

TAKING A DEEPER LOOK AT MOTHER – ADOLESCENT CONFLICT ON
SELF-CARE, ROOM MANAGEMENT, AND CHORES

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

BY

SEREN GÜNEŞ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PSYCHOLOGY

SEPTEMBER 2015

Approval of the Graduate School of Social Sciences

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ABSTRACT

TAKING A DEEPER LOOK AT MOTHER – ADOLESCENT CONFLICT ON SELF-CARE, ROOM MANAGEMENT, AND CHORES

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September 2015, 139 pages

Adolescence was considered to be an era of storm and chaos by many scholars; because of the increases in the conflicting situations. On the contrary of common beliefs; the sources of conflicts were not extreme delinquent behaviors of teens; but daily issues such as chores, room management, and so on. Thus, the current study aimed to investigate possible predictors of conflicts on self-care, room management, and chores among mother – adolescent pairs. The current study exclusively focused on the predictive roles of demographical,

mothers', adolescents', and parenting characteristics. The data from 338 mother-adolescent pairs were analyzed. For each theme; separate regression analyses were conducted for developmental stages of adolescence separately. The results were discussed in the light of the literature. The conclusion was that there were different mechanisms active in predicting variances of conflict from mothers', and youth perspective for each theme, and for each grade.

Keywords: mother – adolescent conflict, daily behaviors.

ÖZ

KİŞİSEL BAKIM, ODA YÖNETİMİ VE EV İŞLERİ HAKKINDAKİ ANNE – ERGEN ÇATIŞMALARINA DERİNLEMESİNE BİR BAKIŞ

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Eylül 2015, 139 sayfa

Ergenlik, artan çatışmalı durumlar yüzünden, birçok bilim insanı tarafından, fırtınalı ve kaotik bir dönem olarak düşünülmüştür. Genel geçer düşüncelerin aksine, çatışmaların kaynağı, gençlerin aşırı uç davranışları değil; ev işlerine yardım, oda yönetimi gibi günlük meselelerden oluşmaktadır. Bu çalışma, anne –ergen çiftlerinin özbakım, oda yönetimi, ve ev işlerine yardım konularındaki çatışmalarının yordayıcılarını araştırmayı amaçlamıştır. Bu amaçla, demografik özellikler, anne özellikleri, ergenin özellikleri ve ebeveynlik özellikleri üzerine yoğunlaşmıştır. 338 anne – ergen çiftinden alınan veri analiz edilmiştir. Her konu için, ergenliğin farklı gelişimsel evrelerindeki

gençler ve annelerinin rapor ettiği çatışma skorları için ayrı regresyon analizleri yapılmıştır. Bulgular literatür çerçevesinde tartışılmıştır. Sonuç olarak; her bir konuda ve her bir gelişimsel evrede, annelerin ve çocuklarının rapor ettiği çatışma sonuçları farklı mekanizmalar tarafından yordanmaktadır.

Anahtar kelime: Anne – ergen çatışması, günlük davranışlar.

Dedicated to
Middle East Technical University
“My wonderland”

ACKNOWLEDGEMENTS

First of all, I would like to thank Prof. Dr. Sibel Kazak Berument for simply being my academic mother. Apart from being an idol, a mentor, a teacher, and a boss; she helped me to develop the scaffold of my master thesis. She taught how to embed and balance necessities of different and parallel tasks, as well as academic and private life.

As my committee members, Prof. Dr. Nebi Sümer and Prof. Dr. Melike Sayıl gave me invaluable comments; which improved my thesis. I am thankful for them.

Among the faculty members of METU Psychology Department, who did touch my life, I feel in dept to Assoc. Prof. Dr. Özlem Bozo. Starting from my bachelor years, she always guided me, and believed in me even in the times that I could not believe in myself. She supports me in every manner, without her support and courage; this journey would not be an easy one.

I am grateful to all of my family members that they contributed to the person who I am today, unconsciously or in purpose. Special thanks go to my grandfather Zekeriya “Zikri” Güneş, for setting the bar so high that I work so hard to keep up with his standards; and to my sister Sezin Yüksel, since her existence simply brought sparks to my life, and busted my curiosity for developmental psychology so much that I am developing a career on this area.

I am also thankful to my friends. We spent great days in our 14.63 m² room “611” with Fulya, Nesrin, & Rekshan for five years. Further, we shared good, as well as bad days with Sanem, Özlem, Ümran and Sinem within the spirit of BZ-8A. Şükran and her roomies made my dorm life as joyful as possible. They

gave me support, courage, and fresh coffee during the dark days of my thesis writing process.

Although friendship is in its best form when time spent together; Ezgi, Hilal, & Pinar shared the most important moments with me that the distance did not matter for us.

Last, but not least, I would like to thank to Buse for being the sister I was looking for so long.

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INTRODUCTION

1.1 Adolescence

The word of adolescence has roots in the Latin word “adolescere”, which means “growing up”. Although growing up continues through life span, changes during adolescence seemed to capture a respectable amount of attention from scholars. It was cited that the interest in adolescence dates back to Aristotle and Plato, yet academic studies regarding the adolescence started with Stanley Hall (1904, as cited in Adams & Berzonsky, 2003, p.xxi).

Starting from middle school years, children experience some changes in their bodies. The physical changes are accompanied with cognitive maturation. The cognitive maturation leads early youngsters to question about themselves, their family, and their environment, basically almost everything. The increases in the logical reasoning lead youth to justify their argumentation on personal level (Smetana, Chuang, & Daddis, 2003). Development of autonomy, a sense of governing one-self independently from others (Smetana, 2011), is one of the milestones of adolescence. Although teens begin to distance themselves from their parents to search for alternatives, they may still need guidance since they are still trying out. It was reported that parents and children differ from each other regarding the borders of personal autonomy and parental authority (Chen-Gardini, 2012; Laursen & Collins, 1994). While adolescents seek for more autonomy and lower levels of parental authority, the process might not be similar and easy for parents. Thus, the stormy era begins not only for the children, but also for their parents. The wind of change in their child leads parents to worry, question and control their children more than before. While

the young individuals try to find the best personalities and identities for themselves, their parents try to find the best ways to reach their child and accompany them through the era of change. The dynamics of parent-child relationship was considered as crucial factor during the adolescence (Smetana, 2011).

Because of the rapid, harsh, and inevitable ups and downs, adolescence was considered as an unfortunate period of life by early theorist such as Freud (1905, 1962) and Hall (1904) (as cited in Laursen, Coy, & Collins, 1998). According to Montemayor (1983) what made adolescence more stressful than childhood was the increase in conflictual interactions of parents and their adolescent children. Therefore, the current study aims to reveal possible predictors of parent – adolescent conflict.

A common belief was reported that if the parent-adolescent conflict (PAC) was handled well, it would help the youth to have a smooth transformation into adult life and responsibilities (Hill, 1988; as cited in Laursen, Coy, & Collins, 1998, p.817). Hence, identifying possible predictors of PAC could enable scholars to intervene the problematic parent – adolescent relationships.

1.2 Parent – Adolescent Conflict

Adams & Laursen (2007) operationalized conflict as overt, and oppositional behavioral responses to disagreements. When children become adolescents, the rates of conflict may increase, because of the nature of the adolescence period. Adolescence can be defined as the period of transformation. The transformation brings changes in the body, views and wishes of the adolescents. The social surrounding of adolescents may react to the changes differently (Laursen & Collins, 1994). When, actions of youth and the reactions of other side are not parallel, then the conflict rises more often than the childhood period. Since adolescents had more social interactions with peers, some research expected teens to report higher numbers of disagreements with their peers, but teens reported highest number of conflicting issues with mothers (Adams & Laursen, 2007; Laursen, 1995). For some, it was not a surprise since the autonomy-

seeking adolescents tended to defy what is set by mothers, the main caregiver who would like to continue to have control over their children. Therefore, a conflict was thought to rise when the mothers' expectations set for specific behaviors and manners were not met by their adolescent children (Branje, 2008). In mother – adolescent relationships, it can be possible that some behaviors of teens may not meet the expectations of their parents. As a possible result, PAC may rise.

The importance of studying PAC can be better understood when the consequences are taken into account. In general PAC is negatively associated with youth positive development. For instance, PAC was positively associated with peer conflict, lower levels of prosocial behaviors, delinquency (Ehrlich, Dykas, & Cassidy, 2012), and cyber delinquency (Kong & Li, 2012). When youth have conflict with their parents, they experience higher levels of anger, internalizing and externalizing symptoms, higher levels of depression, their health is influenced negatively, and their tendency to use alcohol increases (Chaplin et al., 2012; McKinney & Renk, 2011; Sallinen, Kinnunen, & Rönka, 2004; Yeh, 2011).). When the parents and adolescents have problematic relationship, the school achievement and the well-being of adolescents are negatively affected (Shucksmith, Hendry, & Glendinning, 1995). All those negative outcomes were taken into consideration, cruciality of understanding PAC, and

1.3 Topics of PAC

If it is possible to mention a contingency between mothers' expectations, adolescents' behaviors; and conflicts on those behaviors; it would be beneficial to clarify which "*behaviors*" should be studied. When changes in adolescents' *behaviors* were reviewed in the literature, there were many studies investigating the internalizing and externalizing *behaviors*, risk taking *behaviors*, such as smoking, alcohol abuse, uncontrolled sexual, and driving behaviors (Adams & Berzonsky, 2003; Smetana, 2011). Although all aforementioned *behaviors* were accepted to create troubles for parent – adolescent relationships, the most

conflict-striking *behaviors* of youth were reported to be daily tasks such as tidying the room, chores of the household, and general self-maintenance (Eisenberg et al., 2008; Larsen, 1995; Robin & Foster, 1991; Smetana, 2011; Smetana, Daddis, & Chuang, 2003). Therefore present study focused on these three topics about conflicts. When the most studied *behaviors* leading to PAC were reviewed distinctively, main themes were listed as (a)cleaning up/chores, (b)free time, (c)family rules, (d)appearance/ health, (e)respect/manners, (f)noise, (g)how the family gets along, (h)supervision, (j) smoking, (k)friends/dating, and (l)school (Issues Checklist, Robin & Foster, 1991; as cited in Eisenberg et al., 2008, p.35).

Before reviewing the possible predictors, operationalization of the *daily behaviors* for the current study be given. For youngsters, Dunn (2004; Dunn, Magalhaes, & Mancini, 2014) divided daily behaviors into two broad themes: self-care tasks, such as taking care of own room, toys and clothing; and family-care tasks, such as setting and cleaning the tables, tidying up the family common area. By considering the proximal and immediate impacts of daily behaviors on the lives of youth and families, for the current study, three main themes were generated: self-care, room management, and chore behaviors.

Self-care (SC) was considered to be on the most personal level, and it included daily behaviors related to health, and hygiene. Room management (RM) was considered to be less personal than SC, yet more personal than chores. The room is the territory given to children, therefore mothers might expect their adolescent children to manage it, by cleaning and tidying. The most family-related topic among the daily tasks of adolescents was considered as chores (CH); since when chores are not carried out, the results might be noticed by all the family members.

1.4 Predictors of Parent – Adolescent Conflict

In general, conflicts during adolescence were considered to rise from disagreements over parental authority, adolescents' autonomy needs, cultural norms about authority, maternal control, unmet expectations of both sides,

parent –adolescent relationship quality, parent – child attachment, conflict management styles, justifications about conflict, and parents’ and adolescents’ dispositional characteristics such temperament, and personality (Branje, 2008; Eisenberg et al., 2008; Feeney & Cassidy, 2003; Smetana, 2011; Smetana, Daddis, & Chuang, 2003). Many other single factors can be listed, as well. However, instead of thinking individual factors leading to conflict, it was thought to be beneficial to group several factors together. For instance, Montemayor (1983) highlighted two predictive dimensions of parent – child conflict during adolescence: individual factors, such as personality, and family factors; such as marital status of parents.

By adopting grouping approach, for the current study, as the possible predictors of PAC, four main characteristics were focused on; namely, demographical characteristics (adolescents’ age, gender, number of children in the family, sibling status, maternal educational background, and whether mothers’ get help for housework), mothers’ characteristics (personality, expectations and behaviors), adolescents’ characteristics (temperament and behaviors), and perceived parenting from mother (warmth, psychological control, overprotection, and comparison).

1.4.1 Demographical Characteristics

Demographical characteristics were thought to be essential in order to understand the contextual features for PAC (Laursen & Collins, 1994; Smetana, 2011). Socio-economic status, neighborhood, culture, the size of the town lived in, ethnic identity, race, income, and many more variations in the contexts could be possible predictors of adolescents’ behaviors (Amato & Fowler, 2002). The demographical variables included in the current study were; adolescents’ age, and gender, number of siblings, and birth order; maternal educational level, and help for the housework the family received.

1.4.1.1 Adolescents' Age

As adolescents get older, their cognitive skills mature and their autonomy and freedom demands increase. But also the more matured they are, they can be expected to take care of themselves better by increases in SC, RM, and CH behaviors. Thus, age can be considered to be an important factor explaining the variations in PAC. Laursen, Coy & Collins (1998) reported that conflict frequency (number of conflicting situations for a limited time-span), and conflict intensity (the emotional valence of the conflicting situation), increased from early to middle adolescence; and decreased from middle- to late-adolescence. On the other hand, Smetana, Daddis, & Chuang (2003) reported no change in the frequency and intensity of conflicts from early to middle adolescence. Furthermore, increases in conflicts during early adolescence was followed by decrease in the frequency but increase in the intensity during the middle adolescence. Both frequency and the intensity reported to decrease during the late adolescence years. This trend was considered as a normative change for PAC for the age of adolescents (Smetana, Daddis, & Chuang, 2003). Since self-care, room management, and chore behaviors were expected to increase as the adolescents get older; for the current study, a negative association between age of adolescents and PAC was expected.

1.4.1.2 Adolescents' Gender

As children grow older, they also go through gender socialization process, which has different paths for girls and boys (Block, 1983). During the gender socialization process, the boys and girls learn how to become a woman or a man, and adolescence is a period that gender-role socialization peak (Leaper, 2002). From gender-role socialization perspective, girls were expected to engage in more family-related tasks to be a home-maker, while boys were sent out of home to discover the world to be a bread-winner (Hill & Lynch, 1983; as cited in Windle et al. 2010, p.595). Leaper (2002) concluded that, in a traditional way, household tasks were matched with female gender-roles,

therefore its socialization was processed via engaging girls into chores more than boys.

From the view of gender-role socialization process, by triggering different expectations, gender of the adolescent could predict variations in PAC. For instance, compared to boys, girls reported higher numbers of conflicting issues per day (Laursen, 1995). The mothers reported higher rates of conflict than their daughters regarding the room management during the early adolescence; however, the difference became insignificant for the middle adolescence period (Smetana, Daddis, & Chuang, 2003). Families with daughters reported higher rates of conflict on the room management and activity choices than the families of the boys. On the other hand, although girls were expected to engage in more household tasks than boys (Khafi, Yates, & Luthar, 2014; Leaper, 2002), families with sons reported greater conflict on chores, compared to families of girls (Smetana et al., 2003). Moreover, intensity of the conflict was rated higher in the families with daughters than the families with sons (Smetana et al., 2003). To conclude, for the current study, being girl was expected to be related to higher levels of conflict.

1.4.1.3 Number of Children in Family & Birth Order

In addition to age and gender of adolescents, having siblings and birth order may also predict the changes in PAC. It was reported that as the number of children in family increased, the attention per child decreased; and the number of sibling fights increased (Furman & Lanthier, 2002). Higher the number of children in a family, higher the risk of having sibling fights, which ends up with parental punishment (Furman & Lanthier, 2002). Hence, a positive relation was reported between sibling conflict and PAC. In addition to that, from an evolutionary perspective, siblings could be seen as both rivals and resources (Pollet & Hoben, 2011). Both parent-off spring theory (Trivers, 1974), and parental investment theory (Trivers, 1974) stated that parents strive to keep their younger children, especially babies alive; which would mean that parents would have less time to devote to their older children. Thus, older children's

effort for parental attention would increase (as cited in Pollet & Hoben, 2011, p. 129-130). As a result, parents and children could experience conflicting situations more frequently. To summarize, number of children in family was expected to be associated with PAC, positively.

If there are more than one child in the family, then birth order may also gain importance in predicting variance of PAC. In their longitudinal assessment, Volling and Belsky (1992) reported that when the sibling conflict arise, the firstborns' insecure attachment increased, and mothers became more intrusive toward first-borns (as cited in Furman & Lanthier, 2002, p.178). Firstborns were also anticipated to help household chores, and care of their siblings; while the last-borns stayed as the "baby" of the family for a long time (Furman & Lanthier, 2002; Vulliez-Coardy, Obsuth, Torreiro-Casal, Ellertsdottir, and Lyon-Ruth, 2013). However, firstborns also helped parents to set more clear expectations. Those negative outcomes were anticipated to be indicators of higher occurrence of conflicting situations for firstborns.

1.4.1.4 Mothers' Educational Background

Socio-economic states could be another predictor of behavioral outcomes for youth. Hoff, Laursen, & Tardiff (2002) concluded that children from varying SES levels, develop differently. How SES was conceptualized was also a debated issue for many decades; however, a consensus was reached. Maternal educational level, which included indicators of both human-; and economic-capital was found to be the strongest predictor of child outcomes (Hoff, Laursen, & Tardiff, 2002), therefore in the current study, it was considered as the marker of SES.

Hoff and colleagues (2002) reported that mothers with higher educational background expect their children to reach behavioral mastery earlier than the mothers with lower educational background. In addition, children of higher educated mothers had positive outcomes, compared to children of mothers with lower educational backgrounds. In terms of PAC, Kuhlberg, Pena, & Zayas

(2010) reported no significant relation between maternal educational background and PAC but, this finding should be replicated, therefore, in the current study maternal education was taken as one of the predictors of the PAC.

1.4.1.5 Getting Help for Housework

Although it is not expected to change the engagements in self-care behaviors, getting help for household tasks was found to play a role in the rates of children's and adolescents' housework participation. Drummond, Gomes, Coster, & Mancini (2015) reported that, when a housekeeper was present at home, the number of household tasks carried out by youngsters decreased significantly.

Within the frame of the current study two types of housework help were investigated: *i*) internal housework help (HWH), which was the sum of whether mothers received help from their husbands, their own mother, and mother-in-law, and *ii*) external HWH; which was the sum of whether they had a housekeeper on a daily basis, or on a weekly basis. Since conflict on household tasks was reported to be the hottest topic, having help for housework tasks was expected to decrease conflict among parents and adolescents.

1.4.2 Mothers' Characteristics

Being the main caregiver in majority of the families, mothers play a crucial role on the development of children. Through the literature of developmental psychology, a great number of maternal characteristics were investigated while predicting PAC, such as; dispositional characteristics, empathic skills, psychopathology, conflict resolution, attitudes on autonomy and control, affect, reactions to conflicting situations (Adams, & Berzonsky, 2003; Branje, 2008; Eisenberg et al., 2008; Galambos & Turner, 1999; Hofer et al., 2013; Hutteman et al., 2014; Smetana et al., 2003). Since the current study focused on specific behaviors; such as SC, RM and CH, maternal characteristics that may explain the variations in PAC on daily tasks of adolescents are investigated. Conscientiousness was reported to be positively associated with task

persistence, and self-regulation (Benez-Martinez & John, 1998; Nes, Carlson, Crofford, Leeuw, & Segerstrom, 2011); therefore, conscientiousness of mothers was included as one of the predictors of PAC.

1.4.2.1 Mothers' Conscientiousness

Conscientiousness was described as socially appropriate impulse control, which improves task realization and goal directed behaviors (Benet-Martinez & John, 1998). Conscientiousness was related to better parent-adolescent relationships. Parents who scored high on conscientiousness were found to be better at rule setting for their adolescent children and children of conscientious parents reported lower levels of problem behaviors (Olivier, Guerin, & Coffman, 2009). Hutteman et al. (2014) reported a negative reciprocal association with fathers' conscientiousness and conflict among fathers and their adolescent children, but the same association did not reach to significance for mother – adolescent conflict. While the study of Hutteman et al. (2014) included a wide range of conflicting issues, the current study focused on specific tasks, in which, task persistency might have a more prominent role. Thus, for the current study, a negative relation between maternal conscientiousness and PAC was anticipated.

1.4.2.2 Mothers' Self-care, Room Management, and Chore Behaviors

Mothers provide a behavioral repertoire for their children starting from birth. The social learning perspective of Bandura (1977) suggested that, children acquire new skills and behaviors, through modelling and observations, during their interactions with others people. As the primary caregivers, mothers were expected act as a role model for their children. It is logical to expect a positive relation between mothers' and their children's daily task engagements, such as SC, RM, and CH. However, it is also possible to come across with mothers who fulfill the tasks of their children, such as tidying the teen's room and doing all the household work (Brannen, 1995; Charalambous, 2006). Mothers' explanations for such occasions were listed as; giving more time to their

children so they can enjoy being young, or it was easier and quicker for mothers to do household tasks, compared to asking their adolescent children to do those tasks. Thus, the tasks of adolescents, such as RM and CH are fulfilled, either by the teens themselves, or by their mothers. As a conclusion, a negative relation was expected between maternal daily tasks engagement, and PAC for room management, and chores; yet the relation between the mothers' self-care behaviors and conflict about self-care will be exploratory, since there is no available data on this relationship.

1.4.2.3 Mothers' Expectations on Adolescents' Self-care, Room Management, and Chore Behaviors

Starting from the pregnancy, mothers have dreams about their children; how strong, beautiful, handsome, hardworking, clean, conscience their child would be. The literature focused on pregnant mothers' expectations about their future child, and expectations on development of age-appropriate behaviors such as cognitive functions, or social interactions (as cited in Durgel, Van de Vijver, & Yağmurlu, 2012, p.3). As children grow, expectations from them also grow. In an early sociological study, parents reported lower levels of satisfaction; and higher levels of expectations for their adolescent children's engagements in household tasks (Brannen, 1995). Although some extreme cases of parentification, in which parents expect their children to fulfill adult responsibilities, may lead teens to develop better coping skills (Telzer, Tsai, Gonzales, & Fuligni, 2015; Walsh, Shulman, Bar-On, & Tsur, 2006); in general, higher expectations were thought to rise conflict among parents and teens (Branje, 2008; Smetana, 2011). Hence, increases in maternal expectations were anticipated to be linked to increase in PAC.

1.4.3 Adolescents' Characteristics

Along with age, gender, sibling numbers, and birth order; other characteristics of adolescents, such as; self-esteem, autonomy, personality, emotion understanding, and conflict management (Adams, & Berzonsky, 2003; Branje, 2008; Jensen-Campbell, Gleason, Adams, & Malcolm, 2003; Smetana, 2011)

were considered to be related to parent adolescent conflict. All aforementioned adolescent characteristics could be considered as psychosocial constructs; which may change with development. On the other hand, as a biologically based character (Rothbart & Derryberry, 1981, as cited in Rothbart, 2012, p. 9), *temperament* was thought to get less affected from the daily experiences of adolescents, compared to psychosocial variables.

Belsky (1984) stated that temperament is one of the most striking factors on determining the parents' behavior toward their children. A goodness-of-fit model on child temperament stated that the function of child temperament is dependent up how the temperament fits to the needs of the contextual necessities (as cited in Galambos & Turner, 1999, p.494). Based on, this view, the role of adolescents' adaptability, and activity temperaments on PAC was investigated. When teens had higher levels of activity (Galambos & Turner, 1999), and lower levels of adaptability (Galambos & Turner, 1999; Piquart, 2001); parents and adolescents ended up with higher numbers of conflict, and higher levels of emotional valence in their conflicts. Thus, temperamental characteristics, such as adaptability and activity, were shown to have a role in predicting parent – adolescent relationship. Furthermore, effortful control was also considered to play a role in predicting PAC (Eisenberg et al., 2008).

1.4.3.1 Temperament: Effortful Control

Among those broad temperamental characteristics, effortful control (EC) involves the individual differences that play role in attention shifting, controlling emotions and actions on internal forces, and on voluntary basis (as cited in Rueda, 2012). The dimensions of EC was conceptualized as “activation control” (performing an activity, in spite of higher tendency to avoidance), “attention” (controlling attention, when focusing and shifting are required), and “inhibitory control” (realizing and controlling the inappropriate activities) (as cited in Gartstein, Bridgett, & Low, 2012). All those sub-factors were thought to a play role in predicting adolescents' daily tasks such as, SC, RM, and CH.

Thus, in the current study EC was investigated as one of the adolescent characteristics that is likely to play a role in PAC.

Individuals with higher levels of effortful control were reported to have better self-regulatory systems which direct them to success in many areas of life, such as, academic success, social interactions, and employment career (as cited in Rueda, 2012). In family relations, EC could be considered as a protective factor against negative occasions. For instance, Roalson (2006) studied the role of adolescent effortful control in family relations, and found that families in which adolescents and their parents reported higher levels of effortful control; the levels of PAC was lower. In addition to that, among the families that were marked by the increasing levels of negative relations, the higher levels of adolescent EC were associated with lower levels of PAC. On the other hand, Eisenberg and colleagues (2008) found that when the children had higher regulatory control (effortful control), they responded to the conflicting situations with more negative reactions. For the current study, EC was expected to have a negative relation with PAC; since adolescents with higher EC were expected to engage in daily tasks more often.

1.4.3.2 Adolescents' Self-care, Room Management, and Chore Behaviors

Along with demographical and temperamental characteristics, adolescents' behaviors also could have a role in predicting PAC, since PAC was thought to rise because of unmet maternal expectations on adolescents' behaviors (Branje, 2008). There are plenty of studies in the literature investigating the relationship between PAC and adolescent behaviors. For instance, Adams & Laursen (2007) found a positive relation between adolescents' delinquent, and aggressive behaviors, and PAC. However, what meant by "behavior" varied in each study; thus, it is hard to find more representative research underlying the adolescents' daily tasks, and PAC (Smetana, 2011). Each behavior, and its interpretation for youth and their parents may vary in accordance with the context that occurs (Laursen & Collins, 1994; Smetana, 2011). Thus, adolescents' SC, RM, and CH behaviors were anticipated to have a role in predicting PAC related to daily

tasks. That is to say, when adolescents would engage in SC, RM, and CH behaviors more often, a decrease in PAC related to those behaviors was anticipated.

As they teach how to manage a house, and give responsibility to youth, household and self-maintenance tasks were considered to be beneficial for fostering the autonomy among adolescents (Goldscheider & Waite, 1991; as cited in Bianchi & Robinson, 1997, p.339). While fostering autonomy, they were also reported to be cause of parent – adolescent conflict. Thus, the current study aimed to investigate possible predictive roles of adolescents' self-care, room management, and chore behaviors on PAC.

1.4.4 Perceived Parenting

Perceived parenting was employed as the last group of the predictors of PAC within the frame of the current study. Each parent employs a combination of various dimensions, based upon their own, and children's characteristics (Belsky, 1984). In the literature, many dimensions of parenting are identified; such as warmth, closeness, responsiveness, overprotection, comparison, rejection, guilt induction and many more. Darling & Steinberg (1993) asserted that "*parenting style is best conceptualized as a context that moderates the influence of specific parenting practices on the child*" (p.487). The harmony between the parents and their children was thought to lead more qualified relationships, which in turn, increases the positive outcomes for both parts, not only immediately, but also for entire life-span. Yet, lack of such adaptable parenting characteristic may lead parents and teens to conflict.

Parenting was considered to be an important construct to explain the variations in PAC. Wide range of parenting styles and practices, and their impact on PAC were studied in the literature. For instance, attachment among mothers and their adolescent children could be a factor affecting the occurrence of conflicting situation (Feeney & Cassidy, 2003); yet literature on attachment during adolescence is beyond the scope of the current study, hence, it was not included. Adams & Laursen (2007) reported a positive relation between mother -

adolescent negativity and conflict; but no significant relationship between positivity, and PAC. The operationalization of negativity and positivity captured a wide range of constructs, such as admiration, companionship, alliance, satisfaction, and punishment. Among all parenting constructs that were investigated to explain PAC, the current study focused on warmth, psychological control, overprotection, and comparison.

1.4.4.1 Warmth

Parental warmth was considered as a dynamic variable both affecting and affected by the changes in the youth and their parents (De Haan, Prinze, & Dekovic, 2012; Sijtsema, Oldehinkel, Veenstra, Verhulst, & Ormel, 2014), yet also being stable throughout the adolescence era (Weichold, Büttig, & Silbereisen, 2008). Parental warmth is a part of positive parental involvement into children's lives. When the parents are warm; they care about their children, and the activities of the children, respond to their needs adequately, and have positive relationships with them (Amato, 1990). Warmth was considered to be a component of connectedness, which provides a more balanced power distribution in parent –adolescent relationships (Weichold, Büttig & Silbereisen, 2008).

When the predictive role of parental warmth on PAC was reviewed, the trend showed a negative relation between warm (Yau & Smetana, 1996) and supportive (Allen et al., 2003) parenting of mothers and PAC. Furthermore, mothers, who were perceived higher on warmth, were reported to handle the conflicting situations better; and they were also reported use positive verbal and non-verbal cues during a conflict task (Eisenberg et al., 2008). Thus, a negative relation between perceived maternal warmth and PAC was expected.

1.4.4.2 Psychological Control

While warmth was a positive asset, in general, parental control was considered to have relations with negative outcomes. Parental control cover decisions that parents take for their children, supervision they provide to their children's

activities and relations, intrusiveness to children's activities, and the level of autonomy considered by the parents that the child should have (Amato, 1990). The main dimensions of parental control were cited as behavioral, and psychological control (Barber, 1996; Schaffer, 1965). Behavioral control was considered as a factor significant in shaping the child's behaviors; while psychological control, the behaviors and attitudes of parents that harm the development of emotions, control, and sense of self among children (Barber & Harmon, 2002), was considered as a barrier to healthy development. As an umbrella term, psychological control has many subdomains, such as; guilt induction, love withdrawal, anxiety instillation, and many others. The current study aimed to investigate the roles of general psychological control, overprotection, and comparison.

It is possible that when parents feel loss of control over their maturing child, they experience stronger tendency to control them (Monaghan & Sims, 2013). When the youth is under psychological control, their thoughts, ideas, feelings, and autonomy needs are questioned by the adults around them. This questioning brings negative outcomes. All those blockages lead parents and adolescent toward increased tension, which ends with conflict (Smetana, 2011). Psychological control was associated positively with conflict between mothers and adolescents (Steege & Gondoli, 2013), thus a positive relation between psychological control and conflict was expected for the current study.

1.4.4.3 Overprotection

Sometimes, parental control can be confused with overprotection, which can be defined as well-intended initiatives to protect the children from harm and danger in both physical and emotion levels (Thomasgard & Metz, 1993). When the parents are highly overprotective, this deteriorates their relationship with their teenage children. Overprotective parents may tend to reduce their children's autonomy and freedom, which in turn increases the PAC. As indicated above, although it comes with good intentions, overprotectiveness can be considered as a risk factor for increased levels of PAC. When the parents

are more overprotective, they may limit their adolescent children's autonomy. Adolescents may get rebellious and the conflict may rise (Robin & Foster, 1991).

Although studies from Western cultures tend to load a negative meaning to overprotection, studies from Turkish culture reflected an alternative perspective. For instance, Turkish participants considered overprotectiveness as a positive parenting aspect; which meant expecting support from parents in times of needs (Soygüt & Çakır, 2009). Moreover, Charalambous (2006) reported that overprotective mothers from Cyprus were willing to do housework themselves, instead of expecting their children to help them. Therefore, their children could focus on school responsibilities to have better life conditions. To conclude, a relationship between overprotection and PAC was expected, yet the direction was not decided.

1.4.4.4 Comparison

The last facet of parental control for the current study was considered to be comparison. It is believed that the parents compare their children with others in order to motivate them to take action (Sümer et al., 2009). In contrast to good intentions, parental comparison may include matching the child against the others, praising the others while harshly criticizing the child. Being compared on any dimension, and getting negative feedback may lead the children to experience negative feelings, and express negative behaviors. For instance, parental comparison was positively associated with attachment avoidance, attachment anxiety; externalizing and internalizing behavior problems. (Sümer et al., 2009). Parent-child conflict could be one of those negative outcomes; thus positive associations of parental comparison and conflict reports were expected.

1.5 Current Study

In the light of aforementioned literature, the main aim of the current study was to identify predictors of parent – adolescence conflict (PAC). While doing so,

differences in mothers', and their adolescent children's reports were also investigated for the total sample, as well as for each grade. Thus the current study focused on three research questions:

a) Is there any difference in mothers', and youth conflict reports on self-care, room management, and chores? b) Is there any difference among mothers', and their teenage children's conflict reports on SC, RM, and CH regarding developmental stages of adolescence; namely pre-adolescence (4th graders), mid-adolescence (7th graders), and late adolescence (11th graders)? c) What are the predictors of PAC on self-care, room management, and chores from the perspectives of mothers and adolescents for different grades? d) Is there any difference the rankings of conflict scores in adolescent and mothers' reports according to the themes of self-care, room management, and chores? The expected results were listed as following:

To begin with, differences in the conflict reports of youth, and their mothers were expected. Mothers were expected to report higher levels of conflict, compared to their children for all themes. Furthermore, as the developmental stage of the adolescents increased, PAC reported both by adolescents, and their mothers were expected to decrease.

Both **mothers' and youth's conflict reports** on SC, RM, and CH were expected to be associated with being girl, number of children in family, mothers' expectations, maternal psychological control, and comparison **positively**; and adolescents' age, and birth order (being younger child of the family), mothers' educational background, getting help for housework (especially for conflict reports on room management, and chores), maternal conscientiousness, maternal daily tasks (especially for conflict reports on room management, and chores), effortful control, adolescents SC, RM, and CH behaviors, maternal warmth **negatively**. Furthermore, a significant relationship between overprotection and PAC was expected, yet **no direction** was predicted.

In terms of conflict rankings, conflict on chores were expected to be highest, conflict on room management was expected to proceed chores, and the least conflict was expected to report on self-care.

METHOD

2.1 Participants

179 female and 159 male adolescents and their mothers were included in the study. Demographical characteristics can be seen on Table 1 and Table 2. The ages of adolescents ranged between 10 and 18 years ($M = 13.42$, $SD = 2.89$). There were three age groups: 4th graders represented pre-adolescence ($N = 108$, $M_{age} = 10.02$, $SD = .14$), 7th graders represented early adolescence ($N = 115$, $M_{age} = 13.01$, $SD = .12$), and 11th graders represented late adolescence ($N = 113$, $M_{age} = 17.08$, $SD = .27$). Maternal age ranged between 29 and 56 ($M = 40.64$, $SD = 5.54$). Paternal age ranged between 29 and 56 ($M = 44.93$, $SD = 3.66$). Majority of both mothers and fathers were graduated from high school or an upper educational level. Majority of the fathers (88.8 %) worked full-time, while approximately half of the mothers worked full-time (44.1 %). Majority of children came from intact families (90.8 %), and nuclear families (90.2 %). Number of children per family was approximately 2 ($M = 1.99$, $SD = .79$). Number of families on each income level were close to each other.

Table 1

Means and Standard Deviations of Demographics

	Total	
	Mean	Standard Deviation
Youth age	13.42	2.89
4 th graders	10.02	.14
7 th graders	13.01	.13
11 th graders	17.08	.27
Maternal age	40.64	5.54

Table 1 cont. <i>Means and Standard Deviations of Demographics</i>		
Paternal age	44.93	3.66
No. of children in family	1.99	.79
No. of people in house	3.92	.91
Internal housework help	.42	.66
External housework help	.11	.31

Table 2

Frequencies and Percentages of Demographics

	Total	
	Frequency	Percentage
Sample	338	100
4 th graders	108	31.95
7 th graders	115	34.02
11 th graders	113	33.43
Youth age	13.42	2.89
4 th graders	10.02	.14
7 th graders	13.01	.13
11 th graders	17.08	.27
Maternal education		
Primary school	78	23.1
High school	118	34.9
Vocational school	51	15.1
University	68	20.1
Masters	14	4.1
PhD	5	1.5
Maternal work status		
Not working	158	46.7
Part-time	20	5.9
Full-time	149	44.1
Retired	8	2.4
Paternal education		
Primary school	55	16.3
High school	125	37.0
Vocational school	40	11.8
University	88	26.0
Masters	14	4.1
PhD	6	1.8
Paternal work status		
Not working	12	3.6
Part-time	13	3.8

Table 2 cont. <i>Frequencies and Percentages of Demographics</i>		
Full-time	300	88.8
Retired	5	1.5
Parental marital status		
Married	307	90.8
Divorced	23	6.8
Loss of a spouse	6	1.8
Extended family		
Yes	31	9.2
No	305	90.2
Family income		
Less than 1000 TL	9	2.7
1000-1500 TL	50	14.8
1500-2000 TL	50	14.8
2000-2500 TL	38	11.2
2500-3000 TL	40	11.8
3000-4000 TL	52	15.4
4000-6000 TL	57	16.9
6000 TL and above	22	6.5

2.2 Measures

2.2.1 Operationalization of Self-care, Room-management, and Chores

To be able to decide the operational definition of daily tasks, the literature was reviewed. Several behaviors from Issues Check List (Robin & Foster, 1989), Hygiene Inventory (Stevenson et al., 2009), CHORES Measure (Dunn, Magalhaes, & Mancini, 2014) were taken. Furthermore, authors also added several behaviors based on their daily life experiences.

Self-care behaviors of mothers and their children were measured by separate scales and each included the following behaviors; hand-washing, brushing teeth, nail care, taking shower / having bath, changing the clothes, socks and underwear daily, armpit hair care, and deodorant use.

The room management behaviors of mothers and their children were measured by separate scales and each included the following behaviors; making up the bed, changing the bed linens, putting the dirty clothes in the basket, tidying up of clean clothes, tidying up of wardrobes, drawers, studying desk, and shelves.

The chore behaviors of mothers and their children were measured by separate scales and each included the following behaviors; helping to setting up the meal table, and removing the table settings after the meals, the shopping for the house, throwing the garbage away, washing the dishes; helping to family when guests are hosted, helping to the laundry, and small fixing ups in the house. Separate scales were prepared for mothers' own behaviors, their expectations from their children, maternal report of conflict, adolescents' own behaviors, and adolescents' reports of conflict. Then all the scales were analyzed for their factor structures (see Chapter 3).

2.2.2 Mothers' Questionnaire Pack

2.2.2.1 Demographical Information Form

The demographical information form asked about mothers' and fathers' age, educational level, employment status, and marital status. There were also items asking how many people lived in the household, whether there was any other person than the "nuclear" family members, monthly income of the family, how many children the family had; and age, gender, and birth order of the child who participated to the current study (Appendix B).

At the end of the demographical questions, the mothers "were asked to answer"/ "answered" seven single-item questions asking whether they received help from their child/children, their husband, their own mother or mother-in-law, housekeeper on a daily basis, or on a weekly basis for house work. From those single item questions, two composite housework help (HWH) scores were derived: *i) internal HWH*, which was the sum of whether mothers received help from their husbands, their own mother, and mother-in-law, and *ii) external HWH*; which was the sum of whether they had a housekeeper on a daily basis, or on a weekly basis . Thus, two additional variables were analyzed for room management, and chores; internal, and external house work help (HWH). Internal HWH ranged between 0 and 3 ($M_{total} = .42$, $SD_{total} = .66$), while external HWH ranged between 0 and 1 ($M_{total} = .11$, $SD_{total} = .31$).

2.2.2.2 Conscientiousness Scale

Conscientiousness scale is subtracted from Turkish version of Big Five Inventory – Short Form (Benet-Martinez & John, 1998). The Conscientiousness subscale is consisted of nine items, four of them were reverse items (Appendix C). The items were evaluated on a 5-point Likert scale, “*Not appropriate at all*” was scored as 1, “*Not appropriate*” as 2, “*Undecided*” as 3, “*Appropriate*” as 4, and “*Very appropriate*” as 5. The mean of the nine items was taken as the conscientiousness score. The scale was translated and back-translated into Turkish by Sümer (as cited in Sümer, Lajunen, & Özkan, 2005) for research purposes. In the original scale, the Cronbach alpha was reported to be between .82 and .77, and in the translated scale as .75 (as cited in Sümer, Lajunen, & Özkan, 2005). For the current study, Cronbach alpha was .75.

2.2.2.3 Mothers’ Behaviors Scale

Several items of the scale were taken from Issues Check List (Robin & Foster, 1989), Hygiene Inventory (Stevenson et al., 2009), CHORES Measure (Dunn, Magalhaes, & Mancini, 2014); whereas the rest were written by the authors, in order to capture mothers’ own self-care, room-management, and chore behaviors. The scale consists of 25 items (Appendix D) each item is evaluated on a 5-point Likert scale. In order to decide on the factor structure, several factor analyses were carried out, and compared with each other. A three-factor solution was accepted as the final version, and accounted for 42.63 % of the total variance, and accepted as the final version (see Section 3.1.2 for results of factor analysis). The identified factors were; self-care (4 items, Cronbach $\alpha = .66$), room management (6 items, Cronbach $\alpha = .83$), and chores (8 items, Cronbach $\alpha = .84$). Means of each subscale were calculated higher scores indicating higher frequency of behaviors.

2.2.2.4 Mothers' Expectations Scale

Several items of the scale were taken from Issues Check List (Robin & Foster, 1989), Hygiene Inventory (Stevenson et al., 2009), CHORES Measure (Dunn, Magalhaes, & Mancini, 2014); whereas the rest were written by the authors, in order to capture the maternal expectations of their adolescent children's SC, RM, and CH behaviors. The scale consists of 25 items (see Appendix E) and each item is evaluated on a 5-point Likert scale. In order to decide on the factor structure, several factor analyses were carried out, and compared with each other. A three-factor solution was accepted as the final version, and accounted for 61.02 % of the total variance, and it was accepted as the final version (see Section 3.1.1 for results of factor analysis). The identified factors were; *self-care* (9 items, Cronbach $\alpha = .93$), *room management* (7 items, Cronbach $\alpha = .90$), and *chores* (9 items, Cronbach $\alpha = .86$). Means of each subscale were calculated, higher scores indicating higher expectations.

2.2.2.5 Mothers' Perceived Conflict Scale

In the literature there were several scales measuring the evaluations of conflict, conflict frequency, emotional valence of conflicting topics, yet they did not capture the SC, RM, and CH behaviors in details, thus a new scale was prepared. Several items of the scale were taken from Issues Check List (Robin & Foster, 1989), Hygiene Inventory (Stevenson et al., 2009), CHORES Measure (Dunn, Magalhaes, & Mancini, 2014); whereas the rest were written by to test maternal perceptions of the conflict they had with their adolescent children, within the last four weeks. The scale was consisted of 25 items, and each item was evaluated on three dimensions: yes/no choices, frequency of the conflicts, and anger experienced due to the conflicts, like in Issues Checklist of Robin & Foster (1989, see Appendix F). Due to the large amount of missing data on frequency of conflict, and anger felt related to the conflicts; only yes/no choices were included in the current study. In order to decide on the factor structure, several factor analyses were carried out, and compared with each other. A three-factor solution was accepted as the final version, and accounted

for 44.16 % of the total variance, and accepted as the final version (see Section 3.1.3 for results of factor analysis). The factors identified were as following; self-care (9 items, Cronbach $\alpha = .85$), room management (7 items, Cronbach $\alpha = .77$), and chores (9 items, Cronbach $\alpha = .81$). Items crossed “yes” on each subscale were summed separately, and taken as the score of the subscale. Higher scores showed higher number of conflicting issues.

2.2.3 Youth Questionnaire Pack

2.2.3.1 Effortful Control Scale

Effortful Control is a subscale of Early Adolescent Temperament Questionnaire – Revised (Ellis & Rothbart, 2001; as cited in Gartstein, Bridgett, & Low, 2012, p. 195). Effortful Control (EC) dimension is consisted of 16 items, distributed into three subscales: Attention, Activation Control, and Inhibitory Control (Appendix G). The items were evaluated on a 5 point Likert scale. The Cronbach alpha values ranged between .69 and .80 for the original scale. Turkish-English translation- back-translation was completed by Bayram (2013). In order decide on the factor structure, several factor analyses were carried out, and compared with each other. A one-factor solution was accepted as the final version accounted for 23.98 % of the total variance, and accepted as the final version (13 items, Cronbach $\alpha = .78$, see Section 3.1.4 for results of factor analysis). Higher scores showed higher total EC.

2.2.3.2 Youth Behaviors Scale

The scale is the parallel form of the *Mothers' Behaviors Scale*. The adolescents were asked to report the frequency of their own behaviors. The items and the scoring were the same as *Mothers' Behaviors Scale* (Appendix H). In order decide on the factor structure, several factor analyses were carried out, and compared with each other. A three-factor solution was accepted as the final version, and accounted for 43.28 % of the total variance, and accepted as the final version (see Section 3.1.5 for results of factor analysis). The factors identified were as following; self-care (9 items, Cronbach $\alpha = .74$), room

management (8 items, Cronbach $\alpha = .83$), and chores (8 items, Cronbach $\alpha = .74$).

2.2.3.3 Youth Perceived Conflict Scale

The scale is the parallel form of the *Mothers' Perceived Conflict Scale* (Appendix I). The adolescents were asked to evaluate the conflict they perceive between themselves and their mothers. The items and the scoring were the same as *Mothers' Perceived Conflict Scale*. In order to decide on the factor structure, several factor analyses were carried out, and compared with each other. A three-factor solution was accepted as the final version, and accounted for 50.20 % of the total variance, and accepted as the final version (see Section 3.1.6 for results of factor analysis). The factors identified were as following; self-care (9 items, Cronbach $\alpha = .90$), room management (7 items, Cronbach $\alpha = .75$), and chores (9 items, Cronbach $\alpha = .84$).

2.2.3.4 Perceived Parenting

Warmth

Perceived Maternal Emotional Warmth Scale was a subscale of *Parenting Behaviors Scale (PBS)* which was developed by Sümer et al. (2009) for a state-funded project. The PBS consisted of 52 items that were taken from various scales such as EMBU-Short Form, and some other items that were written by the research team. The PBS was distributed into five subscales; rejection, emotional warmth, comparison, intrusiveness, and guilt induction. The maternal warmth subscale had 8 items, measured on a 4-point Likert scale (Appendix J). “No” was scored as 0, “Yes sometimes” as 1, “Yes, most of the time” as 2, and “Yes, always” as 3. In the original study, Cronbach alpha values was reported as .73; in the current study Cronbach alpha was .85.

Psychological Control

Psychological Control Scale – Youth Self Report (PCS-YSR) was developed by Barber (1996) in order to elicit responses from the youth regarding their

parents' psychological control (as cited in Sayıl et al., 2012). The scale is based upon the Schafer's (1965) Parental Behavior inventory. It consisted of 8 items, and evaluated on 4-point Likert Scale (Appendix M). "No" was scored as 0, "Yes sometimes" as 1, "Yes, most of the time" as 2, and "Yes, always" as 3. The higher points indicated the greater psychological control. The Cronbach alpha values ranged between .80 and .83 in the original study. The scale was adapted in to Turkish by Sayıl et al. (2012) with a sample aged between 11.9 and 18.3 years ($M = 14.9$, $N = 777$), and reported Cronbach alpha values ranged between .87 and .92. For the current study, Cronbach alpha was .80.

Overprotection

Overprotection scale was originally a subscale of EMBU-C Short Form (Arrindell et al., 1999; as cited in Doğruyol, 2008). The scale was translated to Turkish by Sümer, Selçuk, & Günaydın (2006) and some extra items were added to adapt the scale to the Turkish family context (as cited in Doğruyol, 2008). The scale has seven items, and evaluated on a 4-point Likert Scale (Appendix L). "No" was scored as 0, "Yes sometimes" as 1, "Yes, most of the time" as 2, and "Yes, always" as 3. The internal consistency of the scale was .86 for mothers in Doğruyol's study. For the current study, Cronbach alpha was .77.

Comparison

Perceived Maternal Comparison Scale was also a subscale of *Parenting Behaviors Scale* (PBS, Sümer et al., 2009). In PBS, the comparison subscale had 5 items, measured on a 4-point Likert scale (Appendix K). "No" was scored as 0, "Yes sometimes" as 1, "Yes, most of the time" as 2, and "Yes, always" as 3. For the current study, two additional items, asking whether mothers compare their children in terms of "cleanliness and neatness" and "helping to house work" with other children, were included to the subscale. In the original study, Cronbach alpha values was reported as .78; in the current study Cronbach alpha was .84.

2.3 Procedure

After necessary permissions were granted by university ethical board (Appendix N), and Ankara branch of Ministry of Education (Appendix O), primary-, middle-, and high-schools from various socio-economic levels in Çankaya - Ankara were contacted. The schools were gathered via snowball sampling, in which the principal agreed for the students' participation. When school principals agreed to participate to study, informed consent forms were sent to mothers via their children, enclosed with the maternal questionnaire packs (MQP). On the informed consents, mothers were informed about the research aims, and were also presented agreement and disagreement options (Appendix A). Mothers, who agreed to participate, filled in the MQP. Mothers, both agreeing and disagreeing to participate, returned the packs through their children. Two to three days after sending MQP, the researcher visited the students and collected MQP. Adolescents, whose mothers agreed to participate, filled in the youth questionnaire packs (YQP) during school time, approximately in 35-55 minutes. For preadolescence stage, four schools were visited. For early adolescence stage, three schools were visited. For mid/late adolescence four high schools were visited. Return rates according to schools, grades, and gender are shown on Table 3.

In the first two high schools, the return rates were not satisfactory. For the last two high schools, sweepstakes were organized by the researcher in order to elicit interest of the youth. In total, five students were rewarded with a 50 TL gift check from a book & hobby store.

Table 3

Return Rates According to Schools, Grades, and Gender

Grades	Given	Received			%
		Girls	Boys	Total	
4 th Graders	402	59	58	117	29.10
7 th Graders	324	73	54	127	39.19
11 th Graders	458	106	49	155	33.84
Total	1184	238	161	399	33.70

RESULTS

3.1 Factor Analyses

In order to decide on factor structure of the scales, prior to main analyses, seven factor analyses were performed ($N = 338$). The items with loading higher than .30 were held in a particular factor. Besides, if a cross-loading occurred for a certain item; the content, and congruity of the item were considered, and the item was placed accordingly. These two criteria were utilized for the formation of the factors.

3.1.1. Factor Analysis for Maternal Expectations Scale

In the development phase of “*Maternal Expectations Scale*”, 25 items were written, and grouped under three themes: self-care (9 items), room-management (8 items), and chores (8 items) (See Appendix E). Initially, a principal axis factor analysis with varimax rotation (PAFVR) was conducted for identifying the factors of “*Maternal Expectations Scale*”. Kaiser-Meyer-Olkin measure of sampling adequacy (.90) was above the cut-off point of .5 and Bartlett’s test of Sphericity was significant ($\chi^2(300) = 5114,35, p < .001$), which means that the scale was factorable. Without any restrictions, the data offered a five-factor solution, and explained 69.70 % of total variance. In accordance with Tabachnick and Fidell (2013), the eigenvalues and scree plot were inspected, and three-factor solution was considered as more appropriate, than the five-factor solution. Then, a second PAFVR was conducted by restricting number of factors to three. The three-factor solution explained 61.02 % of the total variance.

In accordance with expectations, the first factor of maternal expectations was “*self-care*”, and it explained 35.80 % of total variance. All 9 items of the “*self-care*” theme were loaded on this factor. The second factor was identified as “*room-*

management”, and accounted for 15.60 % of total variance. There were 8 items for “*room-management*”, but in the factor analyses, 7 items were loaded on the “*room management*” factor. One item (Room-management subscale, item no 2: Çarşaflarını değiştirmesini beklerim) loaded on the third factor: “*chores*”. The “*chores*” factor was intended to have 8 items. In the factor analyses, the “*chores*” factor had 9 items, and accounted for 9.62 % of total variance. There were some cross-loaded items (see Table 3.1), and they were placed in the factors where they had highest load.

For all the factors in “*Maternal Expectations Scale*”, internal reliabilities were also calculated. The Cronbach’s alpha coefficients were .93, .90, and .86 for self-care, room-management, and chores respectively. Factor loadings and eigenvalues of each factor and percent of variance explained by those factors were summarized in Table 4.

Table 4

Factor Analysis for “Maternal Expectations Scale”

	SC	RM	CH
<i>Factor 1: Self-care (SC),</i>			
<i>Explained variance = 35.80 %, Eigenvalue = 8.95</i>			
Her gün iç çamaşırlarını değiştirmesini beklerim.	.89		
Her gün çoraplarını değiştirmesini beklerim.	.87		
Her gün kıyafetlerini değiştirmesini beklerim.	.85		
El ve ayak tırnaklarını temiz ve bakımlı tutmasını beklerim. (örneğin; gerektiğinde kesmesini beklerim)	.85		
Ellerini kirli olduğu zamanlarda yıkamasını beklerim. (örneğin; yemeklerden önce ve sonra; tuvalete girdikten sonra)	.79		
Her gün dişlerini en az 2 kere fırçalamasını beklerim.	.76		
Her gün duş almasını ya da banyo yapmasını beklerim.	.75		

Table 4 cont. <i>Factor Analysis for “Maternal Expectations Scale”</i>		
Her gün deodorant sürmesini beklerim.	.68	
Koltuk altı tüğ bakımını yapmasını beklerim.	.65	
Factor 2: Room-management (RM)		
Explained variance = 15.60 %, Eigenvalue = 3.90		
Dolap ve/veya çekmecelerini düzenli tutmasını beklerim.	.85	
Çalışma masasını ve/veya ders çalıştığı yeri düzenli tutmasını beklerim.	.83	
Kitaplığını ve/veya raflarını düzenli tutmasını beklerim.	.79	
Temiz kıyafetlerini düzenlemesini beklerim.	.79	
Kirlenmiş giysilerini kirli sepetine koymasını beklerim.	.38	.71
Giysilerini yere <i>atmamasını</i> beklerim.	.64	
Her gün yatağını düzeltmesini beklerim.	.60	.30
Factor 3:Chores (CH)		
Explained variance = 9.62 %, Eigenvalue = 2.41		
Bulaşıkların yıkanmasına yardım etmesini beklerim.	.78	
Çamaşırların yıkanmasına ve kurutulmasına yardım etmesini beklerim.	.75	
Evin alışverişine yardım etmesini beklerim. (örneğin; market ve Pazar alışverişi)	.75	
Sofra hazırlıklarına yardım etmesini beklerim.	.33	.72
Sofranın toplanmasına yardım etmesini beklerim.	.31	.71
Misafirlerin ağırlanmasına yardım etmesini beklerim.	.70	
Çöplerin atılmasına yardım etmesini beklerim.	.63	
Evin tamir işlerine yardım etmesini beklerim.	.60	
Kirli çarşaflarını değiştirmesini beklerim.	.49	

3.1.2. Factor Analysis for Mothers’ Behaviors Scale

In the development phase of “*Maternal Behaviors Scale*”, 25 items were written, and grouped under three themes: self-care (9 items), room-management (8 items), and chores (8 items) (See Appendix D). Initially, a principal axis factor analysis with varimax rotation (PAFVR), without any restriction on number of the factors was conducted to identify the factors of “*Maternal Behaviors Scale*”. Kaiser-Meyer-Olkin measure of sampling

adequacy (.81) was above the cut-off point of .5 and Bartlett's test of Sphericity was significant ($\chi^2(300) = 2570,23, p < .001$), which means that the scale was factorable. There were five items which had loadings less than .30, therefore they were excluded from the item pool, and a second PAFVR was conducted.

For the second PAFVR of "*Maternal Behaviors Scale*", Kaiser-Meyer-Olkin measure of sampling adequacy (.81) was above the cut-off point of .5 and Bartlett's test of Sphericity was significant ($\chi^2(190) = 2518,50, p < .001$), which means that the scale was factorable. Without any restrictions, the data offered a five-factor solution, and explained 63.70 % of total variance. In accordance with Tabachnick and Fidell (2013), the eigenvalues and scree plot were inspected, and a three-factor solution seemed more appropriate, then a third PAFVR was conducted.

For the third PAFVR of "*Maternal Behaviors Scale*" with three-factor solution, the data explained 51.20 % of total variance. There was an additional item which loaded less than .30, and it was deleted. Then, a fourth PAFVR for "*Maternal Behaviors Scale*" was conducted.

For the fourth PAFVR of "*Maternal Behaviors Scale*", Kaiser-Meyer-Olkin measure of sampling adequacy (.81) was above the cut-off point of .5 and Bartlett's test of Sphericity was significant ($\chi^2(171) = 2495,91, p < .001$), which means that the scale was factorable. The three-factor solution accounted for 53.27 % of the total variance, and it was accepted as the final factor structure of "*Maternal Behaviors Scale*". First factor was named as "*chores*", and accounted for 21.91 % of the total variance. All 8 items of "*chores*" theme loaded on this factor. Second factor was named as "*room-management*", and accounted for 19.41 % of the total variance. It had 7 of 8 items of "*room-management*" theme. Third factor was named as "*self-care*", and accounted for 11.51 % of the total variance. It had 4 of 9 items of "*self-care*" theme.

For all the factors in "*Maternal Behaviors Scale*", internal reliabilities were also calculated. The Cronbach's alpha coefficients were .84, .86, and .64 for chores, room-management, and self-care respectively. Factor loadings and eigenvalues of

each factor and percent of variance explained by those factors were summarized in Table 5.

Table 5
Factor Analysis for “Maternal Behaviors Scale”

	CH	RM	SC
Factor 1: Chores (CH),			
Explained variance = 21.91 %,			
Eigenvalue = 4.16			
Sofrayı tek başıma toplarım.	.80		
Sofrayı tek başıma hazırlarım.	.79		
Bulaşıkları tek başıma yıkarım.	.75		
Misafir gelince ikramlarla sadece ben ilgilenirim.	.73		
Çamaşırların yıkanmasını ve kurutulmasını tek başıma yaparım.	.64		
Çöpleri ben atarım.	.53		
Evin alışverişlerini (örneğin; market, Pazar) tek başıma yaparım.	.51		
Evin tamir işleriyle sadece ben ilgilenirim.(örneğin; küçük tamirler, tamircinin çağırılması)	.37		
Factor 2: Room-management (RM)			
Explained variance = 19.41 %,			
Eigenvalue = 3.69			
Dolap ve/veya çekmecelerimi düzenli tutarım.		.76	
Temiz kıyafetlerimi düzenlerim.		.75	
Çalışma yerimi düzenli tutarım.		.74	
Her gün yatağımı düzeltirim.		.68	
Kitaplığı/ rafları düzenli tutarım.		.64	
Kirli çarşaf larımı değiştiririm.		.62	
Kirlenmiş giysilerimi kirli sepetine atarım.		.51	
Kıyafetlerimi çıkarınca yere atarım.			
Factor 3:Self-care (SC)			
Explained variance = 11.95 %,			
Eigenvalue = 2.27			
Her gün kıyafetlerimi değiştiririm.			.76
Her gün çorap larımı değiştiririm.			.76

Table 5 cont. <i>Factor Analysis for Maternal Behaviors Scale</i>	
Her gün iç çamaşırlarımı değiştiririm.	.70
Her gün duş alırım ya da banyo yaparım.	.40
Her gün ellerimi en az 10 kere yıkarım.	
Her gün dişlerimi en az 2 kere fırçalarım.	
El ve ayak tırnaklarımı her uzadıkça keserim.	
Koltukaltı tüğlerim görünür hale gelince, gerekli bakımı yaparım.	
Her gün deodorant sürerim.	

3.1.3. Factor Analysis for Mothers' Perceived Conflict Scale

In the preparation phase of “*Mothers' Perceived Conflict Scale*”, 25 items were developed, and grouped under three themes: self-care (9 items), room-management (8 items), and chores (8 items) (See Appendix F). Each item was planned to be evaluated on three dimensions: yes/no, quantity of the conflict (how many times), and perceived anger regarding the conflicting issue. Because of the large number of missing data on quantity of conflict, and perceived anger regarding the conflicting issue, those two dimensions were excluded from the study.

Initially, a principal axis factor analysis with varimax rotation (PAFVR), without any restriction on number of the factors was conducted to identify the factors of “*Maternal Perceived Conflict Scale*” for yes/no dimension. Kaiser-Meyer-Olkin measure of sampling adequacy (.86) was above the cut-off point of .5 and Bartlett's test of Sphericity was significant ($\chi^2(300) = 2461,69, p < .001$), which means that the scale was factorable. Without any restrictions, the data had a six-factor solution, which explained 58.39 % of total variance. In accordance with Tabachnick and Fidell (2013), the eigenvalues and scree plot were inspected, and a four-factor solution seemed more appropriate, then a second PAFVR was conducted.

For the second PAFVR of “*Maternal Perceived Conflict Scale*”, Kaiser-Meyer-Olkin measure of sampling adequacy (.86) was above the cut-off point of .5 and Bartlett’s test of Sphericity was significant ($\chi^2(300) = 2461,69, p < .001$), which means that the scale was factorable. With four-factor solution, the data explained 49.75 % of total variance. When the item distributions were inspected, a three-factor solution seemed more appropriate, then a third PAFVR was conducted.

For the third PAFVR of “*Maternal Perceived Conflict Scale*”, with three-factor solution, the data explained 44.16 % of total variance, and it was accepted as the final version. There were some items cross loads (ie. Conflict on armpit hair), these items were kept in the factors where they had the highest load. First factor was named as “*self-care*”, and accounted for 26.51 % of the total variance. All 9 items of “*self-care*” theme were loaded on this factor. Second factor was named as “*chores*”, and accounted for 9.69 % of the total variance. It had all 8 items of “*chores*” theme, and one additional item from “*room-management theme*” (Changing dirty linens), in total 9 items. Third factor was named as “*room-management*”, and accounted for 7.96 % of the total variance. It had 7 of 8 items of “*room-management*” theme.

For all the factors in “*Maternal Perceived Conflict Scale*”, internal reliabilities were also calculated. The Cronbach’s alpha coefficients were .85, .81, and .77 for self-care, chores, and room-management, respectively. Factor loadings and eigenvalues of each factor and percent of variance explained by those factors were summarized in Table 6.

Table 6
Factor Analysis for “Maternal Perceived Conflict Scale”

	SC	CH	RM
<i>Factor 1: Self-care (SC)</i>			
<i>Explained variance = 26.51 %</i>			
<i>Eigenvalue = 6.63</i>			

Table 6 cont. <i>Factor Analysis for "Maternal Perceived Conflict Scale"</i>		
İç çamaşırı değiştirme	.70	
Çorap değiştirme	.68	
El yıkama	.63	
Duş alma/ banyo yapma	.60	
Kıyafet değiştirm	.58	
Tırnak kesme	.55	
Diş fırçalama	.54	
Deodorant kullanımı	.53	.34
Koltukaltı tüğlerinin bakımı	.46	.41
Factor 2: Chores (CH)		
Explained variance = 9.69 %,		
Eigenvalue = 2.42		
Sofranın hazırlanması	.60	
Yemek sofrasının toplanması	.58	
Kirli çarşafların değişmesi	.57	
Bulaşıkların yıkanması	.32	.55
Misafirlerin ağırılanması		.54
Çamaşırların yıkanması ve kurutulması		.52
Çöplerin atılması	.52	
Evin tamir işlerine yardım edilmesi	.47	
Evin alışverişine yardım etme	.45	
Factor 3: Room-management (RM)		
Explained variance = 7.96 %,		
Eigenvalue = 1.99		
Ders çalışma masasının/ yerinin düzenli tutulması		.67
Kitaplığın / rafların düzenli tutulması		.66
Dolap ve/veya çekmecelerin düzenli tutulması		.58
Temiz giysilerin düzenlenmesi	.34	.49
Kirlenmiş giysilerin kirli sepetine konulması		.46
Giysilerin yere atılması		.37
Yatak düzeltme		.36

3.1.4. Factor Analysis for Effortful Control Scale

Effortful control scale was a subscale of Early Adolescent Temperament Questionnaire (Ellis & Rothbart, 2001; as cited in Gartstein, Bridgett, & Low, 2012, p. 195), which had 16 items, distributed into three lower-ordered

subscales (See Appendix G). Bayram (2014) translated the scale into Turkish, and used it as one factor, in accordance with her factor analyses. In order to identify the factor structure of the scale for the current sample, a principal axis factor analysis with varimax rotation (PAFVR), without any restriction on number of the factors was conducted. Kaiser-Meyer-Olkin measure of sampling adequacy (.82) was above the cut-off point of .5 and Bartlett's test of Sphericity was significant ($\chi^2(120) = 888,22, p < .001$), which means that the scale was factorable. Without any restrictions, the data had a three-factor solution, which explained 43.52 % of total variance. Meanings of the items in each factor was studied carefully, however, the distributions of the items did not form meaningful thematic groups. Therefore, a one-factor solution was thought to be more appropriate, thus, a second a second PAFVR was conducted.

For the second PAFVR of “*Effortful Control Scale*”, with one-factor solution, there were three items which had loadings less than .30. Those items were deleted, and a third PAFVR was conducted.

For the third PAFVR of “*Effortful Control Scale*”, with one-factor solution, data had 13 items. Kaiser-Meyer-Olkin measure of sampling adequacy (.82) was above the cut-off point of .5 and Bartlett's test of Sphericity was significant ($\chi^2(78) = 783,81, p < .001$), which means that the scale was factorable. The data explained 28.41 % of total variance, and it was accepted as the final version. For internal reliability, Cronbach alpha coefficient was .78. Factor loadings, eigenvalue of the factor, and percent of variance explained by that factor were summarized in Table 7.

Table 7

Factor Analysis for “Effortful Control Scale”

EC
<i>Factor 1: Effortful control (EC), Explained variance = 23.98 %, Eigenvalue = 3.84</i>

<i>Table 7 cont. Factor Analysis for “Effortful Control Scale”</i>	
Ödev sorunlarına odaklanmak benim için gerçekten kolaydır.	.62
Okulda bir dersten çıkıp diğer derse girdiğimde, yeni derse alışmakta / konsantre olmakta zorlanırım.	.56
Yapmamam gerektiği zaman bile, ödevime başlamadan önce eğlenceli bir şeyler yaparım.	.55
İşleri zamanında bitirmekte zorlanırım.	.54
Projelerim / ödevlerim üzerinde çalışmayı, teslim tarihinin öncesine kadar ertelerim.	.52
Yapmam gereken bir görevim /ödevim varsa hemen başlarım.	.50
Bir şeyin tam ortasına geldiğimde onu bırakıp başka bir şey yapmaya yatkınım.	.49
Çalışmaya çalışırken etraftaki gürültüyü göz ardı etmekte ve konsantre olmakta zorlanırım.	.44
Planlarıma ve amaçlarıma sadık kalabilirim.	.42
Yapmamam gereken bir şey için ne kadar kendimi engellemeye çalışırsam çalışayım, yine de o işi yapma eğilimi gösteririm / o işi yaparım.	.41
<i>Table 8 Factor cont.Loadings, Eigenvalues, and Explained Variance of One Factor Solution for “Effortful Control Scale”</i>	
Birisi benden yaptığım bir şeyi durdurmamı /bırakmamı istediğinde, o şeyi durdurmak / bırakmak benim için zordur.	.37
Teslim tarihinden önce ödevlerimi bitiririm.	.36
Bir kişi bir şeyin nasıl yapıldığını söylediğinde / gösterdiğinde, o kişiyi pür dikkat dinlerim / izlerim.	.32
Hediyeleri açmamam istendiğinde, hediyeleri açmadan beklemek benim için zordur.	
Sır saklamak benim için kolaydır.	
Çevremde gerçekleşen birçok farklı şeyi takip etmede (izlemede, her birine dikkat etmede) iyiyimdir.	

3.1.5. Factor Analysis for Youth Behaviors Scale

In the preparation phase of “*Youth Behaviors Scale*”, 25 items were developed, and grouped under three themes: self-care (9 items), room-management (8 items), and chores (8 items) (See Appendix H). Initially, a principal axis factor analysis with varimax rotation (PAFVR), without any restriction on number of the factors was conducted to identify the factors of “*Youth Behaviors Scale*”. Kaiser-Meyer-Olkin measure of sampling adequacy (.84) was above the cut-off point of .5 and Bartlett’s test of Sphericity was significant ($\chi^2(300) = 2685,59, p < .001$), which means that the scale was factorable. There was one item which had

loading less than .30, therefore it was excluded from the item pool, and a second PAFVR was conducted.

For the second PAFVR of “*Youth Behaviors Scale*”, Kaiser-Meyer-Olkin measure of sampling adequacy (.84) was above the cut-off point of .5 and Bartlett’s test of Sphericity was significant ($\chi^2(190) = 2610,08, p < .001$), which means that the scale was factorable. Without any restrictions, the data offered a five-factor solution, and explained 57 % of total variance. In accordance with Tabachnick and Fidell (2013), the eigenvalues and scree plot were inspected, and a three-factor solution seemed more appropriate, then a third PAFVR was conducted.

For the third PAFVR of “*Youth Behaviors Scale*” with three-factor solution, the data explained 45.91 % of total variance, and it was accepted as the final factor structure of “*Youth Behaviors Scale*”. First factor was named as “*room-management*”, and accounted for 25.39 % of the total variance. All 8 items of “*room-management*” theme in the original scale loaded on this factor. Second factor was named as “*chores*”, and accounted for 12.02 % of the total variance. It had 7 of 8 items of “*chores*” theme. Third factor was named as “*self-care*”, and accounted for 8.50 % of the total variance. It had 8 of 9 items of “*self-care*” theme.

For all the factors in “*Youth Behaviors Scale*”, internal reliabilities were also calculated. The Cronbach’s alpha coefficients were .83, .82, and .74 for room-management, chores, and self-care respectively. Factor loadings and eigenvalues of each factor and percent of variance explained by those factors were summarized in Table 8.

Table 9

Factor Analysis for “Youth Behaviors Scale”

	RM	CH	SC
<i>Factor 1: Room-management (RM), Explained variance = 25.39 %, Eigenvalue = 6.09</i>			

Table 8 cont. <i>Factor Analysis for "Youth Behaviors Scale"</i>	
Çalışma masamı ve/veya ders çalıştığım yeri düzenli tutarım.	.69
Dolap ve/veya çekmecelerimi düzenli tutarım.	.69
Kitaplığımı/ rafları düzenli tutarım.	.69
Her gün yatağımı düzeltirim.	.67
Temiz kıyafetlerimi düzenlerim.	.63
Kıyafetlerimi çıkarınca yere atarım.	.54
Kirlenmiş giysilerimi kirli sepetine atarım.	.50
Kirli çarşafLARımı DEĞİŞTİRİRİM.	.42
Factor 2: Chores (CH)	
Explained variance = 12.02 %, Eigenvalue = 2.88	
ÇamaşIRLARın yıkanmasına ve kurutulmasına yardım ederim.	.76
BulaşIKLARı yıkamaya yardım ederim.	.70
Sofranın toplanmasına yardım ederim.	.31 .61
Sofranın hazırlanmasına yardım ederim.	.34 .60
Evin alışverişlerine (örneğin; market, Pazar) yardım ederim.	.59
Misafir gelince aileme yardım ederim.	.58
Çöpleri atmaya yardım ederim.	.53
Evin tamir işlerine yardım ederim.	.42
Factor 3: Self-care (SC)	
Explained variance = 8.50 %, Eigenvalue = 2.04	
Her gün iç çamaşIRLARımı DEĞİŞTİRİRİM.	.67
Her gün çorapLARımı DEĞİŞTİRİRİM.	.63
Her gün kıyafetlerimi DEĞİŞTİRİRİM.	.60
Her gün duş alırım ya da banyo yaparım.	.60
Her gün deodorant sürerim.	.46
Her gün ellerimi en az 10 kere yıkarım. (örneğin; Tuvaletten çıktıktan sonra, yemeklerden önce ve sonra)	.45
Koltukaltı tüylerim görünür hale gelince, gerekli bakımı yaparım.	.37
El ve ayak tırnakLARımı uzadıkça keserim.	.36

3.1.6. Factor Analysis for Youth Perceived Conflict Scale

In the preparation phase of "Youth Perceived Conflict Scale", 25 items were developed, and grouped under three themes: self-care (9 items), room-management (8 items), and chores (8 items) (See Appendix I). Each item was planned to be evaluated on three dimensions: yes/no, quantity of the conflict (how many times), and perceived anger regarding the conflicting issue.

Because of the large number of missing data on quantity of conflict, and perceived anger regarding the conflicting issue, those two dimensions were excluded from the study.

Initially, a principal axis factor analysis with varimax rotation (PAFVR), without any restriction on number of the factors was conducted to identify the factors of “*Youth Perceived Conflict Scale*” for yes/no dimension. Kaiser-Meyer-Olkin measure of sampling adequacy (.93) was above the cut-off point of .5 and Bartlett’s test of Sphericity was significant ($\chi^2(300) = 3327,89, p < .001$), which means that the scale was factorable. Without any restrictions, the data had a four-factor solution, which explained 54.18 % of total variance. There was one item which had loading less .30, and it was excluded from the study. Then a second PAFVR conducted.

For the second PAFVR of “*Youth Perceived Conflict Scale*”, Kaiser-Meyer-Olkin measure of sampling adequacy (.93) was above the cut-off point of .5 and Bartlett’s test of Sphericity was significant ($\chi^2(276) = 3278,92, p < .001$), which means that the scale was still factorable. Without any restrictions, second PAFVR for “*Youth Perceived Conflict Scale*” offered a three-factor solution, and accounted for 51.52 % of total variance, and was accepted as the final version. Cross loaded items were placed according to the congruence with the theme (see Table 3.6).

First factor was named as “*self-care*”, and accounted for 38.37 % of the total variance. All 9 items of “*self-care*” theme in the original scale loaded on this factor. Second factor was named as “*chores*”, and accounted for 9.69 % of the total variance. Although there were some items with slightly higher loads on self-care factor, they were kept in chores factor since they were more congruent with the items of chores factor. Chores factor had all 8 items of the “*chores*” theme, and one additional item from “*room-management* theme” (Changing dirty linens). Third factor was named as “*room-management*”, and accounted for 7.96 % of the total variance. It had 6 of 8 items of the “*room-management*” theme.

For all the factors in “*Youth Perceived Conflict Scale*”, internal reliabilities were also calculated. The Cronbach’s alpha coefficients were .89, .84, and .77 for self-

care, chores, and room-management, respectively. Factor loadings and eigenvalues of each factor and percent of variance explained by those factors were summarized in Table 9.

Table 10

Factor Analysis for “Youth Perceived Conflict Scale”

	SC	CH	RM
Factor 1: Self-care (SC),			
Explained variance = 38.37 %, Eigenvalue = 9.21			
El yıkama	.74		
İç çamaşırı değiştirme	.73		
Çorap değiştirme	.71		
Kıyafet değiştirme	.70		
Duş alma/ banyo yapma	.63		
Diş fırçalama	.60		
Koltukaltı tüğlerinin bakımı	.57	.32	
Deodorant kullanımı	.54	.36	
Tırnak kesme	.53		
Factor 2: Chores (CH)			
Explained variance = 7.36 %, Eigenvalue = 1.77			
Evin tamir işlerine yardım etme	.51	.46	
Misafirlerin ağırlanması	.45	.44	
Evin alışverişine yardım etme	.44	.43	
Kirli çarşafların değişmesi	.41	.38	
Yemek sofrasının toplanması		.65	
Sofranın hazırlanması		.64	
Bulaşıkların yıkanması		.57	
Çamaşırların yıkanması ve kurutulması		.55	
Çöplerin atılması	.33	.55	
Factor 3: Room-management (RM)			
Explained variance = 5.85 %, Eigenvalue = 1.40			
Dolap ve/veya çekmecelerin düzenli tutulması			.74
Ders çalışma masasının/ yerinin düzenli tutulması			.55
Kitaplığın / rafların düzenli tutulması			.52
Temiz giysilerin düzenlenmesi	.31		.44
Kirlenmiş giysilerin kirli sepetine konulması	.35	.33	.41
Yatak düzeltme			.34
Giysilerin yere atılması			

3.2. Data Cleaning

In total, data from 399 mothers and their adolescent daughters and sons were collected. 61 of the cases were excluded from the sample, because of incomplete scales. In order to detect the missing values, frequencies and descriptive results were checked. No missing data imputations were utilized for the demographical information variables. For the missing values of the scale items, several multiple imputations were run, but because of the size of the data file, the SPSS program could not perform the iterations with all the variables. In order to fill the missing data, either modified multiple imputations (MI), or expectation maximizations (EM) were utilized for different scales.

Multiple Imputations

There were 28 (8.3%) mothers with missing values in conscientiousness scale. Several MI analyses were run, in which the predictors of conscientiousness items were changed. In the final analysis, only items of Maternal Expectation Scale, and Maternal Behaviors Scale were entered as predictors of the maternal conscientiousness.

Since the items of conflict scales were dichotomous; only MI analyses could be utilized. For the mother reported conflict, predictors were conscientiousness, maternal behaviors, maternal expectations, youth behaviors, youth age, and gender. For youth reported conflict, predictors were maternal expectations, youth behaviors, effortful control, youth age, and gender.

Expectation Maximizations

For the rest of the scales (maternal behaviors, maternal expectations, effortful control, youth behaviors, and perceived parenting), the items were measured on continuous scales, and the missing data did not reach 5% threshold. Thus, separate EM analyses were utilized.

Data Screening

After the imputations for missing data, and before any further analyses, the data were screened for multivariate and univariate outliers, normality, linearity, and multicollinearity. First, multivariate outliers were checked by using Mahalanobis distance from regression. For the calculation of Mahalanobis distance, all the subscale means were treated as predictor, and an unrelated variable was treated as an outcome variable (subject no). There were no multivariate outliers.

For univariate outliers, *Z*-scores were calculated. First, since conscientiousness, effortful control, and parenting scales would be used for all three themes (self-care, room management and chores), *Z*-scores of those variables were screened, and eight cases were deleted. Then, univariate outliers of maternal expectations, maternal behaviors, maternal perceived conflict, youth behaviors, and youth perceived conflict for self-care, room management, and chores were screened separately. For self-care, six additional univariate outliers were detected, and deleted; thus, further analyses regarding self-care theme were conducted with 324 mother – adolescent couples. For room management, twenty additional univariate outliers were detected, and deleted; thus, further analyses regarding room management theme were conducted with 310 mother – adolescent couples. For chores, two additional univariate outliers were detected, and deleted; thus, further analyses regarding room management theme were conducted with 328 mother – adolescent couples.

After the deletion of univariate outliers, skewness and kurtosis values were checked, no extreme values were detected. For multi-collinearity, bivariate correlations were screened, and no coefficient exceeded .65 cut-off point.

3.3. Descriptive Results for Non-thematic Variables

Scores on maternal behaviors, maternal expectations, youth behaviors, maternal, and youth perceived conflict were considered as *theme-specific* variables, and calculated for SC, RM, and CH separately. Maternal

conscientiousness, youth effortful control, and perceived parenting (warmth, psychological control, overprotection, and comparison) were considered as *non-thematic variables*. Descriptive results of non-thematic variables were summarized on Table 10. Maternal conscientiousness scores ranged between 2.67 and 5.00 ($M_{\text{total}} = 4.24$, $SD_{\text{total}} = .53$). Youth effortful control scores ranged between 1.62 and 5.00 ($M_{\text{total}} = 3.62$, $SD_{\text{total}} = .65$). Perceived warmth scores ranged between 0.50 and 3.00 ($M_{\text{total}} = 2.38$, $SD_{\text{total}} = .53$). Comparison scores ranged between 0.00 and 3.00 ($M_{\text{total}} = .99$, $SD_{\text{total}} = .73$). Overprotection scores ranged between 0.00 and 3.00 ($M_{\text{total}} = 1.46$, $SD_{\text{total}} = .70$). Psychological control scores ranged between 0.00 and 2.38 ($M_{\text{total}} = .56$, $SD_{\text{total}} = .50$).

Table 11

Descriptive results for non-thematic variables

		Cons.	Eff. Cont.	Warm.	Psy. Cont.	Overp.	Comp.
		<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
4th Graders	Girls	4.07(.53)	3.75(.53)	2.64(.33)	.43(.46)	1.49(.66)	.85(.71)
	Boys	4.12(.56)	3.64(.58)	2.55(.40)	.57(.42)	1.59(.68)	1.02(.60)
	Total	4.10(.54)	3.69(.55)	2.59(.37)	.50(.45)	1.54(.67)	.93(.66)
7th Graders	Girls	4.42(.43)	3.78(.55)	2.48(.50)	.54(.50)	1.53(.73)	1.15(.87)
	Boys	4.21(.56)	3.20(.47)	2.34(.47)	.58(.63)	1.41(.77)	1.09(.68)
	Total	4.33(.50)	3.52(.59)	2.42(.49)	.56(.56)	1.48(.75)	1.12(.79)
11th Graders	Girls	4.44(.44)	4.09(.58)	2.16(.65)	.63(.46)	1.43(.69)	.86(.73)
	Boys	4.10(.52)	3.14(.69)	2.12(.55)	.64(.50)	1.28(.62)	1.00(.70)
	Total	4.29(.50)	3.66(.78)	2.14(.61)	.63(.48)	1.36(.66)	.92(.71)
Total	Girls	4.32(.49)	3.87(.57)	2.42(.55)	.54(.48)	1.48(.69)	.96(.78)
	Boys	4.14(.55)	3.33(.62)	2.34(.51)	.60(.52)	1.43(.70)	1.03(.66)
	Total	4.24(.53)	3.62(.65)	2.38(.53)	.56(.50)	1.46(.70)	.99(.73)

3.4. Plan of Main Analyses

The aim of the current study was to discover predictors of mothers', and youth conflict reports on themes of *i*) self-care, *ii*) room management, and *iii*) chores. Therefore, for the rest of the results, the analyses were carried out for each theme, separately.

For each theme, first, descriptive results were given. After that, conflict reports of mothers, and youth were compared to each other for each grade (4th, 7th, and 11th), and for total sample. Before the regression analyses, the correlations between predictor variables and outcome variables (conflict scores of mothers', and youth) were explained for each grade, and for the total sample, separately.

As the possible predictors of **mothers' and youth conflict reports**; in the **first step**, demographical variables (adolescents' gender, number of children, birth order, maternal education, getting help for household*); in the **second step**, mothers' characteristics (conscientiousness, maternal behaviors, and expectations); in the **third step**, adolescents' characteristics (effortful control, and youth behaviors); and in the **fourth step**, parenting variables (warmth, comparison, overprotection, and psychological control) were entered into the equations. These regression analyses were repeated for each grade, and for each theme, respectively.

3.5 Results for Self-care

3.5.1 Descriptive Results for Self-care

Before conducting any further analyses, descriptive results of self-care theme variables were screened (see Table 11). Maternal behaviors scores on self-care ranged between 2.75 and 5.00 ($M_{total} = 4.53$, $SD_{total} = .52$). Maternal expectations scores ranged between 1.00 and 5.00 ($M_{total} = 4.08$, $SD_{total} = .98$). Youth behaviors scores ranged between 2.44 and 5.00 ($M_{total} = 4.30$, $SD_{total} = .54$). Maternal perceived conflict scores ranged between 0.00 and 9.00 (M_{total}

= 2.94, $SD_{total} = 2.76$). Youth perceived conflict scores ranged between 0.00 and 9.00 ($M_{total} = 2.39$, $SD_{total} = 2.84$).

Table 12

Descriptive Results for Self-care Theme

		Mat. Beh.	Mat. Exp.	Youth Beh.	Mat. conf.	Youth Conf.
		$M(SD)$	$M(SD)$	$M(SD)$	$M(SD)$	$M(SD)$
4th Graders	Girls	4.56(.47)	4.17(.71)	4.23(.49)	4.66(2.55)	2.40(2.43)
	Boys	4.60(.45)	3.90(.97)	3.89(.64)	3.27(2.34)	3.20(2.98)
	Total	4.58(.46)	4.03(.85)	4.07(.59)	3.98(2.54)	2.79(2.73)
7th Graders	Girls	4.64(.48)	4.04(.1.12)	4.50(.47)	2.95(2.84)	2.62(3.06)
	Boys	4.38(.59)	3.83(1.05)	4.31(.48)	3.73(2.85)	3.89(3.21)
	Total	4.52(.55)	3.95(1.09)	4.41(.48)	3.30(2.86)	3.19(3.18)
11th Graders	Girls	4.44(.42)	4.24(.93)	4.50(.42)	1.16(1.92)	.55(.98)
	Boys	4.56(.50)	4.29(.99)	4.31(.49)	2.18(2.62)	2.06(2.83)
	Total	4.49(.54)	4.26(.96)	4.41(.46)	1.62(2.30)	1.23(2.16)
Total	Girls	4.55(.51)	4.15(.96)	4.41(.47)	2.84(2.83)	1.83(2.49)
	Boys	4.51(.52)	4.01(1.00)	4.17(.57)	3.06(2.67)	3.05(3.08)
	Total	4.53(.52)	4.08(.98)	4.30(.54)	2.94(2.76)	2.39(2.84)

3.5.2 Comparing Maternal, and Youth reported Conflict on Self-care

In order to detect possible differences between mothers', and their adolescent children's conflict reports on self-care, a paired-samples *t*-test was performed. The results showed that, compared to their children ($M = 2.38$, $SD = 2.84$), mothers ($M = 2.95$, $SD = 2.76$, $t(325) = 3.37$, $p = .001$) reported significantly higher levels of conflict on self-care.

In order to detect possible group differences among grades (4th, 7th, and 11th) regarding the mothers', and youth conflict reports on self-care; between group variance analyses were carried out. There were grade differences both in

mothers' ($F(2,321) = 24.02, p < .001, \text{partial } \eta^2 = .13$); and youth ($F(2,321) = 15.97, p < .001, \text{partial } \eta^2 = .09$) conflict reports on self-care. In order to reveal which grades differed from each other; Bonferroni adjustments were utilized.

According to the results, mothers of 11th graders ($M_{est} = 1.62, SE = .25$) had significantly lower conflict reports than mothers of 4th graders ($M_{est} = 3.98, SE = .25, p < .001$); and 7th graders ($M_{est} = 3.30, SE = .25, p < .001$). There was no significant grade difference among mothers of 4th, and 7th graders ($p = .16$).

The results regarding the youth conflict reports on self-care indicated that 11th graders ($M_{est} = 1.23, SE = .26$) had significantly lower conflict scores than 4th graders ($M_{est} = 2.79, SE = .27, p < .001$); and 7th graders ($M_{est} = 3.19, SE = .26, p < .001$). There was no significant grade difference among 4th, and 7th graders ($p = .84$, see Table 12).

Table 13
Self-care Conflict Reports by Grades

Sample	Mothers' Conflict Reports		Youth Conflict Reports	
	<i>M(SE)</i>	95% CI	<i>M(SE)</i>	95% CI
4 th Graders	3.93(.25)	3.48 – 4.48	2.79(.27)	2.26 – 3.32
7 th Graders	3.30(.25)	2.81 – 3.78	3.19(.26)	2.68 – 3.70
11 th Graders	1.62(.25)	1.41 – 2.10	1.23(.26)	.72 – 1.74

3.5.3 Bivariate Correlations for Conflict about Self-care

After the group comparisons, bivariate correlations were calculated among predictors, and outcome variables, for total sample, and for all grades; separately and respectively (see Table 13).

For the total sample, mothers' conflict reports on SC were positively correlated to perceived comparison ($r = .16, p < .01$); and were **negatively**

correlated to adolescents' age ($r = -.36, p < .001$), mothers' conscientiousness ($r = -.16, p < .01$), and youth behaviors ($r = -.13, p < .05$). Furthermore, the correlation between maternal perceived conflict and psychological control approached to significance level ($r = .11, p < .07$). **Youth conflict reports** were **positively** correlated with perceived comparison ($r = .20, p < .001$), overprotection ($r = .12, p < .05$), psychological control ($r = .15, p < .01$) and maternal perceived conflict ($r = .40, p < .001$); and were **negatively** correlated with adolescents' age ($r = -.24, p < .001$) and gender ($r = -.22, p < .001$, boy = 0, girl = 1), maternal education ($r = -.12, p < .05$), and youth behaviors ($r = -.17, p < .01$).

For 4th graders, the mothers' conflict reports on self-care were only **positively** correlated with adolescents' gender ($r = .28, p < .01$). **Youth conflict reports** were positively associated with number of children in family ($r = .31, p < .01$), birth order ($r = .23, p < .01$), and perceived psychological control ($r = .26, p < .01$); and were negatively correlated with perceived maternal warmth ($r = -.21, p < .05$).

For 7th graders, the mothers' conflict reports on self-care was only correlated to perceived warmth ($r = -.21, p < .05$). **Youth conflict reports** were negatively correlated to child's gender ($r = -.20, p < .05$), and mothers' educational level ($r = -.20, p < .05$).

For 11th graders, the mothers' conflict reports on self-care were **positively** correlated with perceived psychological control ($r = .30, p < .01$), and comparison ($r = .20, p < .05$); and were **negatively** correlated with adolescents' gender ($r = -.22, p < .05$), and perceived warmth ($r = -.20, p < .05$). In addition, mothers' conflict reports on SC was correlated to mothers' conscientiousness on marginally significant level ($r = -.18, p < .06$). **Youth conflict reports** were positively associated with perceived psychological control ($r = .23, p < .05$), and comparison ($r = .24, p < .01$); and were **negatively** correlated with adolescents' gender ($r = -.35, p < .001$), and youth self-care behaviors ($r = -.30, p < .01$).

Table 14

Bivariate Correlations for Self-care

	Total Sample		4 th Graders		7 th Graders		11 th Graders	
	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports
1.Age	-.36***	-.24***	NA	NA	NA	NA	NA	NA
2.Gender	-.03	-.22***	.28**	-.15	-.14	-.20*	-.22*	-.35***
3.Child no.	-.03	.07	-.06	.31**	.03	.02	.10	.04
4.Birth order	-.04	.08	.002	.23**	.00	.08	.07	.14
5.Mat. Edu.	-.04	-.12*	-.17	-.13	-.02	-.20*	-.09	-.07
6.Conscient.	-.16**	-.01	-.14	.11	-.10	-.08	-.18 ^a	.002
7.Mat. beh.	-.02	-.06	-.06	-.07	-.06	-.08	-.02	-.06
8.Mat. exp.	.02	-.01	.13	.01	.07	.11	-.001	-.06
9.Eff. cont.	-.02	-.05	.15	-.02	-.03	.06	-.15	-.15
10.Y. beh.	-.13*	-.17**	.08	-.13	-.15	-.08	-.15	-.30**
11.Warmth	-.04	-.04	-.16	-.21*	-.21*	-.09	-.20*	-.14
12.Psy. cont.	.10 ^b	.15**	.09	.26**	.11	.10	.30**	.23*
13.Overprot.	.09	.12*	.10	.09	.10	.14	-.05	.04
14.Compar.	.16**	.20***	.13	.13	.16	.17	.20*	.24**

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$. Boy = 0, Girl = 1, NA: Not applicable.

3.5.4 Predictors of Conflict on Self-care among 4th Graders and Their Mothers

In order to investigate the predictors of **maternal reported conflict about self-care among 4th graders**, a hierarchical regression analysis was carried out. The overall model was significant in predicting the 4th graders' mothers' conflict reports on self-care ($R^2 = .22$, $F(13, 87) = 1.89$, $p = .042$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, and maternal education) were entered. They accounted for significant amount of variation ($R^2 = .10$ (adjusted $R^2 = .06$), $F(4, 96) = 2.55$, $p = .04$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them did not reach to significance ($R^2 = .11$ (adjusted $R^2 = .04$), $\Delta R^2 = .01$, $F_{inc}(3, 93) = .39$, $p = .76$). In **Step 3**, adolescents' characteristics

(effortful control, and youth self-care behaviors) were entered, and they also did not explain additional variance ($R^2 = .13$ (adjusted $R^2 = .05$), $\Delta R^2 = .03$, $F_{inc}(2, 91) = 1.33$, $p = .27$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they explained significant variance in predicting mothers' conflict scores on SC among 4th graders ($R^2 = .22$ (adjusted $R^2 = .10$), $\Delta R^2 = .09$, $F_{inc}(4, 87) = 2.44$, $p = .052$).

In the **final step** "Step 4", adolescents' gender ($\beta = .28$, $p < .05$), maternal education level ($\beta = -.16$, $p < .05$), and perceived warmth ($\beta = -.25$, $p < .05$) were significant predictors of mothers' conflict reports on their adolescent children's self-care behaviors. These findings suggested that having a daughter, having higher educational background, and being rated high on parental warmth were likely to lessen the conflict on self-care reported by mothers for 4th graders (see Table 3.12).

In order to investigate the predictors of **youth conflict reports on self-care among 4th graders**, a second hierarchical regression analysis was carried out. The overall model was not significant for predicting the changes in youth conflict reports on SC ($R^2 = .20$, $F(13, 87) = 1.62$, $p = .094$, see Table 14).

Table 15

Self-care Conflicts among 4th Graders

		Mothers' Conflict Reports	
		B(SE)	B
Step 1	Gender	1.37(.53)	.28*
	Child no.	-.46(.53)	-.11
	Birth order	.29(.58)	.06
	Mat. edu.	-.34(.23)	-.16*
	$\Delta R^2(F_{inc})$	.09(2.55)*	
	$R^2(F)$	.09(2.55)*	
Step 2	Conscient.	-.32(.48)	-.07

	Mat. beh.	-.16(.57)	-.03
	Mat. exp.	.32(.30)	.11
	$\Delta R^2(F_{inc})$	.01(.39)	
	$R^2(F)$	.11(1.59)	
Step 3	Eff. cont.	.75(.49)	.16
	Y. beh.	.07(.44)	
	$\Delta R^2(F_{inc})$	.03(1.33)	
	$R^2(F)$	.13(1.54)	
Step 4	Warmth	-1.72(.69)	-.25*
	Psy. cont.	.23(.70)	.04
	Overprot.	-.11(.43)	-.03
	Compar.	.53(.43)	.14
	$\Delta R^2(F_{inc})$	.09(2.44)^a	
	$R^2(F)$	.22(1.89)^a	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.5.5 Predictors of Conflict on Self-care among 7th Graders and Their Mothers

In order to investigate the predictors of **maternal reported conflict scores on self-care for 7th graders**, a hierarchical regression analysis was carried out. The overall model was not significant ($R^2 = .13$, $F(13, 93) = 1.04$, $p = .42$).

In order to investigate the predictors of **youth conflict reports on self-care for 7th graders**, a second hierarchical regression analysis was carried out. The overall model was not significant ($R^2 = .19$, $F(13, 93) = 1.64$, $p = .09$).

3.5.6 Predictors of Conflict on Self-care among 11th Graders and Their Mothers

In order to investigate the predictors of **maternal reported conflict scores on self-care for 11th graders**, a hierarchical regression analysis was carried out. The overall model was significant in predicting the variations of mothers' conflict reports on SC ($R^2 = .20$, $F(13, 95) = 1.81$, $p = .052$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, and maternal education) were entered. The variance

accounted by those variables did not reach to significance ($R^2 = .07$ (adjusted $R^2 = .04$), $F(4, 104) = 2.05$, $p = .09$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them did not reach to significance ($R^2 = .09$ (adjusted $R^2 = .03$), $\Delta R^2 = .02$, $F_{inc}(3, 101) = .61$, $p = .61$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they also did not explain additional variance ($R^2 = .10$ (adjusted $R^2 = .02$), $\Delta R^2 = .01$, $F_{inc}(2, 99) = .73$, $p = .48$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they explained significant variance in predicting mothers' conflict scores on SC among 11th graders ($R^2 = .20$ (adjusted $R^2 = .09$), $\Delta R^2 = .10$, $F_{inc}(4, 95) = 2.84$, $p = .03$).

In the **final step** "Step 4", although the overall model was marginally significant for predicting conflict reports of mothers of 11th graders on self-care; there were no predictors reaching to significance level (see Table 15).

In order to investigate the predictors of **youth conflict reports on self-care for 11th graders**, a second hierarchical regression analysis was carried out. The overall model was significant ($R^2 = .29$, $F(13, 95) = 2.97$, $p = .001$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, and maternal education) were entered. The variance accounted by demographical variables was significant ($R^2 = .14$ (adjusted $R^2 = .11$), $F(4, 104) = 4.39$, $p = .003$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them did not reach to significance ($R^2 = .16$ (adjusted $R^2 = .10$), $\Delta R^2 = .01$, $F_{inc}(3, 101) = .53$, $p = .66$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they explained additional variance ($R^2 = .21$ (adjusted $R^2 = .14$), $\Delta R^2 = .05$, $F_{inc}(2, 99) = 3.15$, $p = .047$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they also explained significant variance in predicting youth conflict scores

on SC among 11th graders ($R^2 = .29$ (adjusted $R^2 = .19$), $\Delta R^2 = .108$ $F_{inc}(4, 95) = 2.70$, $p = .035$).

In the **final step** “Step 4”, adolescents’ gender was negatively ($\beta = -.48$, $p < .001$); youth effortful control ($\beta = .25$, $p < .05$), and perceived psychological control ($\beta = .25$, $p < .05$) were positively associated with the changes in youth conflict reports on self-care. The results indicated that, being boy, having lower levels of effortful control, and perceiving lower levels of psychological control were likely to lessen the conflict reports on SC among 11th graders (see Table 15).

Table 16
Self-Care Conflicts among 11th Graders

		Mothers’ Conflict Reports		Youth Conflict Reports	
		B(SE)	B	B(SE)	B
Step 1	Gender	-.69(.60)	-.15	-.1.98(.50)	-.48***
	Child no.	.13(.33)	.05	-.27(.27)	-.11
	Birth order	-.15(.40)	-.04	.36(.33)	.12
	Mat. edu.	-.19(.18)	-.11	-.22(.15)	-.14
	$\Delta R^2(F_{inc})$	.07(2.05)		.14(4.39)	
	$R^2(F)$	.07(2.05)		.14(4.39)**	
Step 2	Conscient.	-.44(.49)	-.10	.51(.41)	.13
	Mat. beh.	.06(.47)	.01	-.11(.39)	-.03
	Mat. exp.	.03(.26)	.01	-.11(.21)	-.05
	$\Delta R^2(F_{inc})$	.02(.61)		.01(.53)	
	$R^2(F)$	.09(1.42)		.16(2.70)*	
Step 3	Eff. cont.	-.02(.36)	-.01	.67(.30)	.25*
	Y. beh.	-.54(.55)	-.10	-.65(.45)	-.14
	$\Delta R^2(F_{inc})$	.01(.73)		.05(3.15)*	
	$R^2(F)$	.10(1.26)		.21(2.89)**	
Step 4	Warmth	-.11(.45)	-.03	.12(.37)	.04
	Psy. cont.	.99(.60)	.21	1.04(.50)	.25*
	Overprot.	-.68(.41)	-.19	-.24(.34)	-.08
	Compar.	.65(.39)	.20	.41(.32)	.14
	$\Delta R^2(F_{inc})$	.10(2.84)		.08(2.70)*	
	$R^2(F)$	.20(1.81)^a		.29(2.97)***	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.6 Results for Room Management

3.6.1 Descriptive Results for Room Management

Before conducting any further analyses, descriptive results of room management theme variables were screened (see Table 16). Maternal behaviors scores on chores ranged between 3.33 and 5.00 ($M_{total} = 4.73$, $SD_{total} = .33$). Youth behaviors scores ranged between 1.56 and 5.00 ($M_{total} = 3.93$, $SD_{total} = .78$). Maternal expectations scores ranged between 1.71 and 5.00 ($M_{total} = 4.37$, $SD_{total} = .72$). Maternal perceived conflict scores ranged between 0.00 and 7.00 ($M_{total} = 4.03$, $SD_{total} = 2.15$). Youth perceived conflict scores ranged between 0.00 and 7.00 ($M_{total} = 2.97$, $SD_{total} = 2.11$).

Table 17

Descriptive Results for Room Management Theme

		Mat. Beh.	Mat. Exp.	Youth Beh.	Mat. conf.	Youth Conf.
		<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
4th Graders	Girls	4.67(.35)	4.33(.68)	4.34(.56)	4.46(2.18)	2.93(2.31)
	Boys	4.76(.31)	4.16(.77)	3.98(.86)	4.20(1.87)	2.47(2.16)
	Total	4.71(.33)	4.24(.73)	4.16(.74)	4.33(2.02)	2.70(2.24)
7th Graders	Girls	4.77(.31)	4.47(.80)	4.09(.76)	4.00(2.12)	3.06(2.17)
	Boys	4.70(.33)	4.32(.69)	3.89(.73)	4.46(2.17)	3.69(2.31)
	Total	4.72(.32)	4.37(.76)	4.00(.75)	4.21(2.14)	3.33(2.25)
11th Graders	Girls	4.76(.37)	4.60(.65)	3.79(.71)	3.60(2.26)	2.93(1.79)
	Boys	4.74(.29)	4.37(.67)	3.49(.81)	3.60(2.20)	2.83(1.83)
	Total	4.75(.34)	4.50(.69)	3.66(.77)	3.60(2.22)	2.89(1.80)
Total	Girls	4.74(.35)	4.47(.72)	4.06(.72)	3.99(2.20)	2.97(2.07)
	Boys	4.73(.31)	4.23(.71)	3.78(.82)	4.08(2.10)	2.97(2.15)
	Total	4.73(.33)	4.37(.72)	3.93(.78)	4.03(2.15)	2.97(2.11)

3.6.2 Comparing maternal, and Youth reported Conflict on Room Management

In order to detect possible differences between mothers', and their adolescent children's conflict reports on room management (RM), a paired-samples *t*-test was performed. The results showed that, compared to their children ($M = 2.98$, $SD = 2.13$), mothers ($M = 4.06$, $SD = 2.16$, $t(319) = 7.88$, $p < .001$) reported significantly higher levels of conflict on RM.

In order to detect possible group differences among grades (4th, 7th, and 11th) regarding the mothers', and youth conflict reports on RM; between group variance analyses were carried out. There were grade differences in mothers' conflict reports ($F(2, 315) = 3.47$, $p = .032$, partial $\eta^2 = .022$); however there was no significant grade difference in the conflict reports of youth ($F(2,315) = 2.49$, $p = .085$, partial $\eta^2 = .016$) regarding RM. In order to reveal which grades differed from each other for mothers' conflict reports; Bonferroni adjustments were utilized.

According to the results, mothers of 11th graders ($M_{est} = 3.62$, $SE = .21$) had significantly lower conflict reports than mothers of 4th graders ($M_{est} = 4.34$, $SE = .21$, $p = .047$); but there were no significant difference between mothers of 11th, and 7th graders ($M_{est} = 4.23$, $SE = .21$, $p = .12$); as well as mothers' of 4th, and 7th graders ($p = 1.00$, see Table 17).

Table 18

Room Management Conflict Reports by Grades

Sample	Mothers' Conflict Reports	
	<i>M</i> (<i>SE</i>)	95% CI
4 th Graders	4.34(.21)	3.92 – 4.75
7 th Graders	4.23(.21)	3.82 – 4.65
11 th Graders	3.62(.21)	3.22 – 4.03

3.6.3 Bivariate Correlations for Conflict about Room Management

After the group comparisons, bivariate correlations were calculated among predictors, and outcome variables, for total sample, and for all grades separately.

For the total sample, mothers' conflict reports on RM were **positively** correlated to perceived comparison ($r = .15, p < .01$); and negatively correlated to adolescents' age ($r = -.15, p < .05$), maternal behaviors ($r = -.12, p < .05$), and youth behaviors ($r = -.17, p < .01$). Furthermore, the correlation between maternal perceived conflict and psychological control approached to significance level ($r = .10, p < .07$). **Youth conflict reports** were **positively** correlated with perceived comparison ($r = .20, p < .001$), overprotection ($r = .12, p < .05$), psychological control ($r = .15, p < .01$) and maternal perceived conflict ($r = .40, p < .001$); and were **negatively** correlated with adolescents' age ($r = -.24, p < .001$) and gender ($r = -.22, p < .001, \text{boy} = 0, \text{girl} = 1$), maternal education ($r = -.12, p < .05$), and youth behaviors ($r = -.17, p < .01$) (see Table 18).

According to the 4th graders' maternal reported conflict on room management, there were no significant correlations with predictor variables. **Youth conflict reports** on room management were **positively** correlated to mothers' conscientiousness ($r = .22, p < .05$), and perceived psychological control ($r = .23, p < .05$); and were **negatively** correlated with youth room management behaviors ($r = -.27, p < .01$).

For 7th graders, the mothers' conflict reports on RM were **positively** correlated to perceived psychological control ($r = .22, p < .05$); and were negatively correlated to warmth ($r = -.26, p < .01$). In addition, there was a marginally significant correlation between mothers RM conflict reports and youth RM behaviors ($r = -.19, p < .06$). **Youth conflict reports** were positively correlated to psychological control ($r = .28, p < .01$), overprotection ($r = .20, p < .05$), and comparison ($r = .21, p < .05$); and were negatively correlated to

mothers' conscientiousness ($r = -.20, p < .05$), youth RM behaviors ($r = -.26, p < .01$), and perceived warmth ($r = -.24, p < .05$).

For 11th graders, the mothers' conflict reports on room management were **negatively** correlated with warmth ($r = -.40, p < .001$), and overprotection ($r = -.25, p < .01$). **Youth conflict reports** were **positively** correlated to birth order ($r = .21, p < .05$), and comparison ($r = .21, p < .01$); and were **negatively** correlated with adolescents' RM behaviors ($r = -.38, p < .001$), and mothers' RM behaviors ($r = -.21, p < .05$).

Table 19

Bivariate Correlations for Room Management

	Total Sample		4 th Graders		7 th Graders		11 th Graders	
	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports
1.Age	-.14*	.03	NA	NA	NA	NA	NA	NA
2.Gender	-.03	-.03	.03	.03	-.09	-.13	-.01	.02
3.Child no.	.04	.05	-.05	.15	.08	-.03	.12	.02
4.Birth order	-.01	.04	.02	.16	-.01	-.15	.05	.21*
5.Mat. Edu.	.02	-.09	-.18	-.13	.12	-.14	.05	.05
6.Inter.HWH	.04	-.03	.07	.01	-.08	-.09	.06	-.08
7.Exter.HWH	-.01	-.03	.01	-.16	-.06	.13	-.03	.00
8.Conscient.	-.05	.06	-.01	.22*	-.08	-.20*	-.04	.07
9.Mat. beh.	-.12*	-.07	-.13	-.02	-.08	.03	-.12	-.21*
10.Mat. exp.	-.03	.02	.15	.08	-.03	.003	-.13	-.04
11.Eff. cont.	-.05	-.04	-.07	-.12	-.05	-.06	-.13	.07
12.Y. beh.	-.17**	-.30***	-.04	-.27**	-.19 ^a	-.26**	-.05	-.38***
13.Warmth	-.05	-.12*	-.01	-.16	-.26**	-.24*	-.40***	.03
14.Psy. cont.	.10 ^b	.18***	.09	.23*	.21*	.28**	-.05	-.03
15.Overprot.	-.03	.11*	-.06	.07	.17	.24*	-.25**	-.01
16.Compar.	.15**	.20***	.10	.13	.22*	.21*	.12	.21*

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$. Boy = 0, Girl = 1, NA: Not applicable.

3.6.4 Predictors of Conflict on Room Management between 4th Graders and Their Mothers

In order to investigate the predictors of **mothers' conflict scores on room management among 4th graders**, a hierarchical regression analysis was carried out. The overall model was not significant in predicting the changes in 4th graders' mothers' conflict reports on room management ($R^2 = .14$, $F(15, 82) = .92$, $p = .54$).

In order to investigate the predictors of **youth conflict reports on RM among 4th graders**, a second hierarchical regression analysis was carried out. The overall model was significant for predicting the changes in youth conflict reports on RM ($R^2 = .27$, $F(15, 82) = 1.99$, $p = .03$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. They did not account for significant amount of variation ($R^2 = .11$ (adjusted $R^2 = .05$), $F(6, 91) = 1.92$, $p = .09$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them also did not reach to significance ($R^2 = .15$ (adjusted $R^2 = .06$), $\Delta R^2 = .03$, $F_{inc}(3, 88) = 1.14$, $p = .34$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they explained additional variance ($R^2 = .25$ (adjusted $R^2 = .15$), $\Delta R^2 = .10$, $F_{inc}(2, 86) = 5.73$, $p = .005$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they did not explain additional variance in predicting conflict scores on RM among 4th graders ($R^2 = .27$ (adjusted $R^2 = .13$), $\Delta R^2 = .02$, $F_{inc}(4, 82) = .59$, $p = .67$).

In the **final step** "Step 4", adolescents' gender ($\beta = .28$, $p < .05$) was positively; youth room management behaviors ($\beta = -.27$, $p < .05$) was negatively associated with 4th graders conflict reports on RM. In addition, maternal education level ($\beta = -.20$, $p < .06$) was a predictor of youth RM conflict reports on marginally significant level.

These findings suggested that being a girl, having a mother with higher educational background, and doing higher degrees of room management tasks were likely to lessen the conflict reports of 4th graders on RM (see Table 19).

Table 20

Room Management Conflicts among 4th Graders

		Youth Conflict Reports	
		B(SE)	β
Step 1	Gender	1.23(.49)	.28*
	Child no.	.53(.51)	.05
	Birth order	.20(.51)	.05
	Mat. edu.	-.40(.21)	-.20^a
	Inter. HWH	-.05(.27)	-.02
	Exter. HWH	-1.03(.65)	-.16
	$\Delta R^2(F_{inc})$	.11(1.92)	
	$R^2(F)$	.11(1.92)	
Step 2	Conscient.	.38(.47)	.09
	Mat. beh.	-.88(.73)	-.13
	Mat. exp.	-.13(.33)	-.04
	$\Delta R^2(F_{inc})$	.03(1.14)	
	$R^2(F)$	.15(1.66)	
Step 3	Eff. cont.	-.73(.46)	-.18
	Y. beh.	-.81(.34)	-.27*
	$\Delta R^2(F_{inc})$	.10(5.73)**	
	$R^2(F)$	.25(2.55)**	
Step 4	Warmth	-.39(.62)	-.06
	Psy. cont.	-.06(.63)	-.01
	Overprot.	.46(.40)	.13
	Compar.	.15(.39)	.04
	$\Delta R^2(F_{inc})$	.02(.59)	
	$R^2(F)$	.27(1.99)*	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: i) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. ii) Boy = 0, Girl = 1.

3.6.5 Predictors of Conflict on Room Management for 7th Graders and Their Mothers

In order to investigate the predictors of **mothers' of 7th graders conflict reports on room management**, a hierarchical regression analysis was carried out. The overall model was not significant in predicting the variations of mothers' conflict reports on RM among 7th graders ($R^2 = .18$, $F(15, 81) = 1.11$, $p = .28$).

In order to investigate the predictors of **youth conflict reports on RM among 7th graders**, a second hierarchical regression analysis was carried out. The overall model approached to significance level for predicting the changes in youth conflict reports on RM among 7th graders ($R^2 = .24$, $F(15, 81) = 2.97$, $p = .052$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was not significant ($R^2 = .09$ (adjusted $R^2 = .03$), $F(6, 90) = 1.51$, $p = .18$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them did not reach to significance ($R^2 = .15$ (adjusted $R^2 = .06$), $\Delta R^2 = .06$, $F_{inc}(3, 87) = 1.96$, $p = .13$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they explained additional variance ($R^2 = .21$ (adjusted $R^2 = .11$), $\Delta R^2 = .06$, $F_{inc}(2, 82) = 3.20$, $p = .046$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they did not explain significant variance in predicting youth conflict scores on RM among 7th graders ($R^2 = .24$ (adjusted $R^2 = .10$), $\Delta R^2 = .03$, $F_{inc}(4, 81) = .82$, $p = .52$).

In the **final step** "Step 4", youth RM behaviors were negatively associated with youth RM conflict reports ($\beta = -.22$, $p < .05$). Furthermore, the association between youth RM conflict reports and mothers' conscientiousness was marginally significant ($\beta = -.22$, $p < .06$) (see Table 3.18). The results suggested that, engaging in RM tasks more often, and having a mother with higher levels

of conscientiousness were likely to lessen the reports of RM-related conflict among 7th graders (see Table 20).

Table 21

Room Management Conflicts among 7th Graders

		Youth Conflict Reports	
		B(SE)	β
Step 1	Gender	-.35(.55)	-.08
	Child no.	.16(.39)	.06
	Birth order	-.38(.40)	-.14
	Mat. edu.	-.28(.18)	-.16
	Inter. HWH	-.35(.35)	-.10
	Exter. HWH	.63(.78)	.09
	$\Delta R^2(F_{inc})$	.09(1.51)	
	$R^2(F)$	.09(1.51)	
Step 2	Conscient.	-1.09(.56)	-.22^a
	Mat. beh.	.43(.81)	.06
	Mat. exp.	.12(.33)	.04
	$\Delta R^2(F_{inc})$	.06(1.96)	
	$R^2(F)$	.15(1.69)	
Step 3	Eff. cont.	.04(.44)	.01
	Y. beh.	-.66(.32)	-.22[*]
	$\Delta R^2(F_{inc})$	.06(3.20)[*]	
	$R^2(F)$	.21(2.04)[*]	
Step 4	Warmth	-.28(.55)	-.06
	Psy. cont.	.37(.58)	.10
	Overprot.	.31(.40)	.10
	Compar.	-.07(.38)	-.03
	$\Delta R^2(F_{inc})$	.03(.82)	
	$R^2(F)$	.24(1.70)^b	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.5.6 Predictors of Conflict on Room Management for 11th Graders and Their Mothers

In order to investigate the predictors of **mothers' of 11th graders conflict reports on room management**, a hierarchical regression analysis was carried out. The overall model was significant in predicting the variations of mothers' conflict reports on RM among 11th graders ($R^2 = .32$, $F(15, 89) = 2.77$, $p = .002$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was not significant ($R^2 = .03$ (adjusted $R^2 = -.03$), $F(6, 98) = .53$, $p = .78$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them did not reach to significance ($R^2 = .05$ (adjusted $R^2 = -.04$), $\Delta R^2 = .02$, $F_{inc}(3, 95) = .58$, $p = .63$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they explained additional variance ($R^2 = .24$ (adjusted $R^2 = .15$), $\Delta R^2 = .19$, $F_{inc}(2, 93) = 11.92$, $p < .001$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they explained significant variance in predicting youth conflict scores on RM among mothers of 11th graders ($R^2 = .32$ (adjusted $R^2 = .20$), $\Delta R^2 = .08$, $F_{inc}(4, 89) = 2.46$, $p = .05$).

In the **final step** "Step 4", youth RM behaviors ($\beta = -.40$, $p < .001$) and overprotection ($\beta = -.35$, $p = .002$) were negatively associated with mothers' RM conflict reports among 11th graders (see Table 3.19). The results suggested that, mothers who were perceived as more overprotective and mothers, whose children engaged in more RM behaviors were likely to report lower levels of conflict among 11th graders (see Table 21).

In order to investigate the predictors of **youth conflict reports on RM among 11th graders**, a second hierarchical regression analysis was carried out. The overall model was significant for predicting the changes in youth conflict

reports on RM among 11th graders ($R^2 = .38$, $F(15, 89) = 3.70$, $p < .001$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was not significant ($R^2 = .08$ (adjusted $R^2 = .02$), $F(6, 98) = 1.34$, $p = .25$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them was significant ($R^2 = .18$ (adjusted $R^2 = .10$), $\Delta R^2 = .11$, $F_{inc}(3, 95) = 4.05$, $p = .009$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they explained additional variance ($R^2 = .35$ (adjusted $R^2 = .27$), $\Delta R^2 = .17$, $F_{inc}(2, 93) = 3.20$, $p < .001$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they did not explain significant variance in predicting youth conflict scores on RM among 11th graders ($R^2 = .38$ (adjusted $R^2 = .28$), $\Delta R^2 = .03$, $F_{inc}(4, 89) = 1.25$, $p = .30$).

In the **final step** "Step 4", birth order ($\beta = .39$, $p < .001$), mothers' conscientiousness ($\beta = .23$, $p < .05$), and comparison ($\beta = .24$, $p < .05$) were positively; and mothers' RM behaviors ($\beta = -.33$, $p < .001$), and youth RM behaviors ($\beta = -.38$, $p < .001$) were negatively associated with the conflict reports on RM among 11th graders (see Table 3.19). The results suggested that, being the early born child of the family, having a mother with higher levels of conscientiousness, perceiving higher levels of comparison were likely to increase the conflict reports of 11th graders on RM; engaging in RM tasks more often, and having a mother who engage in RM tasks more often were likely to decrease the conflict reports of 11th graders (see Table 21).

Table 22

Room Management Conflicts among 11th Graders

		Maternal Perceived Conf.		Youth Perceived Conf.	
		B(SE)	B	B(SE)	β
Step 1	Gender	.62(.56)	.14	.06(.43)	.02
	Child no.	.65(.35)	.23b	-.40(.27)	-.18
	Birth order	-.11(.39)	-.03	1.04(.30)	.39***
	Mat. edu.	.07(.19)	.04	-.05(.15)	-.04
	Inter. HWH	.28(.43)	.06	-.04(.33)	-.01
	Exter. HWH	-.84(.83)	-.10	-.50(.64)	-.07
	$\Delta R^2(F_{inc})$	.03(.53)			
	R²(F)	.03(.53)			
Step 2	Conscient.	.35(.46)	.08	.80(.35)	.23*
	Mat. beh.	-.22(.70)	-.03	-1.76(.53)	-.33***
	Mat. exp.	-.14(.33)	-.04	.26(.25)	.10
	$\Delta R^2(F_{inc})$	.02(.58)			
	R²(F)	.05(.84)			
Step 3	Eff. cont.	-.10(.35)	-.03	.37(.27)	.16
	Y. beh.	-1.16(.28)	-.40***	-.89(.22)	-.38***
	$\Delta R^2(F_{inc})$	.19(11.92)***			
	R²(F)	.24(2.72)**			
Step 4	Warmth	.07(.40)	.02	-.26(.31)	-.09
	Psy. cont.	.06(.55)	.01	-.45(.42)	-.12
	Overprot.	-1.17(.37).	-.35**	-.19(.29)	-.07
	Compar.	.66(.37)	.21	.60(.28)	.24*
	$\Delta R^2(F_{inc})$	.08(2.46)*			
	R²(F)	.32(2.77)**			

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.7 Results for Chores

3.7.1 Descriptive Results for Chores

Before conducting any further analyses, descriptive results of chores theme variables were screened (see Table 22). Maternal behaviors scores on chores ranged between 1.00 and 5.00 ($M_{total} = 3.49$, $SD_{total} = .79$). Maternal expectations scores ranged between 1.00 and 5.00 ($M_{total} = 2.68$, $SD_{total} = .82$). Youth behaviors scores ranged between 1.00 and 5.00 ($M_{total} = 3.11$, $SD_{total} = .89$). Maternal perceived conflict scores ranged between 0.00 and 9.00 ($M_{total} = 1.99$, $SD_{total} = 2.27$). Youth perceived conflict scores ranged between 0.00 and 9.00 ($M_{total} = 1.93$, $SD_{total} = 2.38$).

Table 23

Descriptive Results of Chore Theme

		Mat. Beh.	Mat. Exp.	Youth Beh.	Mat. conf.	Youth Conf.
		<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
4th Graders	Girls	3.48(.70)	2.29(.77)	3.42(.90)	1.68(2.18)	1.71(2.34)
	Boys	3.88(.65)	2.41(.74)	3.33(.98)	2.10(2.23)	2.27(2.76)
	Total	3.68(.70)	2.35(.75)	3.38(.94)	1.89(2.21)	1.99(2.56)
7th Graders	Girls	3.21(.84)	2.75(.77)	3.02(.76)	2.16(2.34)	1.87(2.29)
	Boys	3.53(.75)	2.63(.67)	2.96(.97)	2.21(2.45)	3.09(2.75)
	Total	3.35(.82)	2.70(.73)	2.99(.86)	2.18(2.38)	2.41(2.57)
11th Graders	Girls	3.32(.84)	3.02(.86)	3.03(.75)	1.57(1.92)	1.13(1.38)
	Boys	3.58(.76)	2.90(.83)	2.81(.84)	2.37(2.51)	1.74(2.28)
	Total	3.44(.81)	2.97(.85)	2.93(.80)	1.93(2.23)	1.41(1.86)
Total	Girls	3.33(.80)	2.70(.85)	3.15(.82)	1.81(2.15)	1.56(2.06)
	Boys	3.67(.73)	2.64(.77)	3.04(.95)	2.22(2.39)	2.36(2.65)
	Total	3.49(.79)	2.68(.82)	3.11(.89)	1.99(2.27)	1.93(2.38)

3.7.2 Comparing Maternal, and Youth reported Conflict on Chores

In order to detect possible differences between mothers', and their adolescent children's conflict reports on chores (CH), a paired-samples *t*-test was performed. The results showed that, there was no significant difference between mothers' ($M = 1.99, SD = 2.27$), and their adolescent children's ($M = 1.92, SD = 2.38$) conflict reports on chores.

In order to detect possible group differences among grades (4th, 7th, and 11th) regarding the mothers', and youth conflict reports on CH; between group variance analyses were carried out. There were grade differences in youth conflict reports ($F(2,325) = 5.13, p = .006, \text{partial } \eta^2 = .031$); however there was no significant grade difference in the conflict reports of mothers ($F(2,325) = .53, p = .58, \text{partial } \eta^2 = .003$) regarding CH. In order to reveal which grades differed from each other for youth conflict reports; Bonferroni adjustments were utilized.

According to the results, mothers of 11th graders ($M_{est} = 1.41, SE = .22$) had significantly lower conflict reports than 7th graders ($M_{est} = 2.42, SE = .22, p = .005$); but there were no significant difference between 11th, and 4th graders ($M_{est} = 1.99, SE = .22, p = .21$); as well as mothers' of 4th, and 7th graders ($p = .55$, see Table 23).

Table 24

Chores Conflict Reports by Grades

	Mothers' Conflict Reports	
Sample	<i>M</i> (<i>SE</i>)	95% CI
4 th Graders	1.99(.23)	1.54 – 2.43
7 th Graders	2.42(.22)	1.97 – 2.86
11 th Graders	1.41(.22)	.97 – 1.85

3.7.3 Bivariate Correlations for Conflict about Chore

After the group comparisons, bivariate correlations were calculated among predictors, and outcome variables, for total sample, and for all grades; separately and respectively (see Table 24).

For the total sample, mothers' conflict reports on chores were positively correlated to maternal expectations ($r = .32, p < .001$), and perceived psychological control ($r = .13, p < .05$); and were negatively correlated to maternal education level ($r = -.12, p < .05$), and maternal perceived warmth ($r = -.14, p < .05$). **Youth conflict reports** on chores were positively correlated with maternal comparison ($r = .21, p < .001$), overprotection ($r = .13, p < .05$), psychological control ($r = .18, p < .01$), and mothers' conflict reports on CH ($r = .28, p < .01$); and were negatively correlated to youth's gender ($r = -.17, p < .01$, boy = 0, girl = 1), maternal education level ($r = -.16, p < .01$), and perceived maternal warmth ($r = -.14, p < .05$). In addition, the correlation between youth conflict scores and adolescents' age was significant at marginal level ($r = .14, p < .06$) (see Table 3.22).

For 4th graders, the mothers' conflict reports on chores were **positively** correlated with number of children in family ($r = .26, p < .01$), mothers' expectations ($r = .52, p < .001$); and **negatively** correlated with mothers' educational level ($r = -.24, p < .05$). In addition, there was a marginally significant correlation between mothers CH conflict reports and birth order of the child ($r = .19, p < .06$). **Youth conflict reports** on CH were **positively** correlated to perceived psychological control ($r = .28, p < .01$); and were **negatively** correlated with perceived warmth ($r = -.24, p < .05$).

For 7th graders, the mothers' conflict reports on CH were **positively** correlated to perceived mothers' expectations on CH behaviors of their adolescent children ($r = .40, p < .001$); and were negatively correlated to warmth ($r = -.29, p < .01$). **Youth conflict reports** were **positively** correlated to youth CH behaviors ($r = .20, p < .05$), and were **negatively** correlated to

gender of the child ($r = -.24, p < .05$), mothers' educational level ($r = -.27, p < .01$), and perceived warmth ($r = -.21, p < .05$).

For 11th graders, the mothers' conflict reports on room management were **negatively** correlated with warmth ($r = -.40, p < .001$), and overprotection ($r = -.25, p < .01$). **Youth conflict reports** were **positively** correlated to birth order ($r = .21, p < .05$), and comparison ($r = .21, p < .01$); and were **negatively** correlated with adolescents' CH behaviors ($r = -.38, p < .001$), and mothers' CH behaviors ($r = -.21, p < .05$).

Table 25

Bivariate Correlations for Chores

	Total Sample		4 th Graders		7 th Graders		11 th Graders	
	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports	Mothers' Reports	Youth Reports
1.Age	.01	-.10a	NA	NA	NA	NA	NA	NA
2.Gender	-.10	-.17**	-.10	-.11	-.01	-.24*	-.18 ^a	-.16
3.Child no.	.08	.07	.26**	.16	.03	.06	.00	.03
4.Birth order	.05	.08	.19 ^a	.14	-.02	.07	.05	.12
5.Mat. Edu.	-.12*	-.16**	-.24*	-.15	-.11	-.27**	-.01	-.05
6.Inter.HWH	.07	.04	-.06	-.09	.10	.05	.21*	.20*
7.Exter.HWH	-.04	-.04	.01	-.05	-.07	-.08	-.07	-.02
8.Conscient.	-.05	.03	-.15	.12	.01	-.08	-.04	.03
9.Mat. beh.	.03	.03	-.08	.05	.09	.10	.08	-.07
10.Mat. exp.	.32***	.07	.52***	.03	.40***	.16	.16	.17
11.Eff. cont.	-.05	-.09	.03	-.02	.01	-.04	-.15	-.18 ^a
12.Y. beh.	.08	.07	.07	-.04	.22*	.20*	-.01	.06
13.Warmth	-.14**	-.14*	-.09	-.24*	-.29**	-.21*	-.06	-.16
14.Psy. cont.	.13*	.18***	.08	.28**	.15	.14	.14	.17
15.Overprot.	.01	.13*	.10	.11	.14	.20	-.23*	.01
16.Compar.	.08	.21***	.08	.16	.13	.17	-.02	.26**

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$. Boy = 0, Girl = 1, NA: Not applicable

3.7.4 Predictors of Conflict on Chores for 4th Graders and Their Mothers

In order to investigate the predictors of **mothers' of 4th graders conflict reports on chores**, a hierarchical regression analysis was carried out. The overall model was significant in predicting the variations of mothers' conflict reports on CH among 4th graders ($R^2 = .35$, $F(15, 89) = 3.24$, $p < .001$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was not significant ($R^2 = .11$ (adjusted $R^2 = .05$), $F(6, 98) = 1.91$, $p = .09$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them was significant ($R^2 = .32$ (adjusted $R^2 = .26$), $\Delta R^2 = .22$, $F_{inc}(3, 95) = 10.22$, $p < .001$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they did not explain additional variance ($R^2 = .33$ (adjusted $R^2 = .25$), $\Delta R^2 = .01$, $F_{inc}(2, 93) = .60$, $p = .55$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they did not explain additional significant variance in predicting youth conflict scores on CH among mothers of 4th graders ($R^2 = .35$ (adjusted $R^2 = .24$), $\Delta R^2 = .02$, $F_{inc}(4, 89) = 2.46$, $p = .57$).

In the **final step** "Step 4", the only significant predictor was mother's expectations ($\beta = .49$, $p < .001$) (see Table 25). The results suggested that, mothers with higher levels of expectations on their children's CH behaviors were more likely to report higher levels of conflict among 4th graders.

In order to investigate the predictors of **youth conflict reports on CH among 4th graders**, a second hierarchical regression analysis was carried out. The overall model was not significant for predicting the changes in youth conflict reports on CH among 4th graders ($R^2 = .15$, $F(15, 89) = 1.06$, $p = .41$).

Table 26

Chores Conflicts among 4th Graders

		Maternal Perceived Conf.	
		B(SE)	B
Step 1	Gender	-.37(.40)	-.09
	Child no.	.60(.41)	.17
	Birth order	-.44(.48)	-.11
	Mat. edu.	-.31(.18)	-.17
	Inter. HWH	.04(.25)	.02
	Exter. HWH	.81(.55)	.14
	$\Delta R^2(F_{inc})$	.11(1.91)	
	$R^2(F)$	.11(1.91)	
Step 2	Conscient.	-.50(.36)	-.13
	Mat. beh.	-.41(.29)	-.14
	Mat. exp.	1.37(.27)	.49***
	$\Delta R^2(F_{inc})$	.22(10.22)***	
	$R^2(F)$	.32(5.04)***	
Step 3	Eff. cont.	.37(.36)	.10
	Y. beh.	-.07(.20)	-.03
	$\Delta R^2(F_{inc})$	.01(.60)	
	$R^2(F)$	.33(4.20)***	
Step 4	Warmth	-.77(.53)	-.14
	Psy. cont.	.19(.53)	.04
	Overprot.	-.04(.33)	-.01
	Compar.	-.20(.32)	-.06
	$\Delta R^2(F_{inc})$	.02(.74)	
	$R^2(F)$	.35(3.24)***	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.7.5 Predictors of Conflict on Chores for 7th Graders and Their Mothers

In order to investigate the predictors of **mothers' of 7th graders conflict reports on CH**, a hierarchical regression analysis was carried out. The overall model was significant in predicting the variations of mothers' conflict reports on CH among 7th graders ($R^2 = .31$, $F(15, 91) = 2.76$, $p = .002$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was not significant ($R^2 = .03$ (adjusted $R^2 = -.03$), $F(6, 100) = .45$, $p = .84$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them was significant ($R^2 = .22$ (adjusted $R^2 = .14$), $\Delta R^2 = .19$, $F_{inc}(3, 97) = 7.84$, $p < .001$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they did not explain additional significant variance ($R^2 = .23$ (adjusted $R^2 = .14$), $\Delta R^2 = .01$, $F_{inc}(2, 95) = .68$, $p = .51$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they explained additional significant variance in predicting conflict scores on CH among mothers of 7th graders ($R^2 = .31$ (adjusted $R^2 = .20$), $\Delta R^2 = .09$, $F_{inc}(4, 91) = 2.82$, $p = .029$).

In the **final step** "Step 4", mothers expectations on CH behaviors of their children ($\beta = .39$, $p < .001$) was positively; and warmth ($\beta = -.29$, $p = .008$) was negatively associated with mothers' CH conflict reports among 7th graders (see Table 3.24). The results suggested that, mothers who were perceived as more overprotective and mothers, whose children engaged in more CH behaviors were likely to report lower levels of conflict among 7th graders (see Table 26).

In order to investigate the predictors of **youth conflict reports on CH among 7th graders**, a second hierarchical regression analysis was carried out. The

overall model was significant for predicting the changes in youth conflict reports on CH among 7th graders ($R^2 = .27$, $F(15, 91) = 2.24$, $p = .01$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was significant ($R^2 = .16$ (adjusted $R^2 = .11$), $F(6, 100) = 3.18$, $p = .25$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them did not reach to significance level ($R^2 = .20$ (adjusted $R^2 = .13$), $\Delta R^2 = .04$, $F_{inc}(3, 97) = 1.69$, $p = .17$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they did not explain additional significant variance ($R^2 = .23$ (adjusted $R^2 = .14$), $\Delta R^2 = .03$, $F_{inc}(2, 95) = 1.52$, $p = .23$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they also did not explain significant variance in predicting youth conflict scores on CH among 7th graders ($R^2 = .27$ (adjusted $R^2 = .15$), $\Delta R^2 = .04$, $F_{inc}(4, 91) = 1.33$, $p = .26$). In the **final step** "Step 4", adolescents' gender ($\beta = -.33$, $p < .01$); and mothers' educational level ($\beta = -.30$, $p < .01$) were significantly associated with the variances in the conflict reports of 7th graders on chores. The results suggested that, being boy, and having a mother with higher educational background were likely lessen the conflict reports of 7th graders on chores (see Table 26).

Table 27
Chores Conflicts among 7th Graders

		Maternal Perceived Conf.		Youth Perceived Conf.	
		B(SE)	B	B(SE)	β
Step 1	Gender	-.36(.51)	-.08	-1.69(.56)	-.33**

	Child no.	.46(.38)	.17	.03(.41)	.01
	Birth order	-.65(.39)	-.23	.12(.43)	.04
	Mat. edu.	-.19(.19)	-.10	-.61(.20)	-.30**
	Inter. HWH	.43(.46)	.09	.28(.34)	.07
	Exter. HWH	.40(.77)	.05	.54(.84)	.06
	$\Delta R^2(F_{inc})$	.03(.45)		.16(3.18)**	
	$R^2(F)$	.03(.45)		.16(3.18)**	
Step 2	Conscient.	.43(.46)	.09	-.39(.50)	-.08
	Mat. beh.	.01(.29)	.004	.18(.32)	.06
	Mat. exp.	1.27(.33)	.39***	.42(.36)	.12
	$\Delta R^2(F_{inc})$	.19(7.84)***		.04(1.69)	
	$R^2(F)$	.22(2.98)**		.20(2.73)**	
Step 3	Eff. cont.	.05(.43)	.01	.55(.47)	.13
	Y. beh.	.34(.28)	.12	.42(.31)	.14
	$\Delta R^2(F_{inc})$	.01(.68)		.03(1.52)	
	$R^2(F)$	.23(2.54)**		.23(2.53)**	
Step 4	Warmth	-1.43(.53)	-.29**	-.33(.58)	-.06
	Psy. cont.	.20(.53)	.05	-.15(.58)	-.03
	Overprot.	.11(.36)	.03	.58(.40)	.17
	Compar.	-.14(.35)	-.05	.21(.38)	.07
	$\Delta R^2(F_{inc})$	.09(2.82)*		.04(1.33)	
	$R^2(F)$	.31(2.76)**		.27(2.24)**	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.7.6 Predictors of Conflict on Chores for 11th Graders and Their Mothers

In order to investigate the predictors of **mothers' of 11th graders conflict reports on chores**, a hierarchical regression analysis was carried out. The

overall model was not significant in predicting the variations of mothers' conflict reports on CH among 11th graders ($R^2 = .21$, $F(15, 92) = 1.60$, $p = .088$).

In order to investigate the predictors of **youth conflict reports on CH among 11th graders**, a second hierarchical regression analysis was carried out. The overall model was significant for predicting the changes in youth conflict reports on CH among 11th graders ($R^2 = .23$, $F(15, 92) = 1.83$, $p = .042$). In **Step 1**, demographical characteristics (adolescents' gender, number of children in family, birth order, maternal education, internal, and external help for housework) were entered. The variance accounted by demographical variables was not significant ($R^2 = .09$ (adjusted $R^2 = .03$), $F(6, 101) = 1.61$, $p = .15$). In **Step 2**, mothers' characteristics (maternal conscientiousness, behaviors, and expectations) were entered in to the equation, and the variance explained by them was also not significant ($R^2 = .13$ (adjusted $R^2 = .05$), $\Delta R^2 = .04$, $F_{inc}(3, 98) = 1.65$, $p = .18$). In **Step 3**, adolescents' characteristics (effortful control, and youth self-care behaviors) were entered, and they did not explain additional variance ($R^2 = .13$ (adjusted $R^2 = .03$), $\Delta R^2 = .002$, $F_{inc}(2, 96) = .10$, $p = .90$). In **Step 4**, parenting variables (warmth, psychological control, overprotection, and comparison) were entered, and they explained additional significant variance in predicting youth conflict scores on CH among 11th graders ($R^2 = .23$ (adjusted $R^2 = .10$), $\Delta R^2 = .10$, $F_{inc}(4, 92) = 2.89$, $p = .027$).

In the **final step** "Step 4", the only significant predictor of variances in the conflict scores on chores of 11th graders was perceived comparison ($\beta = .37$, $p < .01$). In addition, there was also a marginally significant association between overprotection and chore-related conflict reports of 11th graders ($\beta = -.22$, $p < .06$; see Table 3.25). The results suggested that, perceptions of higher levels of comparison, and lower levels of overprotection from mother were likely increase the reported conflict on chores among 11th graders (see Table 27).

Table 28

Chores Conflicts among 11th Graders

		Youth Perceived Conf.	
		B(SE)	β
Step 1	Gender	-.26(.48)	-.07
	Child no.	-.26(.28)	-.12
	Birth order	.51(.32)	.19
	Mat. edu.	.04(.16)	.03
	Inter. HWH	.68(.38)	.18
	Exter. HWH	-.55(.78)	-.08
	$\Delta R^2(F_{inc})$	.09(1.61)	
	$R^2(F)$	.09(1.61)	
Step 2	Conscient.	.57(.39)	.16
	Mat. beh.	-.24(.24)	-.11
	Mat. exp.	.32(.24)	.15
	$\Delta R^2(F_{inc})$	.04(1.65)	
	$R^2(F)$	.13(1.65)	
Step 3	Eff. cont.	-.25(.30)	-.10
	Y. beh.	-.003(.26)	-.001
	$\Delta R^2(F_{inc})$	.002(.10)	
	$R^2(F)$	.13(1.34)	
Step 4	Warmth	-.44(.35)	-.15
	Psy. cont.	-.23(.47)	-.06
	Overprot.	-.61(.32)	-.22^a
	Compar.	.93(.30)	.37**
	$\Delta R^2(F_{inc})$	.10(2.89)*	
	$R^2(F)$	.23(1.83)*	

*** $p \leq .001$, ** $p \leq .01$, * $p \leq .05$, ^a $p \leq .06$, ^b $p \leq .07$ Note: *i*) B values, Standard Errors (SE), and β values were taken from the final step of the regression analysis. *ii*) Boy = 0, Girl = 1.

3.8 Comparison of Conflicts on Self-care, Room Management, and Chores

Another aim of the current study was to compare conflict scores according to the themes. In order to compare conflict scores by the themes, phantom variables, namely “conflict ratios”, were created by dividing the conflict scores by the number of items for each theme, for maternal, and youth perceived conflict scores, respectively. For instance, for self-care theme, the scores of maternal, and youth perceived conflict scores were divided by nine, which was the total number of items for self-care subscale of perceived conflict scale. Estimated means, standard errors, and confidence intervals for the ratios of the conflict scores were summarized in Table 3.24.

3.8.1 Comparison of Maternal Reported Conflict by the Themes

In order to compare the maternal conflict scores according to the themes, a repeated measure within-subjects variance analysis was performed. According to the multivariate tests, there was a significant effect of themes on maternal perceived conflict ratios (Wilks' $\lambda = .43$, $F(2,328) = 217.43$, $p < .001$, partial $\eta^2 = .57$). The Mauchly's test of sphericity was significant ($\chi^2(2) = 7.90$, $p = .019$), therefore, the degrees of freedoms for within-subject effects were adjusted according to Lower-bound ($F(1,329) = 220.31$, $p < .001$, partial $\eta^2 = .40$).

After Bonferroni adjustment, ratio of maternal conflict on self-care ($M_{est} = .328$, $SE = .019$) was significantly different from ratio of maternal conflict on room management ($M_{est} = .579$, $SE = .017$, $p < .001$), and from ratio of maternal conflict on chores ($M_{est} = .221$, $SE = .017$, $p < .001$). Furthermore, the ratio of maternal conflict on room management was significantly different from the ratio of maternal conflict on chores ($p < .001$). The ranking of the conflict ratios followed as; room management, self-care and chores (see table 28).

Table 29

Conflict Ratios by Themes

Themes	Maternal Conflict		Youth Conflict	
	<i>M(SE)</i>	95% CI	<i>M(SE)</i>	95% CI
Self-care	.328(.017)	.295 – .362	.265(.017)	.231 – .299
Room man.	.579(.017)	.546 – .613	.424(.017)	.391 – .457
Chores	.221(.01)	.194 – .249	.214(.015)	.185 – .242

3.8.2 Comparison of Youth Reported Conflict by the Themes

In order to compare the youth perceived conflict scores according to the themes, a second repeated measure within-subjects variance analysis was performed. According to the multivariate tests, there was a significant effect of themes on youth perceived conflict ratios (Wilks' $\lambda = .62$, $F(2,328) = 100.75$, $p < .001$, partial $\eta^2 = .38$). The Mauchly's test of sphericity was significant ($\chi^2(2) = 13.94$, $p = .001$), therefore, the degrees of freedoms for within-subject effects were adjusted according to Lower-bound ($F(1,329) = 220.31$, $p < .001$, partial $\eta^2 = .25$).

After Bonferroni adjustment, ratio of youth conflict on self-care ($M_{est} = .265$, $SE = .017$), was significantly different from ratio of youth conflict on room management ($M_{est} = .424$, $SE = .017$, $p < .001$), and from ratio of youth conflict on chores ($M_{est} = .214$, $SE = .015$, $p < .001$). Furthermore, the ratio of youth conflict on room management was significantly different from the ratio of youth conflict on chores ($p < .001$). The ranking of the conflict ratios followed as; room management, self-care and chores (see table 3.24).

DISCUSSION

The aims of the current study was to investigate *a*) possible difference among mothers' and youth conflict reports on self-care (SC), room management (RM), and chores (CH), *b*) whether mothers', and youth conflict reports showed difference according to the developmental stages of adolescence (pre-, mid-, and late-adolescence); *c*) the predictors of mother – adolescent conflict on SC, RM, and CH. In addition, themes were also ranked, in order to reveal the most conflict striking theme. In this chapter; first, findings of the study regarding expectations, behaviors, and conflict on SC, RM, and CH were discussed. Second, findings regarding the ranking of the conflict themes were discussed. Third, contributions of the current study were explained. Fourth, limitations were highlighted, and suggestions for future studies were elaborated. The chapter ended with possible implications based on the findings of the current study.

4.1 Findings on Self-care

4.1.1 Findings Regarding the Grade Comparison for Self-care

It was expected that mothers would report higher levels of conflict, compared to their teenage children. The hypothesis was confirmed that mothers reported higher levels of conflict on self-care (SC), compared to their children. In terms of grade differences, it was expected that as the grade increased, the conflict report both by mothers and teens would decrease. The expectation was confirmed that the highest conflict reports belonged to 4th graders and their mothers; while the lowest conflict reports belonged to 11th graders and their mothers. These finding were parallel to the expectations that as the teenagers got older, they were able to take care of themselves more (Goldscheider &

Waite, 1991; as cited in Bianchi & Robinson, 1997, p.339); thus the possible reasons of conflict lost its power.

4.1.2 Findings Regarding the Possible Predictors of Conflict on Self-care

Both **mothers' and youth's conflict reports** on SC were expected to be associated with being girl, number of children in family, mothers' expectations, maternal psychological control, and comparison **positively**; and adolescents' age, and birth order (being younger child of the family), mothers' educational background, maternal conscientiousness, maternal daily self-care tasks, effortful control, adolescents SC behaviors and maternal warmth **negatively**. Furthermore, a significant relationship between overprotection and PAC was expected, yet **no direction** was predicted. The hypotheses were partially supported for different grades, and for mothers', and youth conflict reports.

Across the grades; gender, perceived warmth, psychological control, and comparison had significant correlations with the conflict reports of both parties. That is to say; being boy, and having a warmer relationship with mother were likely to decrease conflict on self-care across grades. However, when entered into regression equations; the significant correlations vanished.

It was surprising that, neither SC behaviors of youth, nor the expectations of mothers had significant roles in predicting SC conflict. The insignificant role of adolescents' own self-care could be explained by the relatively high mean score of self-care behaviors with low SD. Since the teens engaged in self-care behaviors very frequently; their self-care behavior score did not explain the variances in conflict scores on SC. The insignificant role of mothers' expectations could be explained again with high mean score of adolescents' adolescents self care behaviours, since it is possible that when your expectations are met by your child's behaviours you would not have conflict with them.

Mothers' educational level, as the strongest representative of socio-economic level (SES), -except one outcome- was not associated with both mothers' and

youth's conflict reports. The finding was partially consistent with the literature that Kuhlberg, Pena, & Zayas (2010) reported no significant relation between maternal educational background and PAC.

Overall, the proposed regression model could be considered ineffective in predicting the variances of conflict on SC, for both mother, and youth reports; across grades. There could be different mechanisms explaining conflict on self-care.

4.2 Findings on Room Management

4.2.1 Findings Regarding the Grade Comparison for Room Management

It was expected that mothers would report higher levels of conflict, compared to their teenage children. The hypothesis was confirmed that mothers reported higher levels of conflict on room management (RM), compared to their children.

In terms of grade differences, it was expected that as the grade increased, the conflict report both by mothers and teens would decrease. The expectation was confirmed for the mothers that mothers' of 11th graders had lowest; and mothers' of 4th graders had highest conflict reports on RM. However, the only significant difference occurred between mothers of 4th and 11th graders. This age difference can be explained by the exam agenda of 11th graders. In Turkish education system; 12th graders take university entrance exam; and the students start to preparations starting from 10th and 11th grades. Thus, a decrease in the mothers' conflict reports could be explained by their good will to keep the peace with their children to motivate them to devote more energy for exam preparations.

There were no grade difference in the conflict reports of youth. Since the room is territory of the youth; they might be sensitive to any critics, regardless the grade they study.

4.2.2 Findings Regarding the Possible Predictors of Conflict on Room Management

Mothers' and youth's conflict reports on room management (RM) were expected to be associated with being a girl, number of children in family, mothers' expectations, maternal psychological control, and comparison **positively**; and adolescents' age, and birth order (being younger child of the family), mothers' educational background, getting help for housework (especially for conflict reports on room management, and chores), maternal conscientiousness, maternal daily tasks (especially for conflict reports on room management, and chores), effortful control, adolescents RM behaviors, maternal warmth **negatively**. Furthermore, although no direction was estimated; relationship between overprotection and PAC was expected to reach to significance. The hypotheses were partially supported for different grades.

Among the demographical characteristics; there was no explicit trend for any single predictor. That is to say, there was no predictor consistently having significant roles in predicting the variances of RM conflict across grades. This could be due to the different life experiences of each grade.

Likewise demographical characteristics; there was also no variable consistently predicting the variations of conflict reports across grades. This could be due to the perceptions of youth about their mothers' expectations, and behaviors. Among the mothers' characteristics; conscientiousness could be given special attention since it had both positive and negative predictive roles for 7th, and 11th graders. Although mothers' personality is expected to stay stable over time; the perceptions of teen regarding their mothers' conscientiousness could be different across different ages. Conscientiousness was found to be related to rule setting. Among 7th graders, a rule-setting mother could lead to higher frequency of arguments; while 11th graders may benefit from a life organized by the rules of their mothers; since they are on their university entrance exam preparation period.

A consistent significant predictor of both mothers', and youth conflict reports on room management was adolescents' room management behaviors. Across all grades; and for both parties; when teens engaged in room management behaviors more often; conflict was likely to be lower. This finding made sense that if the conflict rise as a result of unmet expectations (Branje, 2008); teens met the expectations of their mothers and left no room for arguing about their rooms. The other characteristic of teens, expected to have a significant role in predicting conflict, was effortful control; yet the values did not reach to significance.

The last group of predictors was facets of parenting. Although significant bivariate correlations were reported for warmth, and psychological control for many groups; after controlling for other predictors, they lost their significance. This could be because of the shared variance. The youth room management behaviors had more importance, compared to the parenting facets. Furthermore, only direct effects of parenting characteristics were analyzed. It could be possible that parenting characteristics would interact with other predictors in explaining the variations of conflict reports.

4.3 Findings on Chores

4.3.1 Findings Regarding the Grade Comparison for Chores

It was expected that mothers would report higher levels of conflict, compared to their teenage children. The findings did not confirm the hypothesis; there was no significant difference in conflict reports of mothers, and their teenage children. This could be explained by similar views on responsibilities of the teenagers. That is to say; mothers and youth might have agreements about chore responsibilities.

In terms of grade differences, it was expected that as the grade increased, the conflict report both by mothers and teens would decrease. The expectation was confirmed for the youth that 11th graders had lowest; and 4th graders had highest conflict reports on CH. However, the only significant difference occurred

between 7th and 11th graders. Lowest conflict from 11 graders could be affiliated with exam preparation process, as well.

4.3.2 Findings Regarding the Possible Predictors of Conflict on Chores

Mothers' and youth's conflict reports on chores (CH) were expected to be associated with being a girl, number of children in family, mothers' expectations, maternal psychological control, and comparison **positively**; and adolescents' age, and birth order (being younger child of the family), mothers' educational background, getting help for housework (especially for conflict reports on room management, and chores), maternal conscientiousness, maternal daily tasks (especially for conflict reports on room management, and chores), effortful control, adolescents CH behaviors, maternal warmth **negatively**. Furthermore, although no direction was estimated; relationship between overprotection and PAC was expected to reach to significance. The hypotheses were partially supported for different grades.

Among the demographical characteristics, and youth characteristics; there was no explicit trend for any single predictor. That is to say, there was no predictor consistently having significant roles in predicting the variances of CH conflict across grades, and across mothers' and youth conflict reports. This could be due to the different life experiences of each grade. Furthermore, there could be different predictors which could explain the underlying mechanism of maternal, and youth conflict reports on CH; such as identification with the mother, or feeling responsible toward houseworks. Thus, further studies could also include such concepts.

Among the maternal characteristics, mothers' expectations had significant role in predicting their own conflict reports on CH among 4th and 7th graders; but not for 11th graders. Like Branje (2008) underlined, unmet expectations of mothers could increase the tension among mothers and their teenage children. Thus the finding was partially in line with the literature. The insignificant finding for 11th graders could be the emphasis put the exam preparation process of teens. Since teenagers and their families give more importance to success in

university entrance exam; parents may change the expectations; and put less importance of chores.

Among facets of parenting; although perceived warmth, and psychological control had significant bivariate correlations with maternal, and youth conflict reports on CH; those effects vanished after controlling for other predictors. Yet, perceived maternal comparison, and overprotection, to the best knowledge of the researchers, was a contribution of the current study to the literature on parent – adolescent conflict. Like in previous themes, psychological control did not predict conflict reports on chores. This could occur because of the nature of the psychological control, which aimed to alter thoughts, attitudes, and views of children (Barber & Harmon, 2002); while the conflict themes in the current study solely based upon the daily behaviors. Thus, future studies are suggested to investigate the possible roles of behavioral control on conflict reports.

4.4 Findings on Comparison of Conflicts

The last hypothesis of the current study was that the rankings of the conflict striking subjects was expected to be as following: chores, room management, and self-care. This hypothesis was also partially supported, since SC was the least conflict striking theme. However, room management conflicts were greater than chore conflicts. This could be because of the nature of adolescence. Parents may realize that their children grow up, so do their responsibilities; but, it is also possible that mothers did not expected their children contribute to household task; yet expected them to be in control of their own rooms. Furthermore, Smetana and colleagues (2003) found that higher rates of conflict was reported by mother, compared to their daughters regarding the room management during the early adolescence; however, the difference vanished during the middle adolescence period. In addition, they also found that compared families with sons, families with daughters reported higher rates of conflict on the room management and activity choices. Therefore, an interaction of age and gender on conflict scores could provide a better explanation with more details, and suggested to be utilized by future research.

4.5 Contributions to the Literature

Adolescence was considered to be an era of storm not because of big fights, but endless conflicts on every tasks, such as household task (Robin & Foster, 1989; Smetana, 2011). Branje (2008) stated that parent – adolescent conflicts might rise due to unmet expectations. Therefore, measuring adolescents' every-day SC, RM, and CH behaviors, and mothers' expectations on those behaviors were thought to help to understand mother – adolescent conflict on SC, RM, and CH. Despite insignificant predictors, the current study contributed to the literature on mother – adolescence conflict in several ways. The contributions of the study was divided into two main parts; *a)* contributions regarding the division every-day behaviors of adolescents, and mothers' expectations on those behaviors; and *b)* contributions regarding the predictors of mothers' and their teenage childrens' conflict on those behaviors.

a) Contributions on division every-day behaviors of adolescents, and mothers' expectations

To begin with, the current study widened the perspective of existing view to divide youths' daily tasks as self-, and family-care tasks (Dunn, 2004; Dunn, Magalhaes, & Mancini, 2014). In the current study, daily tasks were preferred to be ranked in relevance to immediate and proximal effects' on youths' lives; that is self-care was on the highest on personal level, and chores was on the highest on family level; while room management was thought be both close to personal and family responsibilities.

Although there is a strong literature on parentification, which had the tendency to evaluate mothers' unrealistic expectations from their children from a psychopathological perspective; a scarcity of the literature investigating the roles of mothers' expectations on every-day behaviors of their children was observed. Thus, by utilizing mothers' expectations as a predictor variable for mother – adolescent conflict on SC, RM, and CH behaviors; the current study expanded literature on mothers' expectations on their adolescent children.

Literature on PAC considered most conflict striking topics as self-maintenance tasks, such as chores, and room management. The current study expanded the literature by reporting the components of self-care, room management, and chores.

b) Contributions regarding the predictors of mothers' and youth conflict reports on self-care, room management, and chores

To begin with demographical variables, the literature on the role of age, and gender of adolescence was rich, when compared to studies investigating the roles of number siblings, birth order, maternal educational level, and getting helps for housework in predicting mothers' and youth conflict reports. Thus the current study contributed to the literature by investigating the roles of those demographical characteristics. Although age was a frequently used predictor for PAC literature, to the best knowledge of the researchers; there is a gap in the literature on studies, in which role of same predictors of PAC were investigated for different age groups (developmental stages). Thus the current study contributed to the literature by expanding the role of age for PAC research.

The second group of predictors were mothers' characteristics; conscientiousness, and expectations. To the best knowledge of the researchers, there were no other studies investigating role of mothers' expectations about daily tasks such as SC, RM, and Ch on conflicts about those tasks.

The third group of predictors were adolescents' characteristics; effortful control, and behaviors. To the best knowledge of the researchers, this is the first study to include both adolescents' daily SC, RM, and CH behaviors, and mothers' expectations on those behaviors for prediction of mother – adolescent conflict on SC, RM, and CH.

The last group of predictors were the facets of the parenting; warmth, psychological control, overprotection, and comparison. The literature is rich for studies investigating the roles of parental warmth, and psychological control on

PAC (Smetana, 2011). Although overprotection, and comparison were thought to be facets of psychological control (Barber, 1996; Barber & Hammon, 2002); to the best knowledge of the researchers, the current study is the first to investigate roles of overprotection, and comparison on conflict reports of mothers, and their teenage children..

4.6 Limitations & Suggestions

Although the study contributed to the literature from several aspects, it is not without limitations. To begin with, the data was cross-sectional, and lacked the advantages of longitudinal assessments, such as capturing continuity and within-, and between-individual variations. Thus, future studies are suggested to collect data more than one time point. Another shortcoming of the current study was to collect data solely via surveys. As suggested by Smetana (2011), daily diary, and interview methods could be also utilized in order to retrieve higher levels of details; therefore, future studies are suggested to benefit diary and interview methods, when possible.

A list of possible demographical characteristics that could play a role in predicting mothers' expectations, adolescents' daily tasks, and PAC was presented; yet not all of them were employed for the current study. Therefore, future studies can also explore the role of parental marital status, and maternal employment on outcome variables. There were also limitations regarding the demographical characteristics employed in the current study. For instance, the data were collected from the adolescents belonged to three specific age groups, and analyses were carried out for different age groups separately. Yet, age could be also taken as a continuous variable, and the data could be collected by other age groups as well. For the current study, the most conflict striking theme was room management. Yet, there was not item asking whether teens had their own room, or shared a room with a sibling, or used the common area of the family. Future studies focusing on the conflicts on room management are advised to include an item on room ownership. Regarding the room management behaviors of teens, number of children in family had a significant

role in predicting room management activities of teens. It was thought that whether siblings have same or opposite gender might give insight on such relation, thus future studies are recommended to include such information. Furthermore, although various income groups, and residential areas were included, the data were collected from urban area, yet the mechanism could be different for rural areas. For instance getting help for housework could have different operational definitions in rural areas. Therefore, future studies are suggested to also include participants from rural areas.

Mothers' and adolescents' characteristics were thought to be important for explaining mothers' expectations, adolescents' behaviors, and PAC, therefore included in the current study. However, a wider range of characteristics, such as attitudes on hygiene, gender role socialization could be also included. Although conscientiousness, and effortful control were considered as parallel constructs (Gartstein, Bridgett, & Low, 2012), it could be more congruent to measure same construct from both mothers and youth. Therefore, future studies can measure the same constructs from both parts, and find opportunities to benefit from dyadic data analyses.

The last group of predictors was related to parenting. Dimensions of parenting chosen for the current study were partially successful for, and partially failed explaining the variance in predicting mothers', and adolescents' conflict reports. For instance, psychological control, which implies the process parents change their children's emotions, thoughts, and sense of self (Barber & Harmon, 2002), did not have significant roles in predicting outcomes for all developmental stages, for all themes. Since the current study focused on conflicts on every day behaviors; instead of psychological control, behavioral control could be a more appropriate dimension of parental control for the current study. In addition to behavioral control, other factors such as acceptance – rejection, and demandingness – responsiveness could also expand the underlying parenting mechanisms in explaining PAC. Thus, future studies are suggested to also include other facets of parenting. Furthermore, although

parenting was considered to reflect the nature of the interactions within the family, reflecting the family climate would be ahead of the dimensions of parenting employed within the current study. In addition, only parenting of mothers was evaluated, and mother – adolescent interactions were included into the current study. Factors, such as family climate, father – child relations, and sibling relations could also play role in explaining variations in PAC; therefore, can be employed by the future studies.

The last group of limitations was related to the analyses. When the number of regression analyses taken into account, there were too many repetitions; yet no interaction effects were controlled. Thus, future studies are suggested to employ more sophisticated statistical models in order to lessen the number of analysis; and give a more holistic view of relations, and interactions to the reader.

4.7 Implications & Conclusions

The current study aimed to investigate demographical, mothers', adolescents', and parenting characteristics on mother – adolescent conflict for themes of self-care, room management, and chores for three different developmental stages of adolescence. The findings of the current study underlined that different predictors took role in predicting mothers' and their adolescent children's' conflict reports, on different tasks as well as on different developmental stages. Branje (2008) underlined the importance of unmet expectations of mothers in predicting PAC. Along with other factors, the role of mothers' expectation on adolescents' behaviors in predicting different themes of conflict were investigated. Hence, the results of the current study could be beneficial also for interventions aiming to reduce parent- adolescence conflict.

In conclusion, the findings of the current study showed that to be able to understand the underlying mechanisms conflicting topics for different developmental stages, it is important to understand the interplay of predictors for parent – adolescent conflict.

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APPENDICES

Appendix A: Consent Form Gönüllü Katılım Onay Formu

Değerli Annelerimiz,

Bu çalışma Orta Doğu Teknik Üniversitesi Gelişim Psikolojisi Yüksek Lisans Programı öğrencisi Psikolog Seren Güneş tarafından Prof. Dr. Sibel Kazak Berument danışmanlığında yürütülmektedir. Çalışmanın amacı annelerin ve ergenlik çağındaki çocuklarının, özbakım, oda yönetimi ve ev işlerine yardım konularındaki düşünceleri arasındaki ilişkileri ortaya koymaktır. Çalışma, iki kısımdan oluşmaktadır. Birinci kısımda, çalışmaya katılmayı kabul eden anneler özbakım, oda yönetimi ve ev işlerine yardım konularındaki anketleri dolduracaklardır. İkinci kısımda ise, çalışmaya katılmayı kabul eden annelerin çocukları, benzer sorulardan oluşan anketleri dolduracaklardır. Kimlik bilgileriniz gizli tutulacak ve toplanan bilgiler sadece bilimsel çalışmalarda kullanılacaktır. Çalışmada rahatsız edici sorular bulunmamaktadır. Görüşme esnasında sizi rahatsız edecek bir durum olursa, çalışmayı yarıda bırakabilirsiniz.

Çalışmayla ilgili sorularınızı Psikolog Seren Güneş'e (seren.gunes@metu.edu.tr) iletebilirsiniz.

Çalışmaya katılımınız ve desteğiniz için teşekkür ederiz.

“Çalışmaya gönüllü olarak katılıyorum ve çocuğumun çalışmaya katılmasına izin veriyorum.”

Veli ad-soyad: _____ İmza: _____ Tarih: _____

Öğrenci ad-soyad: _____

“Çalışmaya katılmak istemiyorum ve çocuğumun çalışmaya katılmasına izin vermiyorum.”

Veli ad-soyad: _____ İmza: _____ Tarih: _____

Öğrenci ad-soyad: _____

Appendix B: Demographical Information Form
Demografik Bilgi Formu

Acıklama: Aşağıda size ve ailenize dair bilgiler vermeniz istenmektedir. Lütfen sizden istenen bilgileri dikkatlice okuyun. Size uygun olan bilgiler için “X” (çarpı) işareti koyun.

1)Yaşınız: _____

2)Eğitim Durumunuzuz:

__ Okur-yazar değil __ Okur-yazar __ İlköğretim
mezunu __ Lise mezunu
__ Üniversite mezunu __ Yüksek lisans __ Doktora
ve üzeri

3)Çalışma durumunuz:

__ Çalışmıyorum __ Yarı zamanlı çalışıyorum __ Tam
zamanlı çalışıyorum (İşiniz: _____)

*Çalışan annelerimiz:

Ailemin ihtiyacı olmasaydı *çalışmazdım.*
Ailemin ihtiyacı olmasaydı da *çalışırdım.*

4)Medeni durumunuz:

__ Evliyim __ Boşandım __ Eşim vefat etti. __ Diğer (Lütfen
açıklayın: _____)

*(Evli annelerimiz için) Eşimin eğitim düzeyi:

__ Okur-yazar değil __ Okur-yazar __ İlköğretim
mezunu __ Lise mezunu
__ Üniversite mezunu __ Yüksek lisans __ Doktora
ve üzeri

5) Evinizde kaç kişi yaşıyor? _____

6)Evinizde eşiniz ve çocuklarınız haricinde yaşayan var mı?

Hayır yok. Evet, var. (Varsa kimler?
_____)

7) Çocuğunuz /Çocuklarınızı:

Doğum sırası	Doğum Tarihi	Cinsiyeti	Okul / iş durumu	Aynı evde mi yaşıyorsunuz?
1.				
2.				
3.				
4.				

8) Bu çalışmadaki sorulara hangi çocuğunuzu düşünerek cevap veriyorsunuz?

(Lütfen doğum sırasını yazınız.) _____

9) Ailenizin aylık toplam geliri:

__ 1000TL'den az. __ 1000-1500 TL __ 1500-2000TL
__ 2000-2500TL
__ 2500-3000TL __ 3000-3500TL __ 3500-4000TL
__ 4000TL ve üzeri

10) Ev işlerini;

- Sadece kendim yaparım.
- Bazen eşim yardım eder.
- Bazen çocuğum/çocuklarım yardım eder.
- Bazen hem eşimi, hem de çocuğum/çocuklarım yardım eder.
- Bazen kendi annem yardım eder.
- Bazen eşimin annesi yardım eder.
- Her hafta gelen yardımcımız yapar.
- Her gün gelen yardımcımız yapar.
- Diğer (Lütfen açıklayınız: _____)

Appendix C: Conscientiousness Scale

Açıklama: Aşağıda kişilerin kendilerini nasıl gördükleri hakkında ifadeler yer almaktadır. Lütfen bu ifadeleri dikkatlice okuyunuz. Bu ifadeleri “Kendimi _____ biri olarak görüyorum.” cümlesindeki boşluğa yerleşecek şekilde okuyunuz. Bu ifadelerin size ne kadar uyup uymadığını 1’den 5’e kadar verilen uygunluk ölçeği üzerinde değerlendiriniz.

Örnek: “Kendimi işini tam yapan biri olarak görüyorum”.

→ Bu ifade size “Uygun” ise 4’ü, “Hiç uygun değil” ise 1’i işaretleyiniz.

<i>“Kendimi _____ biri olarak görüyorum.”</i>	Hiç uygun değil	Uygun değil	Kararsızım	Uygun	Çok uygun
1. İşini tam yapan					
2. Biraz umursamaz					
3. Güvenilir bir çalışan					
4. Dağınık olma eğiliminde olan					
5. Tembel olma eğiliminde olan					
6. Görevi tamamlanıncaya kadar sebat edebilen					
7. İşleri verimli yapan					
8. Planlar yapan ve bunları takip eden					
9. Kolaylıkla dikkati dağılan					

Appendix D: Mothers' Behaviors Scale

Davranışlar Anketi – Anne Formu

Acıklama: Aşağıda bazı davranışların yapılma sıklığı hakkında cümleler bulunmaktadır. Lütfen bu cümleleri dikkatlice okuyun. Her cümle için verilen şıklardan kendinize uygun kutucuğa çarpı işareti (X) koyun.

A) Kişisel Bakım		Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1.	Her gün ellerimi en az 10 kere yıkarım.					
2.	Her gün dişlerimi en az 2 kere fırçalarım.					
3.	El ve ayak tırnaklarımı her uzadıkça keserim.					
4.	Her gün kıyafetlerimi değiştiririm.					
5.	Her gün çoraplarımı değiştiririm.					
6.	Her gün iç çamaşırlarımı değiştiririm.					
7.	Her gün duş alırım ya da banyo yaparım.					
8.	Koltukaltı tüğlerim görünür hale gelince, gerekli bakımı yaparım.					
9.	Her gün deodorant sürerim.					

B) Oda Yönetimi		Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1.	Her gün yatağımı düzeltirim.					
2.	Kirli çarşafalarımı değiştiririm.					
3.	Kirlenmiş giysilerimi kirli sepetine atarım.					
4.	Kıyafetlerimi çıkarınca yere atarım.					

5.	Temiz kıyafetlerimi düzenlerim.					
6.	Dolap ve/veya çekmecelerimi düzenli tutarım.					
7.	Çalışma masamı ve/veya ders çalıştığım yeri düzenli tutarım.					
8.	Kitaplığımı/ rafları düzenli tutarım.					

C) Ev İşleri		Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1.	Sofrayı tek başıma hazırlarım.					
2.	Sofrayı tek başıma toplarım.					
3.	Evin alışverişlerini (örneğin; market, pazar) tek başıma yaparım.					
4.	Çöpleri ben atarım.					
5.	Bulaşıkları tek başıma yıkarım.					
6.	Misafir gelince ikramlarla sadece ben ilgilenirim.					
7.	Çamaşırların yıkanmasını ve kurutulmasını tek başıma yaparım.					
8.	Evin tamir işleriyle sadece ben ilgilenirim.(örneğin; küçük tamirler, tamircinin çağırılması)					

Appendix E: Mothers' Expectations Scale
Anneler için Davranış Beklentileri Anketi

Açıklama: Aşağıda çocuğunuzdan bekleyebileceğiniz bazı davranışlar hakkında cümleler bulunmaktadır. Lütfen her bir cümleyi dikkatlice okuyunuz. Çocuğunuzun bu davranışlarına dair beklentilerinize en uygun kutucuğa çarpı işareti (X) koyunuz.

A) Kişisel Bakım

	<i>Çocuğumun;</i>	Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1	Ellerini kirli olduğu zamanlarda yıkamasını beklerim. (örneğin; yemeklerden önce ve sonra; tuvalete girdikten sonra)					
2	Her gün dişlerini en az 2 kere fırçalamasını beklerim.					
3	El ve ayak tırnaklarını temiz ve bakımlı tutmasını beklerim. (örneğin; gerektiğinde kesmesini beklerim)					
4	Her gün kıyafetlerini değiştirmesini beklerim.					
5	Her gün çoraplarını değiştirmesini beklerim.					
6	Her gün iç çamaşırlarını değiştirmesini beklerim.					
7	Her gün duş almasını ya da banyo yapmasını beklerim.					
8	Koltukaltını temiz tutmasını beklerim.					
9	Her gün koltukaltına koku sürmesini beklerim.					

B) Oda Yönetimi

	<i>Çocuğumun;</i>	Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
--	-------------------	-------------	----------------	--------------	-------------------	------------------

1	Her gün yatağını düzeltmesini beklerim.					
2	Kirli çarşaflarını değiştirmesini beklerim.					
3	Kirlenmiş giysilerini kirli sepetine koymasını beklerim.					
4	Giysilerini yere <i>atmamasını</i> beklerim.					
5	Temiz kıyafetlerini düzenlemesini beklerim.					
6	Dolap ve/veya çekmecelerini düzenli tutmasını beklerim.					
7	Çalışma masasını ve/veya ders çalıştığı yeri düzenli tutmasını beklerim.					
8	Kitaplığını ve/veya raflarını düzenli tutmasını beklerim.					

C) Ev İşleri

	Çocuğumun;	Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1	Sofra hazırlıklarına yardım etmesini beklerim.					
2	Sofranın toplanmasına yardım etmesini beklerim.					
3	Evin alışverişine yardım etmesini beklerim. (örneğin; market ve pazar alışverişi)					
4	Çöplerin atılmasına yardım etmesini beklerim.					
5	Bulaşıkların yıkanmasına yardım etmesini beklerim.					
6	Misafirlerin ağırılanmasına yardım etmesini beklerim.					
7	Çamaşırların yıkanmasına ve kurutulmasına yardım etmesini beklerim.					
8	Evin tamir işlerine yardım etmesini beklerim.					

Appendix F: Mothers' Perceived Conflict Scale

Annelerin Algıladıkları Çatışma Ölçeği (Anne Anketleri)

Acıklama: Aşağıda zaman zaman sorun çıkabilecek bazı konu başlıkları verilmiştir. Lütfen her bir maddeyi tek tek okuyun. Bu konuyu son 4 hafta içerisinde çocuğunuzla konuştuyorsanız, **“Evet”**, konuşmadıysanız **“Hayır”** seçeneğini daire içine alın. **“Evet”** cevabı verdiğiniz her bir konu için, bu konunun kaç kere konuşulduğunu/ tartışıldığını yazın. **“Evet”** cevabını verdiğiniz konular hakkındaki konuşmaların/ tartışmaların ne kadar kızgınlık içerdiğini işaretleyin.

	A) Kişisel Bakım	Evet (E) Hayır (H)	Kaç kere?	Sakin	Biraz Kızgın			Kızgın
	El yıkama	E / H		1	2	3	4	5
	Diş fırçalama	E / H		1	2	3	4	5
	Tırnak kesme	E / H		1	2	3	4	5
	Kıyafet değiştirme	E / H		1	2	3	4	5
	Çorap değiştirme	E / H		1	2	3	4	5
	İç çamaşırını değiştirme	E / H		1	2	3	4	5
	Duş alma/ banyoyapma	E / H		1	2	3	4	5
	Koltukaltı bakımı	E / H		1	2	3	4	5
	Koltukaltına koku sürme	E / H		1	2	3	4	5
	B) Oda Yönetimi	Evet (E) Hayır (H)	Kaç kere?	Sakin	Biraz Kızgın			Kızgın
	Yatak düzeltme	E / H		1	2	3	4	5
	Kirli çarşafların değişmesi	E / H		1	2	3	4	5
	Kirlenmiş giysilerin kirli sepetine konulması	E / H		1	2	3	4	5
	Giysilerin yere atılması	E / H		1	2	3	4	5
	Temiz giysilerin düzenlenmesi	E / H		1	2	3	4	5

	Dolap ve/veya çekmecelerin düzenli tutulması	E / H		1	2	3	4	5
	Ders çalışma masasının/ yerinin düzenli tutulması	E / H		1	2	3	4	5
	Kitaplığın / rafların düzenli tutulması	E / H		1	2	3	4	5
	C) Ev İşleri	Evet (E) Hayır (H)	Kaç kere?	Sakin	Biraz Kızgın			Kızgın
	Sofranın hazırlanması	E / H		1	2	3	4	5
	Yemek sofrasının toplanması	E / H		1	2	3	4	5
	Evin alışverişine yardım etme	E / H		1	2	3	4	5
	Çöplerin atılması	E / H		1	2	3	4	5
	Bulaşıkların yıkanması	E / H		1	2	3	4	5
	Misafirlerin ağırlanması	E / H		1	2	3	4	5
	Çamaşırların yıkanması ve kurutulması	E / H		1	2	3	4	5
	Evin tamir işlerine yardım etme	E / H		1	2	3	4	5

Appendix G: Effortful Control Scale

Acıklama: Aşağıdaki sayfada, insanların kendilerini tanımlamak için kullanabileceği bir dizi ifade bulacaksınız. İfadeler çok sayıda aktivite ve tutumlara değinmektedir. Her bir ifade için lütfen **size** en doğru gelen ifadeyi daire içine alınız. İfadeler için herhangi bir doğru cevap yoktur. Herkes ifadelere farklı yanıtlar verebilir. Lütfen aklınıza gelen ilk cevabı daire içine alınız. İfadenin sizi ne kadar doğru tanımladığıyla ilgili aşağıdaki derecelendirmeyi kullanacaksınız:

- 1 → Sizin için neredeyse hiç doğru değilse
- 2 → Sizin için genellikle doğru değilse
- 3 → Sizin için bazen doğru bazen doğru değilse
- 4 → Sizin için genellikle doğruysa
- 5 → Sizin için neredeyse her zaman için doğruysa

<i>İfadeler</i>					
Ödev sorunlarına odaklanmak benim için gerçekten kolaydır.	1	2	3	4	5
İşleri zamanında bitirmekte zorlanırım.	1	2	3	4	5
Hediyeleri açmamam istendiğinde, hediyeleri açmadan beklemek benim için zordur.	1	2	3	4	5
Birisi benden yaptığım bir şeyi durdurmamı /bırakmamı istediğinde, o şeyi durdurmak / bırakmak benim için zordur.	1	2	3	4	5
Yapmamam gerektiği zaman bile, ödevime başlamadan önce eğlenceli bir şeyler yaparım.	1	2	3	4	5
Yapmamam gereken bir şey için ne kadar kendimi engellemeye çalışırsam çalışayım, yine de o işi yapma eğilimi gösteririm / o işi yaparım.	1	2	3	4	5
Yapmam gereken bir görevim /ödevim varsa hemen başlarım.	1	2	3	4	5
Okulda bir dersten çıkıp diğer derse girdiğimde, yeni derse alışmakta / konsantre olmakta zorlanırım.	1	2	3	4	5

Çalışmaya çalışırken etraftaki gürültüyü göz ardı etmekte ve konsantre olmakta zorlanırım.	1	2	3	4	5
Teslim tarihinden önce ödevlerimi bitiririm.	1	2	3	4	5
Çevremde gerçekleşen birçok farklı şeyi takip etmede (izlemede, her birine dikkat etmede) iyiyimdir.	1	2	3	4	5
Sır saklamak benim için kolaydır.	1	2	3	4	5
Projelerim / ödevlerim üzerinde çalışmayı, teslim tarihinin öncesine kadar ertelerim.	1	2	3	4	5
Bir kişi bir şeyin nasıl yapıldığını söylediğinde / gösterdiğinde, o kişiyi pür dikkat dinlerim / izlerim.	1	2	3	4	5
Bir şeyin tam ortasına geldiğimde onu bırakıp başka bir şey yapmaya yatkınım.	1	2	3	4	5
Planlarıma ve amaçlarıma sadık kalabilirim.	1	2	3	4	5

Appendix H: Youth Behaviors Scale

Açıklama: Aşağıda bazı davranışların yapılma sıklığı hakkında cümleler bulunmaktadır. Lütfen bu cümleleri dikkatlice okuyun. Her cümle için verilen şıklardan kendinize uygun kutucuğa çarpı işareti (X) koyun. Her cümle için sadece bir tane X işareti koymalısınız.

A) Kişisel Bakım

		Asla	Nadiren	Bazen	Genellikle	Her zaman
1	Her gün ellerimi en az 10 kere yıkarım. (örneğin; Tuvaletten çıktıktan sonra, yemeklerden önce ve sonra)					
2	Her gün dişlerimi en az 2 kere fırçalarım.					
3	El ve ayak tırnaklarımı uzadıkça keserim.					
4	Her gün kıyafetlerimi değiştiririm.					
5	Her gün çoraplarımı değiştiririm.					
6	Her gün iç çamaşırlarımı değiştiririm.					
7	Her gün duş alırım ya da banyo yaparım.					
8	Koltukaltımı temiz tutarım.					
9	Koltukaltıma koku sürerim.					

B) OdaYönetimi

		Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1	Her gün yatağımı düzeltirim.					
2	Kirli çarşaf larımı de ğ iştiririm.					
3	Kirlenmiş giysilerimi kirli sepetine atarım.					
4	Kıyafetlerimi çıkarınca yere atarım.					
5	Temiz kıyafetlerimi düzenlerim.					
6	Dolap ve/veya çekmecelerimi düzenli tutarım.					
7	Çalışma masamı ve/veya ders çalış tığ ım yeri düzenli tutarım.					
8	Kitaplı ğ ımı/ rafları düzenli tutarım.					

C) Ev İşleri

		Asla	Nadiren	Bazen	Çoğu zaman	Her zaman
1	Sofranın hazırlanmasına yardım ederim.					
2	Sofranın toplanmasına yardım ederim.					
3	Evin alışverişlerine (örneğin; market, Pazar) yardım ederim.					
4	Çöpleri atmaya yardım ederim.					
5	Bulaşıkları yıkamaya yardım ederim.					
6	Misafir gelince aileme yardım ederim.					
7	Çamaş ırların yıkanmasına ve kurutulmasına yardım ederim.					
8	Evin tamir işlerine yardım ederim.					

Appendix I: Youth Perceived Conflict Scale

Açıklama: Aşağıda zaman zaman sorun çıkabilecek bazı konu başlıkları verilmiştir. Lütfen her bir maddeyi tek tek okuyun. Bu konuyu son 4 hafta içerisinde annenle konuştuysanız, **“Evet”**, konuşmadıysanız **“Hayır”** seçeneğini daire içine alın. **“Evet”** cevabı verdiğiniz her bir konu için, bu konunun kaç kere konuşulduğunu/ tartışıldığını yazın. **“Evet”** cevabını verdiğiniz konular hakkındaki konuşmaların/ tartışmaların ne kadar kızgınlık içerdiğini işaretleyin.

	<i>A) Kişisel Bakım</i>	<i>Evet (E) Hayır (H)</i>	<i>Kaç kere?</i>	<i>Sakin</i>	<i>Biraz Kızgın</i>			<i>Kızgın</i>
	El yıkama	E / H		1	2	3	4	5
	Diş fırçalama	E / H		1	2	3	4	5
	Tırnak kesme	E / H		1	2	3	4	5
	Kıyafet değiştirme	E / H		1	2	3	4	5
	Çorap değiştirme	E / H		1	2	3	4	5
	İç çamaşırı değiştirme	E / H		1	2	3	4	5
	Duş alma/ banyoyapma	E / H		1	2	3	4	5
	Koltukaltı bakımı	E / H		1	2	3	4	5
	Koltukaltına koku sürme	E / H		1	2	3	4	5
	<i>B) Oda Yönetimi</i>	<i>Evet (E) Hayır (H)</i>	<i>Kaç kere?</i>	<i>Sakin</i>	<i>Biraz Kızgın</i>			<i>Kızgın</i>
	Yatak düzeltme	E / H		1	2	3	4	5
	Kirli çarşafların değişmesi	E / H		1	2	3	4	5
	Kirlenmiş giysilerin kirli sepetine konulması	E / H		1	2	3	4	5
	Giysilerin yere atılması	E / H		1	2	3	4	5
	Temiz giysilerin düzenlenmesi	E / H		1	2	3	4	5
	Dolap ve/veya çekmecelerin düzenli tutulması	E / H		1	2	3	4	5
	Ders çalışma masasının/ yerinin düzenli tutulması	E / H		1	2	3	4	5
	Kitaplığın / rafların düzenli tutulması	E / H		1	2	3	4	5

	<i>C) Ev İşleri</i>	<i>Evet (E) Hayır (H)</i>	<i>Kaç kere?</i>	<i>Sakin</i>	<i>Biraz Kızgın</i>			<i>Kızgın</i>
	Sofranın hazırlanması	E / H		1	2	3	4	5
	Yemek sofrasının toplanması	E / H		1	2	3	4	5
	Evin alışverişine yardım etme	E / H		1	2	3	4	5
	Çöplerin atılması	E / H		1	2	3	4	5
	Bulaşıkların yıkanması	E / H		1	2	3	4	5
	Misafirlerin ağırlanması	E / H		1	2	3	4	5
	Çamaşırların yıkanması ve kurutulması	E / H		1	2	3	4	5
	Evin tamir işlerine yardım etme	E / H		1	2	3	4	5

Appendix J : Maternal Warmth Scale

Açıklama:

Sevgili Genç Arkadaşım,

Çalışmanın bu kısmında annenin sana olan davranışları hakkında sorular ve cümleler bulunmaktadır. Senden bu soruları ve cümleleri annenin sana olan davranışlarını düşünerek okumanı rica ediyorum. Hiçbir sorunun doğru ya da yanlış cevabı yok ☺ Lütfen her soru için tek bir tane cevap ver. Aklına takılan bir yer olursa; elini kaldırırsan sana yardımcı olmaya geleceğim.

Duygusal Yakınlık

1.	Annen üzüntülü olduğunu sen söylemeden anlar mı?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
2.	Başına kötü bir şey geldiği zaman, annen seni rahatlatmaya çalışır mı?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
3.	Annen sana kızdığı anda kendisi de üzülür mü?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
4.	Annen senin zamanının eğlenceli geçmesine çalışır mı (Örneğin; tatile, akrabalara göndererek; sana kitaplar alarak)?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
5.	Annen sana sıcak ve svecen davranır mı?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
6.	Bir işi başardığında seninle gurur duyar mı?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
7.	Kötü bir şey yaptığında, annen sana kızmadan önce nedenini sorar mı?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman
8.	Annen sana sevgisini kucaklayarak ya da sarılarak gösterir mi?	<input type="radio"/> Hayır	<input type="radio"/> Evet, bazen	<input type="radio"/> Evet, çoğu zaman	<input type="radio"/> Evet, her zaman

Appendix K: Maternal Comparison Scale

1. Annen başka çocukları sana örnek gösterir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
2. Annen derslerin konusunda seni arkadaşlarınla karşılaştırır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
3. Annen seni arkadaşlarınla karşılaştırır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
4. Annen arkadaşlarının notlarını sana sorar mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
5. Annen derslerin konusunda seni kardeşin, ablan/ağabeyin ya da akraba çocuklarıyla karşılaştırır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
6. Annen arkadaşlarının, kardeşlerinin ya da akraba çocuklarının senden daha temiz ve düzenli olduğunu söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
7. Annen arkadaşlarının, kardeşlerinin ya da akraba çocuklarının ev işlerine senden daha çok yardım ettiğini söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix L: Maternal Overprotection Scale

Acıklama: Aşağıya annelerimizin zaman zaman yapabileceği davranışlardan birkaç tanesini yazdım. Senden, her bir cümleyi anneni düşünerek okumanı ve annenin bu davranışları ne kadar sık yaptığını işaretlemeni rica ediyorum. Hiçbir sorunun doğru ya da yanlış cevabı yok ☺ Lütfen her soru için tek bir tane cevap ver. Aklına takılan bir yer olursa; elini kaldırırsan sana yardımcı olmaya geleceğim.

	Hiçbir zaman	Nadiren	Bazen	Ara sıra	Sık sık	Her zaman
1. Annem başıma bir şey gelecek korkusuyla başka çocukların yaptığı bazı şeyleri yapmama izin vermezdi.						
2. Annemin ne yapıp ettiğim konusunda daha az endişelenmesini isterdim.						
3. Oynarken tehlikeler konusunda en çok benim annem uyarırdı.						
4. Sokakta oynarken annesi tarafından en çok çağırılan çocuk bendim.						
5. Annem üşüyeceğim endişesiyle beni kalın giydirdi.						
6. Annemin başıma bir şey gelebileceği konusundaki endişeleri çok abartılıydı.						
7. Annem oynarken evin yakınından ayrılmama hiç izin vermezdi.						

Appendix M: Psychological Control Scale

Aşağıda annenizle ilgili bazı ifadeler verilmiştir. Eğer bu ifadeler ya da belirtilen özellikler annenizin özelliklerine hiç benzemiyorsa 1'i, biraz benziyorsa 2'yi, benziyorsa 3'ü, ve çok benziyorsa 4'ü daire içine alınız.	Annemin özelliklerine hiç benzemiyor.	Annemin özelliklerine biraz benziyor.	Annemin özelliklerine benziyor.	Annemin özelliklerine çok benziyor.
ANNEM;				
1.Eğer onu utandıracak bir şey yaparsam, beni görmezden gelmeye çalışır.	1	2	3	4
2.Eğer bazı şeylerde onun gibi düşünmezsem, bana soğuk davranır.	1	2	3	4
3.Herhangi bir şey hakkındaki hislerimi ve düşüncelerimi değiştirmeye çalışır.	1	2	3	4
4.Ben konuşurken sözümü keser.	1	2	3	4
5.Ailedeki problemler yüzünden beni suçlar.	1	2	3	4
6.Eğer onu kıracak bir şey yaparsam, gönlünü alıncaya kadar benimle konuşmaz.	1	2	3	4
7.Ne zaman bir şey anlatmaya çalışsam konuyu değiştirir.	1	2	3	4
8.Beni eleştirirken geçmişte yaptığım hataları dile getirir.	1	2	3	4

Yardımların için teşekkür ederim!



Appendix N: METU Ethical Committee Approval

FEN BİLİMLERİ ENSTİTÜSÜ
GRADUATE SCHOOL OF NATURAL AND
APPLIED SCIENCES

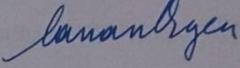
ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
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www.fbe.metu.edu.tr

Sayı: 28620816/ 111

03.03.2014

Gönderilen : Prof. Dr. Sibel Kazak-Berument
Psikoloji

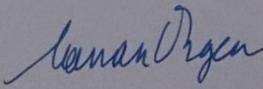
Gönderen : Prof. Dr. Canan Özgen 
IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Psikoloji Bölümü öğrencisi Seren Güneş'in "Cold War in the House: Taking a Deeper Look at the Mother-Adolescent Conflict on Self-care, Room Management, and Chores" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı
Uygundur
03/03/2014


Prof.Dr. Canan Özgen
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

Appendix O: Approval from Ministry of Education, Branch of Ankara

T.C.
ÇANKAYA KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 78520003/605.99/1361938
Konu: Araştırma İzni -
(Seren GÜNEŞ)

02/04/2014

**İLGİLİ OKUL MÜDÜRLÜKLERİNE
ÇANKAYA**

İlgi : İl Milli Eğitim Müdürlüğü'nün 28/03/2014 tarih ve 14588481/605.99/1309689 sayılı yazısı.

Orta Doğu Teknik Üniversitesi Gelişim Psikolojisi Anabilim Dalı Yüksek Lisans Öğrencisi Seren GÜNEŞ' in "Kişisel bakım, oda yönetimi ve ev işleri hakkındaki anne ergen çatışmalarına derinlemesine bakış" başlıklı tezi kapsamında okulunuzda uygulama yapma isteği İl Milli Eğitim Müdürlüğü tarafından uygun görülmüştür.

Uygulama Örnekleri (21 Sayfa) İl Milli Eğitim Müdürlüğü tarafından araştırmacıya ulaştırılmış olup; Okulunuzda yapılacak araştırmanın M.E.B. Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 Genelgesine göre okul ve kurum yöneticileri tarafından gönüllülük esasına göre uygulanması hususunda;

Bilgilerinizi ve gereğini rica ederim.

**Nihat YASA
Müdür a.
Şube Müdürü**

**Ek: İlgi yazı Örn.(1 Sayfa)
Liste(1 Sayfa)**

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır
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e-posta: cankaya06_strateji@meb.gov.tr

Ayrıntılı bilgi için: Derya KÖSE - V.H.K.İ.
Tel: (0 312) 4186875/179
Faks: (0 312) 4192784-85

Appendix P: Turkish Summary

Giriş

Ergenlik ve Anne – Ergen Çatışmaları

Büyüme ve gelişme ömür boyu devam etse de; ergenlik bilim camiasından kayda değer bir ilgi görmüştür. Düşünürlerin ergenliğe ilgileri Plato ve Aristo'ya dayansa da; ergenliğe dair bilimsel çalışmalar Stanley Hall (1904, bakınız Adas ve Berzonsky, 2003, sf. xxi) döneminde başlamıştır. Orta okul yıllarından başlayarak, çocukların bir takım değişimler deneyimledikleri gözlenmiştir. Fiziksel gelişime, bilişsel olgunlaşma eşlik etmektedir. Bilişsel olgunlaşma, gençleri kendilerini, ailelerin, çevrelerini genel olarak her şeyi sorgulamalarına yöneltmektedir. Mantıksal sorgulamalardaki gelişmeler, gençleri kendi tartışma yöntemlerini sorgulamaya yöneltmektedir (Smetana, Chuang ve Daddis, 2003). Kendini başkalarından bağımsız olarak yönetebilmek becerisi olarak tanımlanan, özerklik gelişimi; ergenliğin en önemli yapıtaşlarından biri olarak görülmektedir (Smetana, 2011). Ergenler, daha fazla özerklik ve daha az ebeveyn kontrolüne dair bir arayış içindeyken; ebeveynler için süreç farklı işlemektedir. Çocuklarındaki sorgulamalara şahit olan ebeveynlerin, çocuklarını daha fazla kontrol etme yatkınlığı gösterdikleri gözlenmektedir (Smetana, 2011). Bütün bu özerklik arayışı içindeki iniş ve çıkışlar; Freud ve Hall'dan başlayarak; ergenliğin talihsiz bir dönem olarak düşünülmesine yol açmıştır (Laursen, Coy ve Collins, 1998). Montemayor (1983) ergenliği, çocukluktan daha zorlu bir dönem yapan durumun, anne – çocuk etkileşimindeki artan çatışmalara bağlamaktadır. Bu bilgiler ışığında; mevcut çalışmanın amacı anne – ergen çatışmasının olası yordayıcılarını belirlemektir.

Adams ve Laursen'e (2007) göre çatışma; anlaşmazlıklara verilen açık ve karşıt davranışsal tepkilerdir. Ergenliğin doğası düşünüldüğünde; bu dönemde tartışmaların artması beklenmektedir. Ergenlik bir dönüşüm dönemi olarak görülebilir. Dönüşüm, ergenlerin bedenlerine, düşüncelerine ve düşlerine değişimler getirmektedir. Sosyal çevreler, bu değişimlere değişik

tepkiler verebilir (Adams ve Laursen, 2007). Gençlerin davranışları ve karşı tarafın tepkileri uyumsuz olduğu zamanlarda; çocukluk dönemine göre, çatışmalar daha yaygınlaşmaktadır (Adams ve Laursen 2007; Laursen, 1995). Bazıları kontrolü korumak isteyen ebeveynler ve özerklik arayan gençler arasındaki yükselen çatışmaları normal olarak değerlendirmektedir. Bu açıdan bakılınca, belli bir davranış için beklentisi olan annelerin beklentileri, ergenlik dönemindeki çocukları tarafından karşılanmadığı durumlarda çatışmalar meydana gelmektedir (Branje, 2008).

Anne – ergen çatışmasına dair çalışmaların önemi; bu çatışmaların ergenler için ortaya koyduğu olumsuzluklar hesaba katıldığında, daha da artmaktadır. Genel olarak, çatışmalar olumlu ergen gelişimiyle negatif yönde ilişkilendirilmektedir. Örneğin, anne – ergen çatışması (AEÇ), akran çatışmalarıyla, suça sürüklenme ve siber suça sürüklenmeyle olumlu; özgeci davranışlarla olumsuz ilişkiler göstermiştir (Ehrlich, Dykas ve Cassidy, 2012; Kong ve Li, 2012). Aileleriyle çatışma yaşayan ergenlerin daha yüksek seviyede kızgınlık, depresyon, içselleştirme ve saldırganlık problemleri yaşadıkları; ve daha yüksek oranda alkol tükettikleri rapor edilmiştir (Chaplin ve ark., 2012; McKinney ve Renk, 2011; Sallinen, Kinnunen ve Rönka, 2004; Yeh, 2011). Aileleriyle problemlili ilişkileri olan gençlerin akademik başarılarında ve iyi oluş seviyelerinde düşüşler olduğu rapor edilmiştir (Shucksmith, Hendry ve Glendinning, 1995). Tüm bu olumsuz sonuçlar göz önünde bulundurulduğunda; AEÇ’yi ve yordayıcılarını anlamak önem kazanmaktadır.

Eğer annelerin belli davranışlar hakkındaki beklentileri, ergenleri bu belirlenmiş davranışları ve bu belirlenmiş davranışlara dair çatışmalar arasında bir bağdan bahsetmek mümkün ise; hangi “davranışlara” odaklanmak gerektiği de önem kazanmaktadır. Ergenlerin davranışlarında gözlenen “davranış” değişikliklerine dair literatür bulgularına bakıldığında; birçok çalışmanın içselleştirme “davranışları”, saldırgan “davranışlar”, risk “davranışları”, cinsel “davranışlar”, sürücü “davranışları” gibi davranışlara odaklandığı

görülmektedir. Her ne kadar bahsi geçen davranışlar, anne –ergen ilişkisinde olumsuzluk oluştursa da; en çok çatışma çıkaran davranışların gençlerin oda toplama, ev işlerine yardım gibi “günlük davranışlar” olduğu belirtilmektedir (Eisenberg ve ark., 2008; Larsen, 1995; Robin ve Foster, 1991; Smetana, 2011; Smetana, Daddis ve Chuang, 2003). Çatışma yaratan konular incelendiğinde; temizlik ve ev işlerine yardım, boş zaman aktiviteler,, aile kuralları, görünüş ve sağlık gibi konuların sıklıkla çatışmaya zemin hazırladığı gözlenmiştir.

AEÇ'nin olası yordayıcılarını derinlemesine incelemeye önce; “günlük davranışların” işlevsel tanımlamalarını belirlemek faydalı olacaktır. Dunn ve arkadaşları (2004, 2014), gençlerin günlük davranışlarını iki ana temada toplamayı önermişlerdir. İlk tema, özbakım görevleri; çocuğun kendi odasını, oyuncaklarını ve eşyalarını toplamasını kapsarken; ikinci tema; aile-bakım görevleri, çocuğun aile içindeki sorumluluklarını kapsamaktadır. Mevcut çalışma; yakınsal ve anlamlı etkileri de göz önüne alarak; gençlerin günlük hayatındaki davranışları üç ana başlık altında toplamayı önermiştir: a) özbakım, b) oda yönetimi ve c) ev işlerine yardım. Mevcut çalışma, üç ana konudaki çatışmalara odaklanmaktadır.

Anne – Ergen Çatışmalarının Yordayıcıları

Genel olarak, ergenlikte meydana gelen anne – çocuk çatışmalarının temelinde ebeveyn otoritesi, ergenlerin özerklik ihtiyacı, otorite hakkındaki kültürel görüşler, annenin kontrolü, anne ve çocuğun karşılanmayan beklentileri, anne –ergen ilişki kalitesi, anne – çocuk bağlanması, çatışma çözümü yöntemleri, çatışma hakkındaki gerekçeler, anne ve ergenlerin özelliklerinin yattığı düşünülmektedir (Branje, 2008; Eisenberg ve ark., 2008; Feeney ve Cassidy, 2003; Smetana, 2011; Smetana, Daddis ve Chuang, 2003). Bu çatışmaları yordayan diğer birçok faktörü sıralamak da mümkündür. Bu faktörleri tek tek ele almaktansa; mevcut çalışmada, Montemayor'un (1983) önerdiği üzere, gruplama yöntemi tercih edilmiştir.

Mevcut çalışmada, anne –ergen çatışmalarını (AEC) yordayabilecek temel faktörler olarak; demografik bilgiler, annenin özellikleri, ergenin özellikleri ve ebeveynlik özellikleri ele alınmıştır. Demografik bilgiler, çocuğun yaşını, cinsiyetini, kardeş sayısını, doğum sırasını, annenin eğitim durumunu, annenin ev işler için aile bireylerinden ve aile dışı bir çalışandan yardım alıp almadığını kapsamaktadır. Annenin özellikleri; sorumluluk duygusuyla hareket etme (conscientiousness), annenin özbakım, oda yönetimi ve ev işlerini ne sıklıkla yaptığını, ve bu işleri için çocuğundan beklentilerini kapsamaktadır. Ergenin özellikleri; sabatkarlık ve ergenin özbakım, oda yönetimi ve ev işlerini ne sıklıkla yaptığını kapsamaktadır. Ebeveynlik özellikleri, çocuğun annesi hakkındaki sıcaklık, psikolojik kontrol, aşırı korumacılık ve karşılaştırma davranışlarını kapsamaktadır.

Araştırma Soruları ve Hipotezler

Daha önceden yapılan çalışmalar ve bulguları da hesaba katarak, mevcut çalışmanın odaklandığı dört araştırma sorusu bulunmaktadır: a)Farklı temalarda, anne ve ergenlerin rapor ettiği çatışma skorlarında anlamlı bir farklılık var mıdır? b)Her bir temada, ergenliğin farklı evrelerinde, anne ve ergenlerin rapor ettiği çatışma skorlarında anlamlı bir farklılık var mıdır? c) Anne ve ergenlerin ergenliğin farklı evrelerinde, özbakım, oda yönetimi ve ev işlerine yardım konularında rapor ettiği çatışma skorlarının yordayıcıları nelerdir? d) Anne ve ergenlerin rapor ettiği çatışma skorlarının sıralamalarında bir farklılık var mıdır? Mevcut çalışmanın hipotezleri aşağıdaki gibi sıralanmıştır:

Her temada ve her gelişimsel evrede, annelerin, çocuklarına kıyasla daha yüksek çatışma skoruna sahip olmaları beklenmemektedir.

Her bir temada, ergenliğin farklı evrelerinde , annelerin ve çocuklarının rapor ettiği çatışma skorlarında farklılıklar beklenmektedir. İleriki gelişimsel evrelerdeki, çocukların ve annelerinin, ergenliğin daha erken dönemindeki

çocuk ve annelerine kıyasla, daha düşük çatışma skoru rapor etmeleri beklenmektedir.

Hem anne, hem de çocuklarının rapor ettiği çatışma skorlarının, kız olmak / kız çocuğa sahip olmak, ailedeki çocuk sayısı, annelerin beklentileri, algılanan psikolojik kontrol ve karşılaştırma algılarıyla **olumlu yönde**; çocuğun yaşı, doğum sırası, annenin eğitim seviyesi, annenin ev işleri için aile içinden ve dışarıdan yardım alması, annenin sorumluluk duygusuyla hareket etmesi (conscientiousness), annenin özbakım, oda yönetimi ve ev işlerini yapma sıklığı, çocuğun sebatkarlığı, çocuğun özbakım, oda yönetimi ve ev işlerini yapma sıklığı ve annenin sıcak olarak algılanmasıyla **olumsuz yönde** ilişkili olması beklenmektedir. Ek olarak, aşırı korumacılık ve çatışma skorları arasında anlamlı bir ilişki beklenmiş; ancak ilişkinin yönü tayin edilememiştir.

Anne ve ergenlerin rapor ettiği çatışma skorlarının sıralamaları için; en yüksek skorların oda yönetimiyle, en düşük skorlarınsa özbakımla ilgili olması beklenmektedir.

Yöntem

Katılımcılar

Çalışmanın örneklemi 179 kız, 159 erkek öğrenci ve annelerinden oluşmaktadır. Ergenlerin yaş ortalaması 13.42 iken, annelerin yaş ortalaması 40.64'tür. Annelerin büyük kısmı lise ve üzeri seviyede eğitime sahiptir ve yaklaşık olarak yarısı çalışmaktadır. Öğrenciler genel olarak iki çocuklu ailelerden gelmektedirler.

Ölçüm Araçları

Çalışma çerçevesinde, literatüre ve kişisel deneyimlere dayanan özbakım, oda yönetimi ve ev işlerine yardım davranışlarının işevuruk tanımları yapılmıştır. Buna göre; özbakım davranışları; el yıkama, diş fırçalama, tırnak bakımı, yıkanma/duş alma, günlük kıyafet – çorap – iç çamaşırını değiştirme, koltukaltı tüy bakımı, ve deodorant kullanımını kapsamaktadır.

Oda yönetimi davranışları; yatağı toplama, çarşaf değiştirme, kirli giysileri sepete koyma, temiz giysileri yerleştirme, dolapları, çekmeceleri, çalışma masasını ve rafları toplamayı kapsamaktadır.

Ev işlerine yardım davranışları; sofranın kurulmasına ve toplanmasına yardım etme, ev alışverişi, çöp atma, bulaşık yıkama, misafir ağırlamaya yardımcı olma, çamaşır yıkanmasına yardımcı olma, ve küçük tarmir işlerine yardım etmeyi kapsamaktadır.

Anneler anket paketi; sorumluluk duygusuyla hareket etme (conscientiousness) ölçeği, annelerin özbakım, oda yönetimi ve ev işleri davranışları ölçeği, beklentiler ölçeği, ve çatışma ölçeklerini içermektedir.

Öğrenci anket paketi; sebatkarlık ölçeği, gençlerin özbakım, oda yönetimi ve ev işleri davranışları ölçeği, çatışma ölçeği, ve ebeveynlik ölçeklerini içermektedir.

İşlem

ODTÜ Etik Komitesi ve Ankara İl Milli Eğitim Müdürlüğü'nden gerekli izinler temin edildikten sonra; Ankara'nın Çankaya ilçesindeki okullarla irtibata geçilmiştir. Öğrencilerin katılmasına rıza gösteren okul yönetimlerinin bilgisi çerçevesinde; katılım onam formlarını da içeren anne anket paketleri, öğrenciler aracılığıyla annelere ulaştırılmıştır. Anne anketlerinin dağıtımından birkaç gün sonra, çalışmaya katılmayı kabul eden annelerin çocuklarına, okul yönetimlerinin uygun gördüğü zamanlarda anketler uygulanmıştır.

Sonuçlar

Faktör Analizleri

Ana analizler gerçekleştirilmeden önce; anne ve çocukların özbakım, oda yönetimi ve ev işleri davranışları ölçeği, annelerin beklentiler ölçeği, ve çatışma ölçekleri faktör analizlerine tabi tutulmuştur. Faktör analizlerine göre; bahsi geçen ölçeklerde; üç temel faktör ortaya çıktığı gözlenmiştir: özbakım,

oda yönetimi, ve ev işleri/ev işlerine yardım. Faktörlerin gereken varyansları açıkladığı, ve elde edilen faktörlerin de gereken düzeyde içtutarlılık katsayılarına ulaştığı gözlenmiştir.

Ana Analizler

Ana analizler, her bir temadaki olası farklılıkları denetlemek amacıyla, her bir tema için ayrı ayrı gerçekleştirilmiştir. Ana analizlerde; betimleyici istatistikler, korelasyonlar, anne ve çocuk çatışma skorlarının karşılaştırılması, anne ve çocuk skorlarının kendi içlerinde ergenliğin gelişimsel evrelerine göre (yaşa/sınıfa göre) karşılaştırılması, her bir gelişimsel evre için anne ve çocuk çatışma skorlarını yordayan regresyon analizleri sırası takip edilmiştir. Regresyon analizlerinde dört basamaklı hiyerarşik regresyon analizleri kullanılmıştır. Birinci basamakta; demografik bilgiler (çocuğun cinsiyeti, kardeş sayısı, doğum sırası, annenin eğitim düzeyi, annenin ev işleri için aile bireylerinden ve profesyonel yardım alıp almadığı); ikinci basamakta annenin özellikleri (sorumluluk duygusuyla hareket etme (conscientiousness), annenin özbakım, oda yönetimi ev işleri davranış skorları, annenin beklentileri); üçüncü basamakta ergenlerin özellikleri (sebatkarlık skoru, ergenin özbakım, oda yönetimi ev işleri davranış skorları); son basamakta ise ebeveynlik özellikleri (sıcaklık, psikolojik kontrol, aşırı korumacılık ve karşılaştırma) analize sokulmuştur. Tüm temalara dair regresyon analizlerinin akabinde; anne ve ergenlerin çatışma skorları temalara göre birbiriyle karşılaştırılmış, ve en çok çatışma yaşanan temalar ortaya konmuştur.

a) Özbakım davranışlarına dair sonuçlar

Özbakım davranışları hakkındaki çatışma skorlarına bakıldığında; çocuklarına kıyasla, anneler daha yüksek çatışma skorlarına sahiptirler. Annelerin çatışma skorları gelişimsel evrelere göre (ergenlik öncesi dönem – 4. sınıflar, orta ergenlik dönemi -7. sınıflar ve geç ergenlik dönemi – 11. sınıflar) anlamlı farklılıklar göstermektedir. Yaşça büyük çocukların anneleri daha düşük çatışma skorlarına sahiptirler. Ergenlerin çatışma skorları

gelişimsel evrelere göre anlamlı farklılıklar göstermektedir. Yaşça büyük çocuklar daha düşük çatışma skorlarına sahiptirler.

Önerilen regresyon modeli, ergenlik öncesi (4. Sınıflar) dönemdeki çocukların annelerinin rapor ettiği çatışma skorlarını açıklamada anlamlı ölçüde varyans açıklamıştır. Regresyon analizinin son basamağın; çocuğun cinsiyeti, anneni eğitim seviyesi, ve çocuğun aldığı anne sıcaklığı; annelerin özbakım davranışları hakkında rapor ettikleri değişimleri anlamlı düzeyde yordamışlardır. Ancak aynı model, ergenlik öncesi (4. Sınıflar) dönemdeki çocukların rapor ettiği özbakımla alakalı çatışma skorlarını açıklamada anlamlı ölçüde varyans açıklayamamıştır.

Önerilen regresyon modeli, orta ergenlik dönemindeki 7. sınıf öğrencileri ve annelerinin özbakım konularında rapor ettikleri çatışmaları yordamada anlamlı düzeyde varyans açıklayamamışlardır.

Önerilen regresyon modeli, geç ergenlik dönemindeki 11. Sınıf öğrenciler ve annelerinin özbakım davranışları hakkında rapor ettikleri çatışma skorlarını anlamlı derecede yordamıştır. Anne çatışma sonuçları için yapılan regresyon analizi anlamlı düzeyde varyans açıklasa da; regresyon analizinin son basamağında; $p < .05$ düzeyini geçebilen bir bağımsız değişken olmamıştır. Ergen çatışma skorları için yapılan regresyon analizinin son basamağında; ergenin cinsiyeti, sebatkarlık skoru ve algıladığı psikolojik kontrol; geç ergenlik dönemindeki gençlerin özbakım konularında rapo ettikleri çatışmaları anlamlı düzeyde yordamıştır.

b) Oda yönetimine dair sonuçlar

Oda yönetimi davranışları hakkındaki çatışma skorlarına bakıldığında; çocuklarına kıyasla, anneler daha yüksek çatışma skorlarına sahiptirler. Annelerin çatışma skorları gelişimsel evrelere göre anlamlı farklılıklar göstermektedir. Yaşça büyük çocukların anneleri daha düşük çatışma skorlarına sahiptirler. Ancak, ergenlerin oda yönetimi hakkındaki çatışma skorları gelişimsel evrelere göre anlamlı farklılıklar göstermemiştir.

Önerilen regresyon modeli, ergenlik öncesi (4. Sınıflar) dönemdeki çocukların annelerinin rapor ettiği çatışma skorlarını açıklamada anlamlı ölçüde varyans açıklayamıştır. Ancak aynı model, ergenlik öncesi (4. Sınıflar) dönemdeki çocukların rapor ettiği oda yönetimi davranışlarıyla alakalı çatışma skorlarını açıklamada anlamlı ölçüde varyans açıklamıştır. Ergenlik öncesi dönemdeki öğrencilerin oda yönetimi konusundaki çatışmaları için yapılan regresyon analizinin son basamğında; öğrencinin cinsiyeti, oda yönetimi davranışları skoru ve annenin eğitim düzeyi, öğrencilerin çatışma raporlarındaki varyansı anlamlı düzeyde yordamıştır.

Önerilen regresyon modeli, orta ergenlik dönemindeki 7. sınıf öğrencilerinin annelerinin rapor ettiği oda yönetimiyle alakalı çatışmaları için anlamlı düzeyde varyans açıklayamamıştır. Ancak aynı model, 7. sınıf öğrencilerinin rapor ettiği oda yönetim davranışları çatışmalarındaki varyansları anlamlı düzeyde yordamıştır. Orta ergenlik dönemindeki öğrencilerin oda yönetimi konusundaki çatışmaları için yapılan regresyon analizinin son basamağında; öğrencinin oda yönetimi davranışları skoru ve annenin sorumluluk duygusuyla hareket etme (conscientiousness) skoru, öğrencilerin rapor ettiği oda yönetimi çatışmalarındaki değişimleri yordamıştır.

Önerilen regresyon modeli, geç ergenlik dönemindeki 11. sınıf öğrencilerinin annelerinin rapor ettiği oda yönetimiyle alakalı çatışma skorları için anlamlı düzeyde varyans açıklamıştır. Anne çatışma skorları için yapılan regresyon analizinin son basamağında, öğrencinin oda yönetimi davranışları skoru ve anneden algıladığı aşırı korumacılık, öğrencinin rapor ettiği çatışma skorlarını anlamlı düzeyde yordamıştır. Önerilen regresyon modeli , geç ergenlik dönemindeki öğrencilerin oda yönetimi konudau rapor ettikleri çatışmaları da için de anlamlı düzeyde varyans açıklamıştır. Regresyon analinini son basamağında; annenin sorumluluk duygusuyla hareket etme (conscientiousness) skoru, annenin oda yönetimi davranışları skoru, ergenin doğum sırası, ergenlerin anneden algıladıkları karşılaştırma skorları ve

ergenlerin oda yönetimi davranışları, öğrencilerin rapor ettiği çatışma sonuçlarıyla anlamlı düzeyde ilişkilidir.

c) Ev işlerine yardıma dair sonuçlar

Ev işlerine yardım davranışlarına dair çatışmalar hakkındaki çatışma skorlarına bakıldığında; anneler ve çocuklarının rapor ettiği çatışma sonuçlarında anlamlı bir fark bulunmamıştır. Annelerin çatışma skorları gelişimsel evrelere göre anlamlı farklılıklar göstermektedir. Buna göre; en düşük çatışma skorları geç-ergenlik dönemindeki gençlerin anneleri tarafından rapor edilmiştir. Ergenlerin, ev işlerine yardım konularındaki çatışma skorları gelişimsel evrelere göre anlamlı farklılıklar göstermemiştir.

Önerilen regresyon modeli, ergenlik öncesi (4. sınıflar) dönemdeki çocukların annelerinin rapor ettiği çatışma skorlarını açıklamada anlamlı ölçüde varyans açıklamıştır. Buna göre, regresyon raporunun son basamağında, çatışma sonuçlarıyla anlamlı ilişki gösteren tek değişken annelerin beklenti skorları olmuştur. Daha yüksek beklentileri olan anneler, daha yüksek oranda çatışma rapor etmişlerdir. Önerilen regresyon modeli, ergenlik öncesi dönemdeki öğrencilerin ev işlerine yardım konularında rapor ettiği çatışma skorları için anlamlı düzeyde varyans açıklayamamıştır.

Önerilen regresyon modeli, orta ergenlik dönemindeki 7. sınıf öğrencilerinin annelerinin rapor ettiği ev işlerine yardım davranışlarıyla alakalı çatışmaları için anlamlı düzeyde varyans açıklamıştır. Regresyon analizinin son basamağında; annelerin beklenti skorları ve çocukların annelerinde algıladıkları sıcaklık skorları; 7. sınıf öğrencilerinin annelerinin rapor ettiği çatışma sonuçlarıyla anlamlı düzeyde ilişkilidir. 7. Sınıf öğrencilerinin rapor ettiği çatışma skorlarının yordayıcılarını belirlemek için yapılan regresyon analizi de anlamlı düzeyde varyans açıklamıştır. Buna göre; regresyon analizini son basamağında; öğrencinin cinsiyeti ve annelerin eğitim düzeyleri, orta ergenlik dönemindeki öğrencilerin ev işlerine yardım konularında rapor ettiği çatışma skorlarını anlamlı düzeyde yordamaktadır.

Önerilen regresyon modeli, geç ergenlik dönemindeki 11. sınıf öğrencilerinin annelerinin rapor ettiği ev işlerine yardım davranışlarıyla alakalı çatışma skorları için anlamlı düzeyde varyans açıklayamamıştır. Aynı model, geç ergenlik dönemindeki gençlerin rapor ettiği çatışma sonuçlarındaki varyansı anlamlı düzeyde yordamıştır. Bu regresyon analizinin son basamağında; gençler ev işlerine yardım konularıyla ilgili çatışma skorlarının tek yordayıcısı, annelerinden algıladıkları karşılaştırma skorları olmuştur. Buna göre; daha yüksek düzeyde karşılaştırma algılayan ergenler, daha yüksek düzeyde çatışma skoruna sahiptir.

Çatışma Sonuçlarının Konulara Göre Karşılaştırılması

Annelerin ve çocuklarının rapor ettiği çatışma skorları konulara göre birbirleriyle grup içi varyans analizi yöntemi kullanılarak karşılaştırılmıştır. Anne raporlarında yapılan analizlerinde sonuçlarına göre annelerin en yüksek çatışma skorları oda yönetimi davranışlarıyla alakalıyken; en düşük çatışma skorları özbakım davranışlarıyla alakalıdır. Ergen raporlarında yapılan analizlerin sonuçlarına göre, ergenlerin en yüksek çatışma skorları oda yönetimi davranışlarıyla alakalıyken; en düşük çatışma skorları özbakım davranışlarıyla alakalıdır.

Tartışma

Mevcut çalışmanın amaçları; anne ve ergen raporlarının konulara göre birbirleriyle karşılaştırılması; anne ve ergen çatışma skorlarının her bir konu için; gelişimsel seviyelere göre karşılaştırılması; ann ve ergenlerin rapor ettiği özbakım, oda yönetimi, ve ev işlerine yardım davranışları hakkındaki çatışma skorlarının yordayıcılarının belirlenmesi, son olarak da anne ve ergenlerin rapor ettiği çatışma skorlarının konu bazında karşılaştırılmasıdır. Tartışma bölümünde, bulgular; önce hipotezler ve literatür ışığında tartışılmıştır.

a)Özbakım davranışları hakkındaki çatışmaların bulguları

Beklenildiği üzere, anne ve ergenlerin çatışma raporlarında anlamlı farklılıklar gözlenmiştir. Buna ek olarak; gelişimsel seviyelere göre, anne ve ergenlerin rapor ettiği çatışma skorlarında farklar gözlenmiştir. En düşük çatışma skorları geç ergenlik dönemindeki gençler ve annelerinden elde edilmiştir. Bulgular, literatürdeki çalışmalarla paralellik göstermektedir. Olgunlaşan gençlerin kendi özbakımlarında daha etkin hale gelmeleri, ve çatışma unsurunun azalmasıyla; gelişimsel seviyelere göre çatışmalarda bir azalma gözlenmesi normaldir.

Anne ve ergenlerin çatışma skorlarının yordayıcılarına dair hipotezlerden, doğrulanabilen hipotez sayısı oldukça azdır. Genel bulgulara bakıldığında; erkek ya da erkek annesi olmanın; ve anneden algılanan yüksek seviyelerdeki sıcaklığın, düşük seviyelerdeki çatışma skorlarıyla ilişkili olduğu gözlenmiştir. Ergenlerin ve annelerinin özbakım davranışları, ve annelerin bu davranışlar hakkındaki beklentilerinin çatışma skorlarını anlamlı düzeyde yordamayıları şaşırtıcıdır.

b)Oda yönetimi davranışları hakkındaki çatışmaların bulguları

Beklenildiği üzere, anne ve ergenlerin çatışma raporlarında anlamlı farklılıklar gözlenmiştir. Buna ek olarak; ileriki gelişimsel seviyedeki öğrencilerin annelerinin çatışma skorlarının; erken gelişimsel seviyedeki öğrencilerin annelerinin çatışma skorlarından düşük olduğu bulunmuş; ancak; benzer bir fark ergen çatışma raporları için gözlenmemiştir. Bu durumda; hipotezler kısmi olarak doğrulanmıştır.

Anne ve ergenlerin çatışma skorlarının yordayıcılarına dair hipotezlerden, doğrulanabilen hipotez sayısı oldukça azdır. Tüm değişkenler arasında; ergenlerin oda yönetimi davranışları skorunun; genel olarak hem annelerin, hem de ergenlerin çatışma raporlarıyla olumsuz yönde ilişkili olduğu gözlenmiştir. Bu bulgu beklentiler yönündedir. Ev işlerini yapan ergenler; tartışma unsurunun etkisini azaltmakta; böylece rapor edilen çatışma skorları da azalmaktadır. Genel bulgulara bakıldığında; değişen gruplarının ya da tekil

değişkenlerin belirgin bir trend göstermedikleri gözlenmiştir. Bu durum; bağımsız değişken gruplarının, her gelişimsel evrede farklı şekilde rol oynadığına işaret etmektedir. Anne özellikleri arasında; sorumluluk duygusuyla hareket etme (conscientiousness) skorlarına dair bulgular ilgi çekicidir. Farklı gelişimsel seviyelerde, farklı yönlerde anlamlı ilişkiler gösteren bu değişken hakkındaki bulguların genellenebilmesinin güçlenmesi için; gelecekteki çalışmaların annelerin sorumluluk duygusuyla hareket etme (conscientiousness) özelliği ve çocuklarıyla olan çatışmalarını ortaya koyan araştırma soruları geliştirmeleri önerilmektedir.

c)Ev işlerine yardım davranışları hakkındaki çatışmaların bulguları

Annelerin çocuklarına kıyasla, daha yüksek çatışma skorları rapor etmeleri beklendiyse de; ev işlerine yardım davranışları konularında; anne ve ergenlik çağındaki çocuklarının rapor ettiği çatışmalarda anlamlı bir farklılık gözlenememiştir. Bu bulgu; anne ve ergenlerin ev işlerine yardım konularında benzer görüşlere sahip olmalarıyla alakalı olabilir. Başka bir deyişle, anneler ve çocukları, ev işlerine yardım davranışlarında ortak bir karar almış olabilirler, bu da çatışma unsurunun etkisini azaltmaktadır. Gelişimsel seviyelere göre çatışma skorlarında oluşması beklenen farklar; sadece ergenlerin çatışma raporları için doğrulanmıştır. Ev işlerine yardım konularında en düşük çatışma skorları geç ergenlik dönemindeki öğrencilerden gelmiştir. Bu durum, sınav stresiyle de bağdaştırılabilir.

Anne ve ergenlerin çatışma skorlarının yordayıcılarına dair hipotezlerden, doğrulanabilen hipotez sayısı oldukça azdır. Tüm değişkenler arasında; annelerin beklentileri; annelerin rapor ettiği çatışma sonuçlarıyla olumlu yönde ilişkiliyken; çocuklarının rapor ettiği çatışma sonuçlarında anlamlı bir role sahip olamamıştır. Bu bulgu, hipotezlerle kısmen uyumaktadır. Daha yüksek beklentiye sahip olan annelerin, beklentilerinin karşılanmaması, onların daha yüksek sayıda çatışma konusu rapor etmelerine sebep olmuş olabilir. Branje'nin (2008) de değindiği üzere; karşılanmayan beklentiler, çatışmalarda önemli bir role sahiptir. Annelerin beklentilerinin

anlamalı role sahip olamadığı tek grup, geç ergenlik dönemindeki çocukların anneleridir. Bu dönemde, üniversiteye giriş sınavına hazırlanan gençlerden beklenenler ev işlerine yardımın ötesinde olabilir. Annelerin beklentilerinin, çocuklarının raporlarında anlamalı bir role sahip olmaması ise; çocukların annelerin beklentilerine göre kendi davranışlarında bir adaptasyon gerçekleştirmediklerinin bir göstergesi olabilir. Genel bulgulara bakıldığında; değişen gruplarının ya da tekil değişkenlerin belirgin bir trend göstermedikleri gözlenmiştir. Bu durum; bağımsız değişken gruplarının, her gelişimsel evrede farklı şekilde rol oynadığına işaret etmektedir.

Appendix R: Tez Fotokopisi İzin Formu
TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input style="text-align: center; width: 20px; height: 20px; border: 1px solid black;" type="checkbox" value="+"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Güneş

Adı : Seren

Bölümü : Psikoloji

TEZİN ADI: Taking a Deeper Look at Mother – Adolescence Conflict on Self-care, Room Management, and Chores

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 (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: