = .20, p = .007$) and aggressive communication patterns ($r(189) = .17, p = .02$). Moreover, it was shown that prosocial behaviors of children have positive correlation with constructive ($r(189) = .19, p = .008$) and emotional/logical ($r(189) = .15, p = .03$) communication patterns. Emotional problems were

reported to be have negative relationship with inattention problems ($r(189) = -.32, p = .000$) and construct communication patterns ($r(189) = -.16, p = .03$). Additionally, bivariate correlations revealed that construct communication pattern is negatively correlated with aggressive communication ($r(189) = -.44, p = .000$) and destructive communication ($r(189) = -.29, p = .000$) whereas positively correlated with emotional/logical communication pattern ($r(189) = .17, p = .02$). No more significant associations between variables were examined. The correlation matrix of study variables are given in Table 2.

Table 2. Bivariate Correlations among Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
Authoritarian	1	-.30**									
Authoritative	-.30*	1									
Permissive	.03	-.01	1								
Conduct	.09	-.04	-.06	1							
Prosocial	-.12	.05	.03	-.04	1						
Emotional	-.03	.07	-.08	.05	.7	1					
Inattention	.14	.01	-.06	-.08	-.06	-.32**	1				
Destructive	.28**	-.02	.15*	.20**	-.08	.11	.08	1			
Constructive	-.13	.06	-.26**	-.05	.19**	.16*	-.12	-.29**	1		
Aggressive	.19**	.05	.20**	.17*	-.10	.13	.10	.53**	-.44**	1	
Emo/Log	-.13	-.05	-.02	.09	.15*	.01	-.12	-.12	.17*	-.12	1

Note: * $p < .05$; ** $p < .01$

4.1.3. Comparisons of the Levels of Demographic Variables in terms of Marital Communication Patterns, Parenting Attitudes, and Children Externalizing and Internalizing Problems

Series of ANOVAs were conducted to calculate the levels of demographic variables in terms of marital communication patterns, parenting attitudes, and children externalizing and internalizing problems. Initially, gender of parents was examined according to the variables of the study (see Table 3). The results displayed that in terms of parenting attitudes, only permissive parenting significantly differs for gender ($F(1,188) = 12.78, p = .000$). That is, women ($M = 3.08, SD = .73$) were reported to have higher levels of permissive parenting toward their children compared to men ($M = 2.70, SD = .63$). Later on, gender difference on marital communication which was found to be significant ($F(1,188) = 7.44, p = .007$) suggested that in terms of total communication patterns, women ($M = 4.09, SD = .38$) have higher levels of constructive communication patterns compared to men ($M = 3.95, SD = .22$).

Gender differences of children on externalizing and internalizing behavior problems were also examined in terms of externalizing and internalizing behavior problems. However no significant result was gained ($F(1,188) = .37, n.s$) in any factors of internalizing and externalizing behavior problems.

Table 3. Descriptive Statistics and ANOVA Results for Gender

	Women		Men		One-way ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Destructive CP	3.52	.63	2.85	.40	60.44	.000
Constructive CP	6.04	.80	5.61	.55	93.60	.000
Aggressive CP	2.63	.58	1.11	.16	147.66	.004
Emotional/Log CP	4.89	.58	6.46	.72	8.68	.000
Authoritarian Parenting	1.55	.72	1.46	.28	2.63	.106
Authoritative Parenting	4.43	.34	4.35	.29	1.98	.161
Permissive Parenting	3.08	.73	2.70	.63	12.7	.000

Secondly, it was examined whether education level differs on marital communication patterns. It was revealed that education level of individuals differ on destructive communication ($F(2,188) = 6.45, p = .002$), emotional/logical communication ($F(2,188) = 3.98, p = .003$), and aggressive communication ($F(2,188) = 5.88, p = .003$). More specifically, post-hoc comparisons showed that primary school graduates ($M = 4.33, SD = 1.12$) have significantly higher levels of destructive communication patterns than high school ($M = 4.33, SD = 1.12$) and university graduates ($M = 4.33, SD = 1.12$). Moreover, it was reported that university graduates ($M = 6.31, SD = 7.87$) and high school graduates ($M = 6.05, SD = 7.87$) have higher levels of emotional/logical communication patterns compared to primary school graduates ($M = 4.89, SD = 2.05$). However, no significant result was found among university and high school graduates. Finally, it was shown that university graduate participants ($M = 1.62, SD = .61$) have significantly lower levels of aggressive communication patterns compared to primary school graduate participants ($M = 2.61, SD = .38$).

Moreover, it was measured whether education level of the participants differ on parental attitudes. It was shown that only authoritarian and authoritative parenting attitudes significantly differ according to education level ($F(2,188) = 13.03, p = .000$; $F(2,188) = 7.21, p = .001$ respectively). That is, according to the post-hoc comparisons, in terms of authoritarian parenting style primary school graduate participants ($M = 2.10, SD = .70$) show higher compared to university graduates ($M = 1.45, SD = .30$). Similarly, high school graduate participants ($M = 1.67, SD = .37$) were found to be higher in authoritarian parenting compared to university graduates. When authoritative parenting was taken into consideration, it was revealed that university degree parents have higher levels of authoritative parenting ($M = 4.46, SD = .32$) compared to high school ($M = 4.27, SD = .32$) and

primary school graduate parents ($M= 4.45$, $SD= .13$). Descriptive statistics and ANOVA results for education level can be seen in Table 4.

In terms of income, only significant mean difference was found for parenting. That is, low income parents ($M= 1.85$, $SD= .43$) have higher authoritarian parenting attitudes toward their children compared to high income parents ($M= 1.44$, $SD= .26$). Moreover, high income parents were reported to have higher levels of authoritative parenting style ($M= 4.47$, $SD= .41$) than low income participants (4.23 , $SD=.30$). In order to calculate the effect of age of participants and duration of marriage on measures, a series of simple linear regression analyses were carried out and no significant effect was found. Moreover, for all variables of the study no significant mean difference was found for children's status of attending school or not.

Table 4. Descriptive Statistics and ANOVA Results for Education Level

	Primary School		High School		University/Above		One-way ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Destructive CP	4.33 _a	1.22	3.43 _b	.68	3.21 _b	.58	6.44	.002
Constructive CP	6.04	1.01	5.78	.99	6.07	.84	1.90	.151
Aggressive CP	2.63 _a	.38	1.86	.66	1.63 _b	.61	5.88	.003
Emotional/Log CP	4.89 _a	2.06	6.06 _b	.77	6.31 _b	.79	6.12	.003
Authoritarian Parenting	2.10 _a	.70	1.67 _b	.37	1.45 _{ab}	.29	13.03	.000
Authoritative Parenting	4.46 _a	.13	4.26 _a	.31	4.46 _{ab}	.32	7.21	.001
Permissive Parenting	3.17	1.46	3.00	.85	2.93	.65	.346	.708

Note: The mean scores that do not share the same subscript on the same row are significantly different from each other at .05 alpha level of Tukey's HSD test.

Furthermore, it was analyzed whether attending preschool differentiates the externalizing and internalizing behavior problems for the children. However, no significant result is exhibited for conduct disorder, prosocial behaviors, emotional problems, nor inattention problems ($F(1,187) = .04, ns.$; $F(1,187) = .46, ns.$; $F(1,187) = 1.24, ns.$; $F(1,187) = .06, ns$ respectively).

Another one-way ANOVA was carried out to see whether parenting attitudes and children total score of externalizing and internalizing behavior problems differ in terms of the place participants have spent for most of their life. It was shown that place people live has significant effect only on authoritarian parenting style ($F(3,188) = 5.69, p = .001$). To elaborate, people living in villages ($M = 2.40, SD = .57$) display higher levels of authoritarian parenting attitudes toward their children compared to participants coming from metropolitans ($M = 1.51, SD = .34$). No significant effect was found on externalizing and internalizing problems.

4.2. Testing Research Questions

In order to test the research questions of the study, two statistical methods were used. Initially, hierarchical regression consisting of four regression analysis was carried on through SPSS program v.17. Since the model of this study proposes a mediational relationship, the significance of the mediation is checked whether it meets the criteria of (a) significant relationship between independent variables and dependent variable, (b) significant relationship between independent variable and mediator variable, (c) significant relationship between mediator variable and dependent variable, and (d) significant shrinkage at the relationship between independent variable and dependent variable due to addition of mediator variable to the regression equation (Baron & Kenny, 1986). Secondly, proposed model is analyzed with path analyses using Structural Equation Modeling (SEM) approach through Lisrel 8.51. Through SEM overall

model is tested by calculating the variance of all model and the relationships of all variables at one time. Since the variables of this study involve various categories, SEM provides more comprehensive results regarding the relationships among these variables. The detailed results of these analyses are given in the following sections.

4.2.1. Results of Hierarchical Regression

4.2.1.1. Testing the Mediator Role of Permissive Parenting Attitudes between Marital Communication Patterns and Children Externalizing and Internalizing Behavior Problems

In order to test the mediator role of permissive parenting style between marital communication pattern and parenting attitudes, four step regression was conducted. Constructive communication, destructive communication, aggressive communication, and emotional/logical communication patterns were taken as independent variables. Permissive parenting style was taken as mediating variable while prosocial behaviors, emotional problems, inattention and conduct problems were considered as dependent variables one by one.

Results displayed that only Constructive Communication Pattern was significantly associated with Permissive Parenting Attitude ($\beta = -.21$, $p < .05$). That is, when couples engage in higher levels of Constructive Communication Pattern, they use lower levels of Permissive Parenting behaviors towards their children. On the other hand, Aggressive Communication, Destructive Communication, and Emotional/Logical Communication did not significantly predicts Permissive Parenting Attitude ($\beta = .09$, $\beta = .05$, $\beta = .04$, respectively) In addition, it was revealed that Constructive Communication Pattern significantly predicts the Prosocial Behavior of children ($\beta = .17$, $p < .05$) but not Conduct Problems ($\beta = .06$, $n.s$), Inattention Problems ($\beta = .12$, $n.s$), and Emotional Problems ($\beta = -.13$, $n.s$). That is, when couples engage in higher levels of

Constructive Communication Pattern, they use lower levels of Permissive Parenting behaviors towards their children. However, since Permissive Parenting did not significantly predicts the Prosocial Behavior in children ($\beta = -.04, n.s$), the mediation was not existed in this path. Results are given in Figure 1.

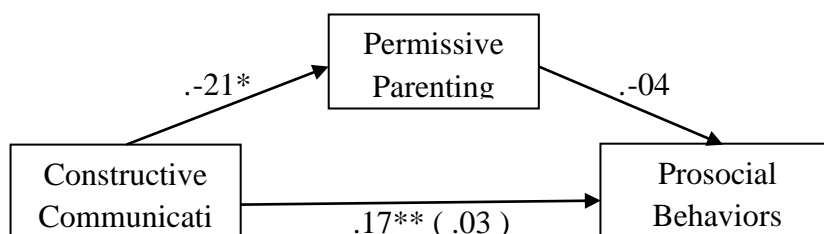


Figure 1. Permissive Parenting Attitude as a Mediator between Marital Communication Patterns and Children Externalizing and Behavior Problems

Note 1 * $p < .05$, ** $p < .001$

Note 2 Only significant associations displayed in the figure

4.2.1.2. Testing the Mediator Role of Authoritarian Parenting Attitudes between Marital Communication Patterns and Children Externalizing and Internalizing Behavior Problems

In order to test the mediator role of authoritarian parenting style between marital communication patterns, and children externalizing and internalizing behavior problems four regression analysis were conducted to see whether results meet the criteria of significant mediating proposed by Baron and Kenny (1986) (see Figure 2). Construct Communication Pattern, Destructive Communication Pattern, Aggressive Communication Pattern, and Emotional/Logical Communication Pattern were taken as independent variables and Authoritarian Parenting Style was taken as mediating variable while prosocial behaviors, emotional problems, inattention and conduct problems were considered as dependent variables.

Results revealed that Destructive Communication Pattern significantly predicts the Authoritarian Parenting Attitude ($\beta = .23, p = .01$). However, Constructive Communication, Emotional/Logical Communication, and Aggressive Communication did not significantly predicts the Authoritarian Parenting Attitudes ($\beta = -.02, \beta = -.09, \beta = .05$, respectively). Besides, aggressive communication pattern has significant association between inattention problems of children. In terms of the relationship between Prosocial Behaviors, Emotional Problems, Inattention, Conduct Problems and Authoritarian Parenting, it was found that Authoritarian Parenting did not significantly predict the Conduct Problems ($\beta = .09, n.s$), Emotional Problems ($\beta = -.03, n.s$), Prosocial Behavior ($\beta = -.12, n.s$), and Inattention Problems of Children ($\beta = -.13, n.s$). Similarly, no significant prediction was obtained between Destructive Communication Pattern and Children Externalizing and Internalizing Behavior Problems. Thus, the mediation is also violated in this path.

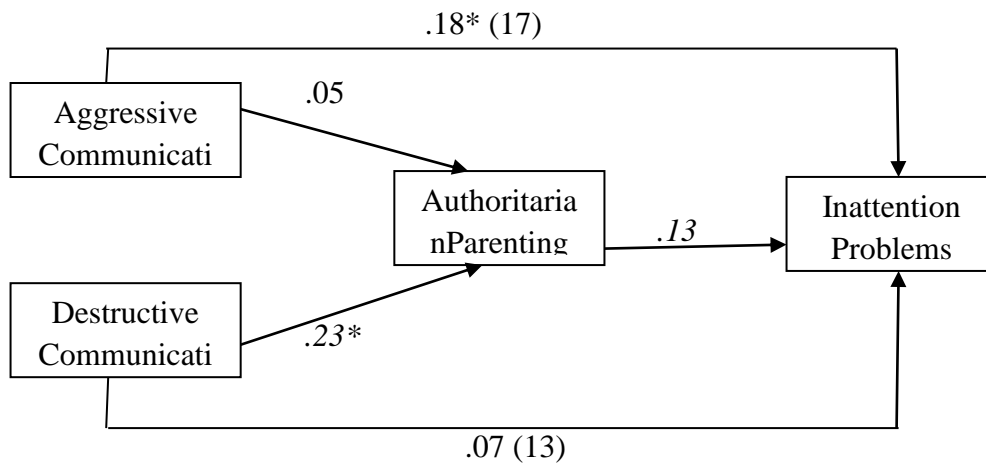


Figure 2. Authoritarian Parenting Attitude as a Mediator between Marital Communication Patterns and Children Externalizing and Behavior Problems

Note 1 * $p < .05$

Note 2 Only significant associations displayed in the figure

4.2.1.3. Testing the Mediator Role of Authoritative Parenting Attitudes between Marital Communication Patterns and Children Externalizing and Internalizing Behavior Problems

In order to test the mediator role of Authoritative Parenting Attitude between Marital Communication Pattern and Children Externalizing and Internalizing Behavior Problems, four step regression was conducted. Constructive Communication, Destructive Communication, Aggressive Communication, and Emotional/Logical Communication Patterns were taken as independent variables. Authoritative Parenting Attitude was taken as mediating variable while Prosocial Behaviors, Emotional Problems, Inattention and Conduct Problems were considered as dependent variables.

However results show that neither Constructive Communication Pattern ($\beta = .11, n.s$), Destructive Communication Pattern ($\beta = -.07, n.s$), Aggressive Communication Pattern ($\beta = .13, n.s$), nor Emotional/Logical Communication Pattern ($\beta = -.06, n.s$) significantly predicts Authoritative Parenting Attitude. Thus, it was seen that no mediation effect would be obtained in the paths where Authoritative Parenting Attitude was considered as mediator.

4.2.2. Structural Equation Modeling

4.2.2.1. Overall Model Testing

Research questions of the study propose that Marital Communication Patterns (Destructive, Constructive, Aggressive, and Emotional/Logical) would predict Parenting Attitudes (Authoritarian, Authoritative, and Permissive) which in turn predicts Children Externalizing and Internalizing Behavior Problems (Prosocial, Emotional, Inattention, and Conduct). In order to test this relationship path analysis was conducted by using LISREL 8.51 (Jöreskog and Sörbom, 1993) and Maximum Likelihood method was carried on. The criteria for path analysis proposes that df / χ^2 ratio up to 5 (Bollen, 1989), RMSEA up to .05 within the confidence interval .00 and .10,

and CFI, GFI, and AGFI above .90 corresponds to good fit (Hu and Bentler, 1999).

It was found that the proposed model of the study has good fit to the data ($\chi^2 (22, N = 189) = 27.55, p = .19, GFI = .97, AGFI = .9, NNFI = 0.9180, CFI = .96, RMSEA = .04$). Results showed that destructive communication pattern significantly predicts authoritarian parenting attitude ($\beta = .23, t=2.78$) and constructive communication pattern significantly predicts permissive parenting attitude ($\beta = -.21, t= 2.67$).

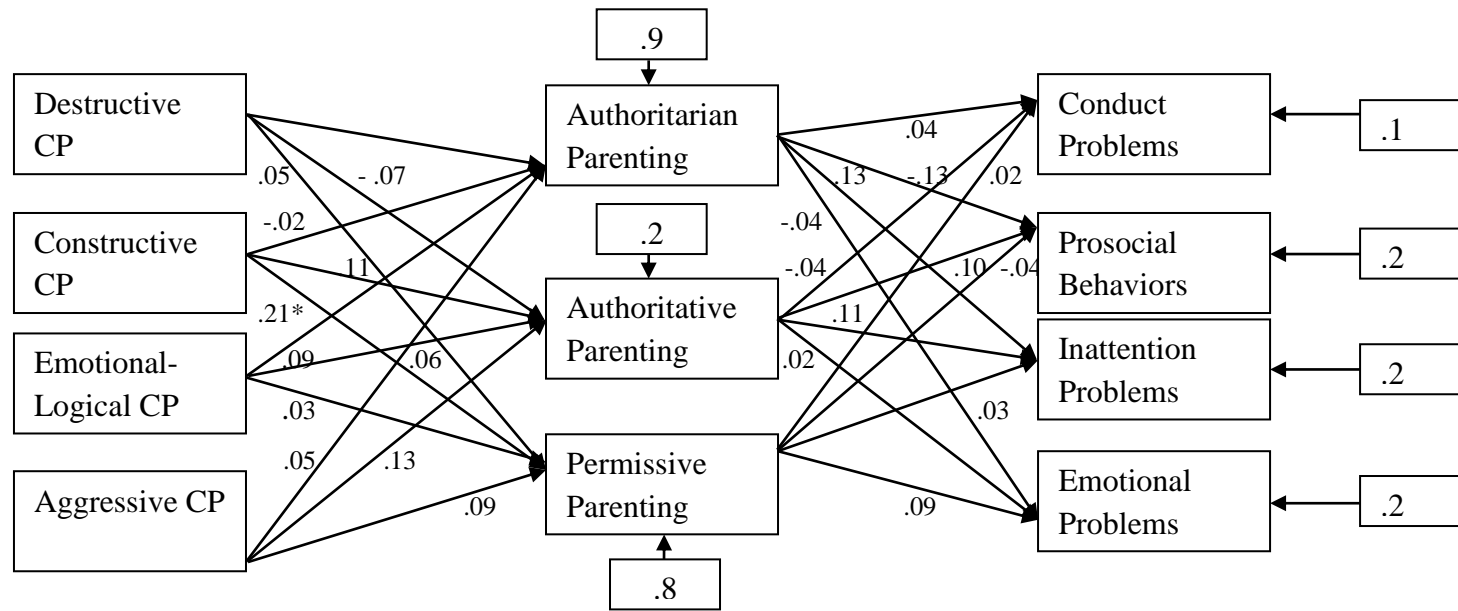


Figure 3. Results of the Path Analysis

Note * $p < .05$

In addition, as significant gender difference was found between men and women in terms of marital communication patterns, and literature revealed considerable variation between male and females on marital communication patterns, testing the model for whole sample might cause considerable error (residual) variance because of the distinct sample characteristics. Therefore, data were split based on gender and the proposed model was tested only on female sample. Since the male sample size is not large enough to test the proposed model, only female sample was used. Accordingly good fit to the data was provided ($\chi^2 (22, N = 125) = 22.79, p = .41, GFI = .97, AGFI = .91, NNFI = 0.97, CFI = .99, RMSEA = .01$). The results revealed that maternal destructive communication patterns significantly predict authoritarian parenting attitudes ($\beta = .20, t=2.20$). Moreover, authoritarian parenting attitudes of mothers was found to have a weak association with emotional problems of their children ($\beta = -.18, t= -1.84$). However, examination of the standardized indirect effects revealed that the mediator role of authoritarian parenting attitudes did not reach to significance.

Furthermore, Maternal Constructive Communication significantly predicts Permissive Parenting Attitude ($\beta = -.18, t= -2.00$) which in turn have significant influence on inattention problems of children ($\beta = .23, t=2.38$). However, contrary the expectation no significant mediation was found in this relationship. Besides, Maternal Constructive Communication significantly predicts Authoritative Parenting ($\beta = .20, t=2.26$). In turn, Authoritative Parenting Style was found to have marginally significant effect on Emotional Problems of children ($\beta = -.19, t=1.81$).

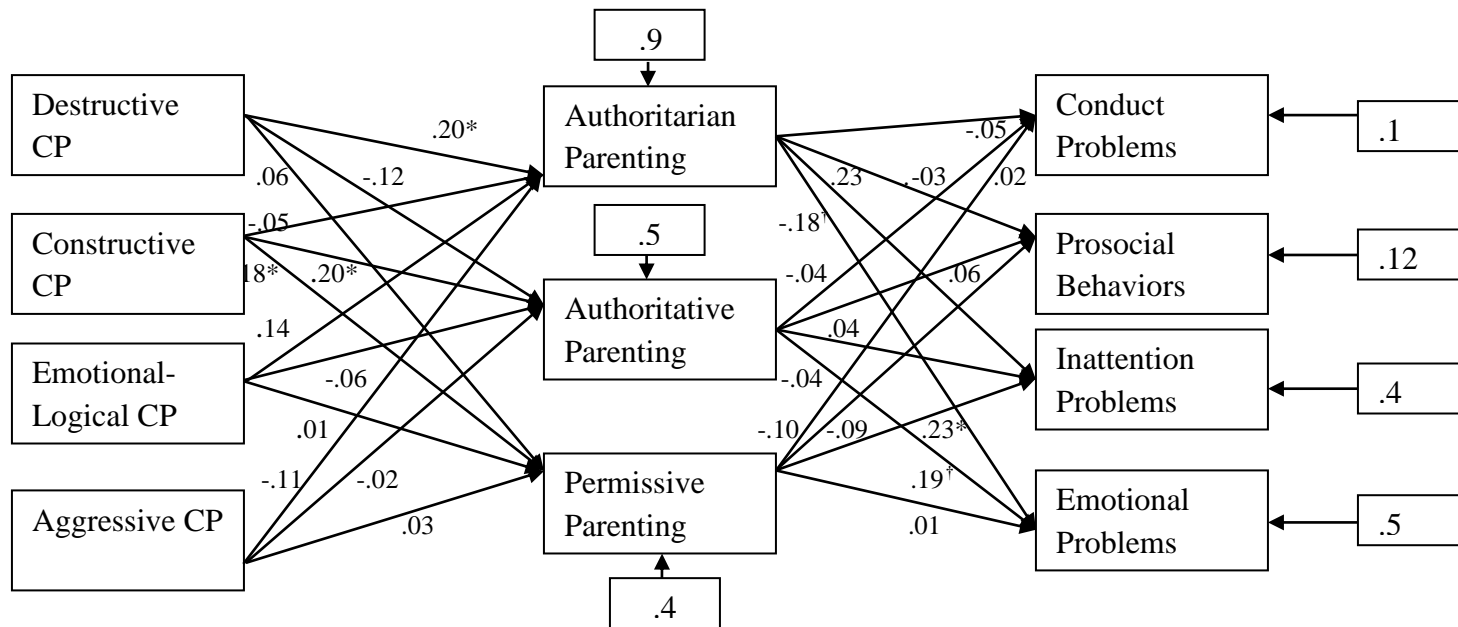


Figure 4. Results of the Path Analysis for Mother Reported Data

Note † $p < .07$, * $p < .05$

CHAPTER 5

DISCUSSION

The purpose of this study is to investigate the relationship among Marital Communication Patterns (Destructive, Constructive, Aggressive, Emotional/Logical), Parenting Attitudes (Authoritarian, Authoritative, Permissive), and Children Externalizing and Internalizing Behavior Problems (Conduct, Inattention, Emotional Problems, Prosocial Behavior). In this chapter, the findings of the study will be evaluated in the light of related literature. Moreover, significance of the study will be discussed and possible clinical implications will be mentioned. Finally, limitations of this study and suggestions for future research will be offered.

5.1. Evaluation of the Preliminary Analysis

In the current study paternal and maternal parenting attitudes was found to be significantly different for only permissive parenting. That is, compared to fathers mothers show higher levels of permissive parenting tendencies toward their children. Similar result was found in a study conducted by McKinney and Renk (2008). Although focusing on different sample (adolescent), the study concluded that mothers show perceived higher permissive parenting toward their children compared to fathers. In another study (Winsler, Madigan, & Aquilino, 2005) focusing on the parenting practices similarities of preschool children exhibited a contradictory result. It was found mothers' and fathers' self-reports reveal no significant difference in terms of permissive parenting attitudes. In this point it is important to emphasize that measurement differences of these studies may lead to different results. That is, perceived parenting may be different from self-report parenting attitudes (Rinney & Renk, 2008). Although, both the study conducted by Winsler, et. al and the current study

use self-report technique to measure parenting in preschool children sample, different results were obtained. It should be noted that Winsler, et. al compared the parenting attitudes of married couples. Therefore, it might be possible for people to marry with a person who have same tendencies in parenting attitudes.

Gender differences were also examined for marital communication patterns. As expected, significant gender difference was found. Women were reported to be high in demandingness, willingness to discuss problems, and seeking support from their husbands compared to men. This pattern of relationship was largely supported in the literature (Heavey, Layne, & Christensen, 1993; Roberts, 2000; Vogel, et. al, 2007). According to Gillian (1982) this kind of gender difference is due to the gender-role socialization. That is, it is argued that women's identity is developed in the context of relationship. Therefore, they are high in needing of expressing and getting intimacy in the relationship. On the other hand, it is proposed that men's are socialized in the context of independency which makes them want more autonomy by withdrawal. According to Kağıtçıbaşı (1972) compared to men women are more dependent and in terms of gender roles, it is more possible for them to define themselves via relationships they establish and maintain (cited in Malkoç, 2001). Therefore, this might be the reason of this gender-specific pattern established for Turkish culture.

Gender difference was also calculated for children in the study and aimed to figure out whether boys and girls differ in terms of externalizing and internalizing behavior problems. The results revealed no significant effect. In the literature there are conflicting results on gender and children adjustment. For instance, although in their longitudinal study Fischer, Rolf, Hasazi, and Cummings (1984) concludes that no gender difference is seen in terms of the continuity of the externalizing problems, Achenbach, et. al. (1991) suggests the opposite. They claim that boys exhibit higher levels of externalizing problems. At this point, it important to consider the age of the

children. Campbell (1995) explains that in preschool period, it is difficult to identify internalizing problems. As children get older, gender differences may be more apparent. For instance, it was suggested that as the girls grow they show higher levels of internalizing problems (Mesman, Bongers, & Koot, 2001). However, this study found no significant effect of age since the children's age range was narrow (4-6). Therefore, in diverse age groups different results may be gained.

Although the sample of this study was composed of participants coming from dominantly high-medium socio-economic background, education level was assessed in terms of parenting attitudes and marital communication patterns. It was found that lower level of education is associated with higher levels of authoritarian parenting attitudes. On the opposite side it was revealed that as the education of parents increase, authoritative parenting attitudes also increase. In terms of socio-economic status, income level of participants was also examined. The similar results were obtained. That is, high income parents exhibit higher levels of authoritative parenting attitudes whereas low income parents were found to be high in authoritarian parenting attitudes. These results are consistent with the previous studies in the literature (Chen, Dong, & Zhou, 1997; Glasgow, et. al., 1997) supporting the association between low SES and negative parenting attitudes. It is proposed that low SES increases the risk of experiences more adverse experiences, therefore it can be thought that parents coming from low SES usually need to deal more negative and stressful life events (Bradley & Corwyn, 2002). Thus, this experienced distress may interfere their parenting practices in a negative way.

5.2. Evaluation of the Research Questions of the Study

The initial research question of the study refers to the relationship between marital communication patterns and parenting attitudes. Initially, the results of the statistical analysis showed that destructive communication pattern among couples has a significant effect on authoritarian parenting

attitudes toward their children. In this study destructive communication pattern was measured by avoiding and demanding-withdrawing communication patterns when a problem rises in the relationship, during discussion of the problem, and after discussion of the problem. The authoritarian parenting attitudes refers to the extent how much parents engage in physical coercion, verbal hostility and non-reasoning/punitive disciplinary practices. That is it is found that the higher levels of destructive communication pattern couples have the more authoritarian parenting style they use. This result is considered to be compatible with spill-over hypothesis (Engfer, 1988) which suggests that couples engaging in negative marital interactions have negative parental attitudes toward their children. This result is found to be parallel to the previous studies in the literature (Almedia, Wethington, & Chandler, 1999; Katz & Woodin, 2002; Davies, Sturge-Apple, & Cummings, 2004) proposing that having destructive and negative marital relationships leads to more power assertive and harsh parenting practices. Similarly, a meta-analysis (Krishnakumar & Buehler, 2000) examining the relationship between marital conflict and parenting behaviors revealed that higher levels of destructive marital relationship leads to lower levels of parental acceptance and higher levels of harsh discipline. Therefore, it can be suggested that couples who are preoccupied with their marriages, tend to have impaired parent-child relationships.

Secondly, among the relationship between marital communication patterns and parenting attitudes, constructive communication pattern was found to be significantly associated with permissive parenting style. In this study, constructive communication refers to the reciprocal, supportive, and negotiation between couples whereas permissive parenting style was measured by the extent parents engage in indulgent and inconsistent behaviors toward their children. This study revealed that parents who have constructive communication patterns have less permissive parenting attitudes. Moreover, specifically, constructive communication patterns were

found to be positively associated with maternal authoritative attitudes. That is, mothers having constructive communication in their marriage tend to have more progressive parenting attitudes toward their children.

In the literature it was revealed that having constructive communication patterns in the marriage like reaching consensus after discussion, having supportive relationship, expressing feelings, being able to discuss problems, agreeing, and compromising is related with higher levels of marital satisfaction (Kurdek, 1995; Marchand & Hock, 2000; Bradbury, Fincham, & Beach, 2000). Support for the spill-over hypothesis (Engfer, 1988) can be also seen in the findings of this study addressing the relationship between constructive communication pattern, and permissive parenting and maternal authoritative parenting. That is, positivity of the marital relationship is considered to be transmitted to the parent-child relationship. Although in the literature there was not found a study examining the direct relationship between constructive communication patterns and parenting attitudes, there are studies (Howes & Markman, 1989; Yu & Gamble, 2008) reporting that there is a positive association between marital satisfaction and parenting; higher levels of marital satisfaction leads to higher levels of supportive and acceptant parental attitudes.

The second research question of this study concerns the relationship between marital communication patterns and children externalizing and internalizing behavior problems. Initial analysis revealed that there is a significant association between marital aggressive communication and inattention problems of children. In other words, couples experiencing higher levels of threats, exposing to physical and verbal violence have children displaying more inattention problems. Consistently, in the literature it was confirmed that children exposing to domestic violence tend to experience more externalizing problems (Onyskiw, 2003; Evans, Davies, & DiLillo, 2008; Hungerford, Wait, Fritz, & Clements, 2012). More

specific to the attention problems, finding of a recent longitudinal study (Towe-Goodman, Stifter, Coccia, Cox, & The Family Life Projects Key Investigators, 2011) comprising of 636 low income and non-metropolitan families examines the relationship between interparental aggression and inattention problems. To elaborate, it was found that maternal reported inter-parental aggression in infancy leads to reduced attention in toddlerhood. Moreover, higher levels of inter-parental aggression in higher levels of inattention in toddlerhood increase the risk of attention-hyperactivity disorder symptoms in 3 year of age. When it is considered the possible explanations, Emotional Security Hypothesis (Davies & Cummings, 1994) proposes that children exposing to inter-parental violence experience higher levels of insecurity regarding to inter-parental relationship and physiological dysregulation in several biological systems (e.g. sympathetic adrenomedullary system or hypothalamic pituitary adrenocortical system (HPA)) which in turn impair neuropsychological functioning that is necessary for attention focusing , attention shifting, problem solving, and task maintenance (Davies, Winter, & Cicchetti, 2006). However, it was mentioned that the processes between children's cognitive functioning and interparental aggression is yet to be discovered (Cummings, El-Sheikh, Kouros, Buckhalt 2009).

Moreover, it was revealed a significant association between constructive communication between and prosocial behavior of children. In this study, prosocial behaviors are measured as sharing, supporting, and compromising behaviors of children. McCoy, Cummings and Davies (2009) found the parallel result in their study which concluded that engaging in marital constructive conflict resolution strategies (e.g. showing affection, problem solving, and social support) leads to more positive behaviors among children. Although the relationship between prosocial behavior and constructive marital interaction is scarce in the literature, authors (McCoy, Cummings and Davies, 2009) suggest that children observing constructive

conflict resolution strategies are confident that any problem will be resolved and family harmony will be maintained. In consequence, children sense of security is preserved, they learn to cope with the problems effectively, and establish better peer relations.

The third research question of this study asks for the relationship between parental attitudes and children internalizing and externalizing behavior problems. Among the adjustment problems of children, only emotional problems were found to be significantly associated with mother reported parental attitudes. Initially, it was revealed that maternal authoritative parental attitudes have significant effect on children emotional problems. Additionally, maternal authoritarian parental attitudes were found to be associated with emotional problems. That is to say, it was revealed that children of mothers who are engaging in more authoritarian parenting attitudes display higher levels of emotional problems. Besides, mothers who have higher levels of authoritative attitudes have children experiencing lower levels of emotional problems. Consistently, a recent longitudinal study (Engle & McElwain, 2011) examining the effect of parental attitudes on children's externalizing and internalizing behaviors revealed that both mother and father reported punitive reactions during toddlerhood lead to higher levels of internalizing problems at the age of three.

These results are consistent with the suggestion that parents play an important role in socializing their children's emotions (Eisenberg, Cumberland, & Spinrad, 1998). In everyday life, children face and express negative or positive emotions verbally or behaviorally. It is important for parents whether they react in a supportive or non-supportive way toward these emotion expressions. It is proposed that (Eisenberg, Cumberland, & Spinrad, 1998) if parents punish their children's negative emotions or show non-supportive reactions, children learn to inhibit to express these emotions while becoming over-aroused. Thus, this over-arousal may lead to destruction in emotion regulation which in turn influences internalizing

problems among children. On the other hand supportive and accepting parenting reactions make children learn to cope with their negative emotions effectively. In consequence, children are avoided to become over-aroused and emotionally deregulated. By this way they learn to cope with stressful situations and the risk of developing emotional disorders are reduced.

In the current study, the fourth research question addresses the mediational relationship among marital communication patterns, parenting attitudes, and children internalizing and externalizing children behavior problems. However, proposed mediational effect was not supported contrary to the findings in the literature (Webster-Stratton & Hammond, 1999; Davies, Cummings, & Winter, 2004) concluding that significant mediation role of parenting practices are found between the relationship child adjustment and marital interaction. Although there are significant unique linkages between children adjustment, parental attitudes, and marital communication patterns were found, parenting was not found to mediate the relationship between externalizing/internalizing behavior problems and marital communication pattern. Initially, there might be measurement differences that lead to non-consistent results. That is, this study is planned to investigate the relationship among these variables through self-report questionnaires. However, in the literature, besides questionnaires behavioral and observational measurement techniques are also used in order to measure these variables (Webster-Stratton & Hammond, 1999; Davies, Cummings, & Winter, 2004; Buehler, Benson, & Gerard, 2006; Towe-Goodman, et. al, 2011). Secondly, sample characteristics may play an important role in this result. The participants of this study dominantly consist of middle to high socio-economic status people having higher levels of education (i.e. high school and university and/or above) which may not be representative. Therefore, it is possible that in more diverse sample different results may be obtained. Moreover, current study examines the

externalizing and internalizing behavior problems of preschool children. In this regard, it is proposed that as children grow they are more exposed to parental attitudes and marital behaviors. Therefore, more strong mediational associations may be gained in the following years (Frosch & Mangelsdorf, 2001).

It is apparent that marital relationship in relation to child adjustment is far from simple issue (Rothbaum & Weisz, 1994; Campell, 1995; Eisenberg, Cumberland, & Spinrad, 1998). Therefore, as it is suggested association between marital communication and children behavioral and emotional problems may not be only explained by negative parental attitudes. A consistent study in the literature aims to figure out whether mediation or moderation is able to explain the relationship between marital behavior, parenting, and children adjustment among preschool children (Frosch & Mangelsdorf, 2001). The results displayed that no significant mediation effect was found for parenting in the linkage of marital behaviors-children adjustment. However, it was shown that quality of parenting attitudes moderates the association between marriage and children. In other words, authors argue that in the face of negative marital relationship, positive parental attitudes may buffer children from children developing behavioral problems. Relatedly, it can be considered that in Turkish culture instead of mediational role of parental attitudes, moderation effect may be more prominent in the relationship between marital, parental, and children subsystems which is needed to be investigated.

5.3. Limitations of the Study and Suggestions for the Future Research

There are some limitations in this study that should be considered in future research. Initially, sample characteristics of the study may have influenced the results. This study was based on voluntarily participation which means that sample was not chosen randomly. Thus, the results of this study are not representative for all children in this age group. Moreover, the participants of this study are dominantly coming from middle-high SES,

living in metropolitan areas, and having higher levels of education (high school, and university and/or above). Although the results of the study can be generalized to the population showing similar characteristics, it is not possible to apply these results to more disadvantageous population which involves low-income, uneducated people living in rural areas.

Secondly, this study is a cross-sectional study in which the variables of the study are measured at one time point. Therefore, it is not possible to draw any causal conclusions among variables. However, longitudinal research design would provide causal information about the influence of the marital communication patterns and parenting attitudes on children adjustment over time. Moreover, cross-sectional designs give information about unidirectional associations between variables. However longitudinal designs would provide the gain information about the bidirectional relationship among variables. For instance, influence of children externalizing and internalizing behavior on parenting attitudes or on marital communication patterns would be possible to explored. Thus, future studies should take these points into consideration.

Fourth, the study relied on the reporting of parents regarding their marital communication patterns, parenting attitudes, and children's adjustment level. In order to obtain more detailed information about the nature and influence of the interactions within the family in Turkish culture some behavioral and observational techniques should be considered as additional measurements.

5.6. Clinical Implications of the Study

Since findings of this study highlight the role of family as a whole consisting of interdependent subsystems, it provided important clinical implications for clinicians working with families. It reveals that in Turkish culture, one relationship influence another relationship within the family system and functioning of an individual family member (e.g. child functioning). It makes professionals gain information about the detrimental

aspects of marital communication pattern on children adjustment and parenting attitudes. Moreover, this study provides insight into how parental practices predict child functioning during preschool period.

This study focuses on both detrimental and constructive aspects of marital communication within family and their influence on parenting attitudes and children functioning. Therefore, besides giving information about what dimensions to be intervened, it provides insight for professional about which dimensions should be improved addressing child adjustment. Moreover, identifying the influence of these domains of interspousal communication patterns on children well-being may enable clinicians to integrate these domains to the therapy process when working with children and their parents. Webster-Stratton (1994) reveals that focusing parenting relationship as a couple when working with children having behavioral problems significantly leads to improvements in the spousal communication and their problem solving abilities as well as the increase in children's prosocial behaviors.

In addition, in terms of parenting, this study enables practitioners to understand what types of parenting practices is a risk for children psychological well-being. Therefore, the findings of this study may help clinicians to determine the parent training programs that aim to improve parent-child interaction by increasing the awareness about the way of their responding, encouraging to set appropriate limits, and promoting to be consistent toward their children. Furthermore, examining psychological well-being of preschool children gave information about the early problem behavior. It is demonstrated that having emotional and behavioral problems in early ages is a risk factor for developing more serious ones in the adolescence or adulthood period (Fischer, Rolf, Hasazi, & Cummings, 1984). Therefore, such an early identification may enable clinicians to develop preventive interventions for families having children with early

behavior or emotional problems who are also in adverse home environments.

5.7. Conclusion

This study aims to find out the relationship among marital communication patterns (destructive, constructive, aggressive, and emotional/logical), parental attitudes (authoritarian, authoritative, permissive), and internalizing and externalizing behavior problems of children.

The results of the study revealed that higher levels of destructive communication pattern is significantly associated with higher levels of authoritarian parenting attitudes whereas higher levels of constructive communication pattern is related to lower levels of permissive parenting style. Moreover, there is positive significant relationship was found between mother reported constructive communication pattern and authoritative style. Furthermore, it was shown that mother reported authoritarian and authoritative parenting attitudes are linked to emotional problems of children. Another finding of the current study revealed that constructive communication pattern has significant main effect on prosocial behavior of children. Besides inattention problems of children was found to be associated with aggressive communication pattern and mother reported permissive parenting style. On the other hand no significant mediation effect was found which suggests that

The findings of the current study imply that interventions for families with young children should focus on the multiple family relationships. When it is considered the interrelatedness of the variables, these interventions should target to improve of positive parental attitudes whereas negative dimensions of marital communication should be reduced.

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APPENDICES

APPENDIX A

Gönüllü Katılım Formu

Bu çalışma Prof.Dr. Hürol Fıfılođlu danıřmanlıđında Orta Dođu Teknik Üniversitesi Klinik Psikoloji yüksek lisans öđrencisi Selin Anahar'ın yürüttüđü bir tez arařtırmasıdır. Bu çalışmanın amacı eşler arası iletişim şekilleri, ebeveynlik tutumu ve okul öncesi çocuklardaki olumlu ve olumsuz davranıřlar arasındaki iliřkiyi arařtırmaktır. Çalışmaya katılım tamamıyla gönüllülük temelindedir. Bu arařtırmanın beklenen bir riski veya yaratabileceđi bir rahatsızlık yoktur. Ancak bir nedenden dolayı rahatsızlık duyarsanız çalışmayı bırakabilirsiniz. Bu ankette sizden kimliđinizi belirleyici hiçbir bilgi istenmemektedir. Gizlilik esasına bađlı olarak verdiđiniz cevaplar tamamen saklı tutulacak, sadece arařtırmacı tarafından deđerlendirilecek ve elde edilen bilgiler yalnızca bilimsel yayımlarda kullanılacaktır. Bu anket, bir demografik form ve üç ayrı ölçekten oluşmaktadır. Arařtırma sonuçlarından sađlıklı bilgiler edinilebilmesi için çalışma sırasında sizden istenen, verilen ölçekleri boş madde bırakmamaya özen göstererek samimi bir şekilde doldurmanızdır. Bu yaklaşık olarak 20-30 dakikanızı alacaktır.

Arařtırma ile ilgili daha fazla bilgi almak isterseniz, herhangi bir sorunuz ya da sorunuz olursa Selin Anahar (Tel: 0535 765 6010 E-mail: selinanahar@gmail.com) ile iletişim kurabilirsiniz.

Bu alıřmaya tamamen gnll olarak katlıyorum, gnll katılım formunu okudum ve anladım ve istediđim zaman yarıda kesip ıkabileceđimi biliyorum. Verdiđim bilgilerin bilimsel amalı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

----/----/----

APPENDIX B

DEMOGRAPHIC INFORMATION FORM

Formu Dolduran Kişi: Anne (öz) Baba (öz)

Anne (üvey) Baba (üvey)

Yaşınız: _____

Medeni Durumunuz: Evliyim Bekarım

Boşandım Eşimden ayrı
yaşıyorum

Eşim vefat etti

Evli iseniz kaç yıldır evlisiniz? _____

Eğitim Durumunuz: Okur-Yazar Okur Yazar Değil

İlkokul Mezunu Ortaokul Mezunu

Lise Mezunu Üniversite/ Üstü

İş Durumunuz: Çalışıyorum Çalışmıyorum Emekliyim

Çalışıyorsanız mesleğiniz nedir? _____

Yaşamınızın en uzun süresini geçirdiğiniz yer:

Büyükşehir (Ankara, İstanbul, İzmir, vb.)

Şehir

İlçe

Belde

Köy

Ailenizin toplam aylık geliriniz ne kadardır?

1000 TL'nin altında 1000-3000 TL arası

3000-5000 TL arası 5000 TL üstü

Bugüne kadar psikolojik sorunlarınız nedeniyle hiç profesyonel yardım aldınız mı?

Evet Hayır

Evet ise nedenini belirtiniz: _____

Fiziksel bir rahatsızlığınız var mı?

Evet Hayır

Evet ise adını belirtiniz: _____

Toplam kaç çocuğunuz var? _____

Bu formu doldurduğunuz çocuğunuzun;

Cinsiyeti: Kız Erkek

Doğum tarihi: Gün_____ Ay_____ Yıl_____

Kreş/ Anaokuluna gidiyor mu? Evet Hayır

Bu formu doldurduğunuz çocuğunuz bugüne kadar hiç davranış veya uyum sorunları nedeniyle bir kliniğe veya hastaneye yönlendirildi mi?

Evet Hayır

Evet ise nedenini belirtiniz: _____

Bu formu doldurduğunuz çocuğunuzun herhangi bir fiziksel rahatsızlığı var mı?

Evet Hayır

Evet ise adını belirtiniz: _____

APPENDIX C

COMMUNICATION PATTERNS QUESTIONNAIRE

Sample Items:

A. İLİŞKİYLE İLGİLİ BİR SORUNU ORTAYA ÇIKTIĞINDA:

HİÇ UYMUYOR ÇOK UYUYOR

Her ikimiz de sorunu tartışmaktan kaçınıyoruz. 1 2 3 4 5 6 7 8 9

B. İLİŞKİYLE İLGİLİ BİR SORUNU TARTIŞIRKEN:

HİÇ UYMUYOR ÇOK UYUYOR

Her ikimiz de mümkün olan çözüm yollarını arıyoruz. 1 2 3 4 5 6 7 8 9

C. İLİŞKİYLE İLGİLİ BİR SORUNU TARTIŞTIKTAN SONRA:

HİÇ UYMUYOR ÇOK UYUYOR

Her ikimiz de tartışmadan sonra pes etmeyiz. 1 2 3 4 5 6 7 8 9

Malkoç, B. (2001). The relationship between communication patterns and marital satisfaction. Unpublished Master's Thesis Dissertation, Middle East Technical University, Ankara.

APPENDIX D

PARENTING STYLES AND DIMENSIONS QUESTIONNAIRE

Sample items:

- Çocuğumu disiplin etmekte zorlanırım 5 4 3 2 1
- Çocuğumu disiplin etmekte zorlanırım 5 4 3 2 1
- Çocuğumun, aile içindeki kurallara katkıda bulunmasına izin veririm 5 4 3 2 1

5- Her zaman gösteririm, 4- Çok sık gösteririm, 3- Yarı yarıya gösteririm, 2- Ara sıra gösteririm , 1- Hiç göstermem

Önder, A. & Gülay, H. (2009). Reliability and validity of parenting styles and dimensions questionnaire. *Procedia Social and Behavioral Sciences, 1*, 508–514.

APPENDIX E

STRENGTHS AND DIFFICULTIES QUESTIONAIRE

Sample Items:

	Doğru Değil	Kısmen Doğru	Kesinlikle Doğru
Sıkça bas ağrısı, karın ağrısı ve bulantıdan yakınıır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En az bir yakın arkadaşı vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birşeyi yapmadan önce düşünür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eremsoy, E. (2005). How do parental, familial, and child characteristics differentiative conduct-disordered children with and without psychopathic tendencies. Unpublished PhD. Dissertation. Middle East Technical University.

APPENDIX F

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Anahar Delibalta
Adı : Selin
Bölümü : Psikoloji

TEZİN ADI (İngilizce): The Relationship among Marital Communication Patterns, Parental Attitudes, and Children Externalizing and Internalizing Behavior Problems

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: