THE RELATIONSHIP BETWEEN CULTURE SPECIFIC PARENTING AND CONDUCT PROBLEMS AND INTERNALIZATION OF RULES OF CHILDREN FROM DISADVANTAGED BACKGROUNDS

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ABSTRACT

THE RELATIONSHIP BETWEEN CULTURE SPECIFIC PARENTING AND CONDUCT PROBLEMS AND INTERNALIZATION OF RULES OF CHILDREN FROM DISADVANTAGED BACKGROUNDS

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Conduct problems and callous-unemotional traits were affected by child's temperament and environmental factors such as parenting and SES. The current study aims to investigate the relationship between child's conduct problems, callous-unemotional traits and internalization of rules from child temperamental characteristics and mother's parenting styles as well as neighborhood factors. In the study, there were 359 mother child pairs and children were either 3rd or 4th grade. Participants recruited from low socioeconomic background. Mothers completed the scales including demographic, neighborhood measures, child

temperament, child behavior problem and child moral development. Children were asked to fill out the parenting scales. Multiple hierarchical regression analyses were performed and the interactions between temperamental characteristics and parenting were examined to see the moderator effect of temperament. For children with high perceptual sensitivity scores, when mother's guilt induction was high, they were more likely to show aggression and ucaring behaviors. For children with low perceptual sensitivity scores, when mother's comparison was high, they were more likely to show rule breaking behaviors and callousness and less likely to show externally controlled behaviors. Among children with high reactivity scores, they were less likely to show uncaring behaviors and more likely to show internally well behaving if their mother's warmth was high. For children with high reactivity scores, when mother's emotionally manipulation was high, they were more likely to show aggression, rule breaking and uncaring behaviors. Results were discussed in light of literature, implications and limitations were mentioned.

Keywords: temperament, parenting, conduct problems.

ÖZ

KÜLTÜRE ÖZGÜ EBEVEYNLİK DAVRANIŞLARININ DEZAVANTAJLI ORTAMDA YAŞAYAN ÇOCUKLARIN DAVRANIM BOZUKLUĞU VE KURALLARI İÇSELLEŞTİRMELERİ İLE İLİŞKİSİ

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Çocukların davranım bozukluğu, katı-duygusallıktan yoksun özellikleri ve kuralları içselleştirmeleri çocuğun mizacı, annelerinin ebevenylik davranışları ve içinde yaşadıkları sosyoekonomik durumdan etkilenmektedir. Bu çalışmanın amacı, çocuğun mizacının, içinde yaşadığı sosyoekonomik durumun ve annelerin ebeveynlik özelliklerinin çocukların davranım bozukluğu, katı duygusallıktan yoksun özellikleri ve kuralları içselleştirmeleri ile ilişkisini incelemektir. Yaşları 8-11 arasında değişen ve düşük sosyoekonomik çevrede yaşayan 359 çocuk ve annesi bu çalışmaya katılmışlardır. Anneler demografik bilgiler, mahalle ölçekleri, mizaç ölçekleri ile çocuğun problem davranışları ve kuralları

içselleştirmeleri ile ilgili ölçekler doldurmuştur. Çocuklara ise yalnızca anneleriyle ilgili ebeveynlik anketleri uygulanmıştır. Bu çalışma için hiyerarşik regresyon analizleri uygulanmıştır. Mizacın düzenleyici rolünü test etmek amacıyla regresyon analizinin son basamağında ebeveynlik özelliklerinin çocuğun mizaç özellikleri ile etkileşimine bakılmıştır. Araştırma sonucuna göre, algısal hassasiyeti yüksek olan çocuklarda, annenin suçluluk hissettirme davranışının çocukların saldırgan ve umursamaz davranışları attırdığı; algısal hassasiyeti düşük olan çocuklarda ise annenin karşılaştırma davranışlarının çocuğun kurallara karşı gelme, duyarsız/vurdumduymaz özelliklerini artttırken yetişkin kontrolüne ihtiyaç duyan özellikleri azalttığı görülmüştür. Tepkiselliği yüksek olan çocuklarda ise anne sevecenliğinin olumsuz yönde çocukların umursamaz davranışlarını ve olumlu yönde kendiliğinden olumlu davranış göstermeyi yordadığı; tepkiselliği yüksek olan çocuklarda ise annenin duygu sömürüsü yapması çocukların saldırgan, kurallara karşı gelme davranışı ve umursamaz davranışlarını olumlu yönde yordadığı bulunmuştur. Tüm bulgular alanyazı kapsamında tartışılmış, katkı ve eksiklikleri belirtilmiştir.

Anahtar Kelimeler: mizaç, ebeveynlik, davranım bozukluğu.

To all resilient people

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TABLE OF CONTENTS

PLAGIARISM iii

ABSTRACT iv

ÖZ vi

DEDICATION viii

ACKNOWLEDGEMENTS ix

TABLE OF CONTENTS xi

LIST OF TABLES xv

LIST OF FIGURES xvi

LIST OF ABBREVIATIONS xvii

CHAPTER

1. INTRODUCTION 1

1.1. Children's Conduct Problems 1

1.1.1 Underlying Biological Factors 5

1.1.2 Environmental Contributions to Conduct Problems 6

1.1.2.1 Parenting 6

1.1.2.2 SES and Neighborhood 13

1.1.3 Temperament 14

1.2. Children's Internalization of Rules 19

1.3. Current Study 20

2. METHOD 23

2.1. Participants 23

2.2. Measures 24
2.2.1 Children's Questionnaire Pack (CQP) 24
2.2.1.1 Perceived Positive Parenting 24
2.2.1.2 Perceived Negative Parenting 26
2.2.2 Mothers' Questionnaire Pack (MQP) 26
2.2.2.1 Demographical Information Form 26
2.2.2.2 The Neighborhood Ecologies Survey 26
2.2.2.3 Temperament 27
2.2.2.4 Conduct Behaviors 28
2.2.2.5 Internalization of Rules 29
2.3. Procedure 29
3. RESULTS 31
3.1. Data screening 31
3.2. Descriptive Analysis 32
3.3. Correlation Analysis 32
3.4. Hierarchical Regression Analyses 32
3.4.1 Regression analyses in predicting aggression from parenting and child's temperament 35
3.4.2 Regression analyses in predicting rule breaking from parenting and child's temperament 40
3.4.3 Regression analyses in predicting uncaring behavior from parenting and child's temperament 44
3.4.4 Regression analyses in predicting callousness from parenting and child's temperament 49
3.4.5 Regression analyses in predicting unemotional behavior from parenting and child's temperament 53

3.4.6 Regression analyses in predicting internally well behaving from parenting and child's temperament 57

3.4.7 Regression analyses in predicting externally controlled behavior of children from parenting and child's temperament 60

3.4.8 Regression analyses in predicting children's internalized self-control from parenting and child's temperament 66

4.DISCUSSION 70

4.1. Evaluation of the Regression Analysis 70

4.1.1 Findings related to the First Hypothesis 70

4.1.2 Findings related to the Second Hypothesis 71

4.1.3 Findings related to the Third Hypothesis 73

4.1.4 Findings related to the Fourth Hypothesis 73

4.1.5 Findings related to the Fifth Hypothesis 75

4.2. Strengths and Limitations of the Study 78

4.3. Implications and Contributions of the Study 79

4.4. Suggestions for Future Research 80

REFERENCES 81

APPENDICIES

A. Factor Analysis of the Scales 112

B. Consent Form 125

C. Maternal Warmth Scale 126

D. Maternal Comparison Scale 127

E. Maternal Psychological Control Scale 128

F. The Turkish Culture Specific Parenting Scale 131

G. Mattering Scale 132

H. The Demographical Information Form 133

I. The Nehighborhood Ecologies Survey 137

J. Temperament in Middle Childhood Questionnaire 140

K. The Child Behavior Checklist (CBCL) 141

L. Inventory of Callous-Unemotional Traits 143

M. My Child Questionnaire..... 1455

N. Debriefing Form 148

O. METU Ethical Committee Approval..... 150

P. Approval from Ministry of Education, Branch of İzmir 151

R. Turkish Summary/ Türkçe Özet 152

N. Tez Fotokopisi İzin Formu 166

LIST OF TABLES

TABLES

Table 2.1. Participant Demographics ……... 24
Table 3.1. Descriptive Statistics for Measures of the Study …… 33
Table 3.2. Pearson's Correlations among Demographic and Neighborhood Variables, Conduct Behaviors and the Development of Conscience ……... 35
Table 3.3. Pearson's Correlations among Child's Temperament, Parenting, Conduct Behaviors and the Development of Conscience …… 36
Table 3.4. Hierarchical Regression Analysis in Predicting Child's Aggression: Perceptual Sensitivity and Reactivity as Moderators ……...… 41
Table 3.5. Hierarchical Regression Analysis in Predicting Child's Rule Breaking: Perceptual Sensitivity and Reactivity as Moderators ...……... 45
Table 3.6. Hierarchical Regression Analysis in Predicting Child's Uncaring Behavior: Perceptual Sensitivity and Reactivity as Moderators ...……... 49
Table 3.7. Hierarchical Regression Analysis in Predicting Child's Callousness: Perceptual Sensitivity and Reactivity as Moderators ...…… 53
Table 3.8. Hierarchical Regression Analysis in Predicting Child's Unemotional Behavior: Perceptual Sensitivity and Reactivity as Moderators 57
Table 3.9 Hierarchical Regression Analysis in Predicting Child's Internally Well Behaving: Perceptual Sensitivity and Reactivity as Moderators ……..... 60
Table 3.10. Hierarchical Regression Analysis in Predicting Child's Externally Controlled Behaviors: Perceptual Sensitivity and Reactivity as Moderators 64
Table 3.11. Hierarchical Regression Analysis in Predicting Child's Internalized Self-Control: Perceptual Sensitivity and Reactivity as Moderators. 67

LIST OF FIGURES

FIGURES

Figure 3.1. Graph for the interaction between perceptual sensitivity and guilt induction in predicting aggression ……...… 42
Figure 3.2. Graph for the interaction between reactivity and emotionally manipulating in predicting aggression ……. 42
Figure 3.3. Graph for the interaction between perceptual sensitivity and comparison in predicting rule breaking …… 46
Figure 3.4. Graph for the interaction between reactivity and emotionally manipulating in predicting rule breaking ……. 46
Figure 3.5. Graph for the interaction between perceptual sensitivity and guilt induction in predicting uncaring ……..... 50
Figure 3.6. Graph for the interaction between reactivity and warmth in predicting uncaring behavior ……..……. 50
Figure 3.7. Graph for the interaction between perceptual sensitivity and comparison in predicting callousness ……... 54
Figure 3.8. Graph for the interaction between reactivity and emotionally manipulating in predicting callousness …… 54
Figure 3.9. Graph for the interaction between reactivity and warmth in predicting internally well behaving ……..…….….. 61
Figure 3.10. Graph for the interaction between perceptual sensitivity and comparison in predicting externally controlling …….....……..... 65

LIST OF ABBREVIATIONS

AB	Antisocial Behavior
ASPD	Antisocial Personality Disorder
CBQ	Children's Behavior Questionnaire
CD	Conduct Disorder
CP	Conduct Problems
CTPQ	Childhood Temperament and Personality Questionnaire
CU	Callous-Unemotional
DAT1	Active Transporter
DRD4	Dopamine Receptor D4
KMO	Kaiser-Meyer-Olkin
MAOA	Monoamine Oxidase A
ODD	Oppositional Defiant Disorder
PBS	Parenting Behaviors Scale
PPCS	Parental Psychological Control Scale
SES	Socioeconomic Status
TMCQ	Temperament in Middle Childhood Questionnaire

CHAPTER 1

INTRODUCTION

1.1. Children's Conduct Problems

Externalizing problems refer to a bunch of behavior problems that are shown by children to outward environment and involves hyperactivity and attention problems, experiencing conflict with other people, violence, aggression, defiant and criminal behaviors (Campbell, Shaw, & Gilliom, 2000; Eisenberg et al., 2001; Jianghong, 2004; Yurdusen, Erol, & Gencoz, 2013). Externalizing behaviors involve conduct problems (CP) which are characterized by defiant, aggressive, disobedient and bullying behaviors (American Psychiatric Association, 2013). While children with conduct problems show disruptive behaviors such as aggression, defiance, and temper tantrums (Beauchaine, Strassberg, Kees, & Drabick, 2002), during adolescence period, they are more likely to show bullying and delinquent behaviors (Calkins & Keane, 2009).

In the scope of externalizing problems, antisocial behavior (AB) refers to aggressive and rule breaking acts involving violence, theft, and property destruction (Falk & Lee, 2012). It is mainly based on the violation of others' basic rights (Calkins & Keane, 2009). In other words, AB refers to externalizing behaviors without attention and hyperactivity problems. Childhood AB is a serious problem, negatively affecting 5 % to 14 % of children in the whole community (Achenbach, 1991). Severe AB in childhood predicts negative developmental consequences like substance abuse, high risk for arrest, school dropout, poor marital adjustment, poor job performance (Odgers et al., 2007, 2008). AB and CP are generally used interchangeably. DSM categorizes these problem behaviors as either oppositional defiant disorder (ODD) or conduct

disorder (CD) during childhood and adolescence period; and antisocial personality disorder (ASPD) after puberty (American Psychiatric Association, 2013).

As a relatively new approach, callous-unemotional behaviors started to be investigated by a number of studies since it is considered as distinctive feature of some antisocial behaviors (Frick & White, 2008). Compared to DSM-4, DSM-5 has same criteria for the diagnosis of CD and ODD; however, the introduction of CD with callous-unemotional traits were presented in DSM-5 in detail (American Psychiatric Association, 2013).

Callous-unemotional (CU) traits correspond to lack of empathy and concern for others, being deceitful and manipulative, lack of remorse or guilt after misbehavior, shallow affect, unconcern about performance even in the essential developmental areas (Frick, 2004; Frick, Ray, Thornton, & Kahn, 2014). 25 % to 50 % of children with clinically diagnosed as one of the CP, also have high levels of CU traits (Frick & Dickens 2006; Waschbusch, Carrey, Willough, King, & Andrade, 2007).

Different studies showed that children with CU traits are at high risk for greater severity of all conduct problems, and earlier experiences of delinquency (Fontaine, McCrory, Boivin, Moffitt, & Viding, 2011; Frick et al., 2003). Among conduct disordered children, children with CU traits are more prone to exhibit severe forms of aggression and AB, and are more likely to be diagnosed as psychopaths in their adulthood. On the other hand, children without CU are less likely to struggle with problems due to the disorder and are more likely to be diagnosed as ASPD later in life (Fisher & Blair, 1998; Frick, Cornell, Barry, Bodin, & Dane, 2003; Hawes & Dadds, 2005; Pardini, 2006).

With regard to conduct problems, some studies found sex differences in terms of prevalence and age of onset (Fergusson & Horwood, 2002; Card, Stucky, Sawalani, & Little, 2008; Van Lier, Vitaro, Wanner, Vuijk, & Crijnen, 2005). Rate of CP was found to be higher among boys, and also boys were found to show CD symptoms earlier than girls (Fergusson & Horwood, 2002; Fontaine, Carbonneau, Vitaro, Barker, & Tremblay, 2009). Among boys, direct aggression which is associated with CP, is shown to be more common compared to girls

(Card et al., 2008). Among girls, covert aggression is more commonly used and conduct problems become more severe during adolescence period (Baker, 2009). Lastly, boys display more delinquent behaviors and are more likely to have more severe forms of CP (Van Lier et al., 2005).

Conduct problems tend to be stable over time (Petitclerc et al. 2009). More than half of the children diagnosed as either ODD or CD, are later diagnosed as again one of the conduct disorders (Reid et al. 2004). Also, approximately 40 % of children with ODD or CD are later diagnosed as ASPD (American Psychiatric Association, 2013). Similarly, CU traits show stability over lifespan and much of its stability is due to its heritability (Blonigen, Hicks, Kruger, Patrick, & Iacono, 2006; Fontaine et al., 2010; Viding, Blair, Moffitt, & Plomin, 2005). The range of CU traits accounted by genetic effects varied from 42 % to 68 % (Bezdjian, Raine, Baker, & Lynam, 2011; Blonigen et al., 2006; Larsson, Andershed, & Lichtenstein, 2006; Taylor, Loney, Bobadilla, Iacono, & McGue, 2003; Viding et al., 2005). In other words, CU traits show at least moderate levels of heritability among childhood (Viding & McCrory, 2012). Among children with conduct disorders, children with high levels of CU traits have higher heritability than children with low levels of CU and that again supports significant contribution of genetics to CU traits (Viding et al. 2005).

There are multiple trajectories of CP (American Psychiatric Association, 2013; Broidy et al., 2003; Moffitt, 2003). Although, DSM-5 identified three trajectories labeled as childhood onset, adolescent onset and unspecified onset; there are also longitudinal studies looking at possible trajectories of CP (American Psychiatric Association, 2013). These studies also found three trajectories. Firstly, there is a normative decline pattern which the problem behaviors manifest itself during early childhood and these behaviors decrease as the child grows up. The results of the longitudinal studies of toddler and early childhood functioning supported that trajectory (NICHD Early Child Care Research Network, 2004). Secondly, there is an early onset pattern which the problem behaviors show stability during early childhood period and show life course persistency (Broidy et al., 2003). Thirdly, there is an adolescent- limited pattern in which problem

behaviors are only salient during puberty and show less severity across life compared to early-onset pattern (Moffitt, 2003). Concerning the patterns of CU traits, a longitudinal study with large sample found four trajectories from childhood to early adolescence (Fontaine, Rijsdijk, McCrory, Viding, 2010). These trajectories are labeled as high stable (4.7 %), increasing (7.3 %), decreasing (13.4 %), and low stable (74.6 %).

Due to severe consequences and high stability of CP and CU traits, identifying risk and protective factors appears to be important for prevention and intervention studies. From a theoretical perspective, these factors usually studied in the framework of ecological theory. According to ecological theory, children's development is affected by their environment divided into five different layers (Bronfenbrenner, 1977; Bronfenbrenner, 1989). In the core, there is only the child with his/her characteristics like age, sex and temperament. The first and most influential level is the microsystem involving people that child can have direct contact. It includes family, caregivers and peers in the settings of home, school and daycare. In this level, relationships affect both sides such as the interaction between child and the mother. The second level is the mesosystem involving the interrelations among two or more microsystems like interrelations between the family and the teacher of the child. The third level is the exosystem in which there are composed of interactions or settings but that does not include any individual. In the exosystem, child does not have active role but is affected by the consequences of the interactions or settings. Child's father's promotion from work can be given as an example of exosystem. The fourth level is the macrosystem which refers to the culture of child's environment. Socioeconomic status, poverty and ethnicity are consisted of macrosystem. Lastly, the chronosystem consists of major life transitions, changes of environmental characteristics over time and across development. Parents' divorce can be given as an example of chronosystem.

In relation with the ecological theory, studies showed that some heritability and temperamental characteristics referred as the core of the system are risk factors on the development of CP. Then, parenting can be a protective or a

risk factor for child's behavioral problems and that refers to microsystem layer of the theory. For the current study, especially detecting culture specific factors of parenting in this layer, was considered to have significant contributions to identifying risk and protective factors of CP in Turkey. Lastly, low SES and poor neighborhood quality referred to macrosystem can also carry risk for the children's CP. In relation with that, the purpose of the current study is also to investigate the role of neighborhood stress and problem behaviors as well as internalization of rules. Thus, in the following sections relations between these factors and antisocial behavior problems will be mentioned in detail.

1.1.1. Underlying Biological Factors

When considering biological factors on the development of CP, neuropsychological deficits like decreased concentration of dopamine and serotonin, and autonomic under arousal were found to as risk factors which are likely to result in chronic behavior problems (Dodge & Pettit, 2003; Eme 2013; Schmidt et al. 2000). As other biological dysfunctions, the findings of a meta-analysis showed that CD is associated with decreased activation in the left amygdala in response to negative stimuli and decreased right temporal lobe volume (Cappadocia, Desrocher, Pepler, & Schroeder, 2009). Another meta-analysis displayed that the low levels of resting heart rate is closely related to AB across different studies and ages (Portnoy & Farrington, 2015). Also, some studies found low HPA activity as a risk factor (Alink et al. 2008); although some studies found the opposite of that (Fairchild et al. 2008).

In addition to biological dysfunctional characteristics of CP, the studies including twins, adopted children, and intergenerational comparison of children showed that genetic make-up has significant impacts on the development of conduct problems (Bailey, Hill, Oesterle, & Hawkins, 2009; D'Onofrio et al. 2007; Pettit, Olino, Roberts, Seeley, & Lewinsohn, 2008; Rhee & Waldman 2002; Rice & Thapar 2009). One of these studies found that the monoamine oxidase A (MAOA) is directly associated with antisocial behavior (Ficks & Waldman, 2014). With regard to dopamine receptor D4 (DRD4), the findings are inconsistent; but DRD4's different effects on conduct behaviors were found

among girls and boys (Nederhof, Belsky, Ormel, & Oldehinkel, 2012). It was protective factor for boys by not being affected by environment; while its interaction with the environment reflecting diathesis-stress among girls. Lastly, the 10-repeat allele of dopamine active transporter (DAT1) gene was related to the impulsivity which is closely associated with aggression (Yang et al., 2007).

Concerning biological base of CU traits, children with CU traits tend to show greater fearlessness and low anxiety, have deficits in the processing of emotional stimuli which result in reduced responsivity to others' distress and insensitivity to punishment (Blair, Colledge, Murray, & Mitchell, 2001; Frick & White, 2008). The deficits in the processing of emotional stimuli are pertain to CU traits since it was found that both children and adolescents with severe CD and low levels of CU traits do not show these deficits (Dadds, El Masry, Wimalaweera, & Guastella, 2008; Dadds et. al., 2006; Fairchild, Stobbe, Van Goozen, Calder, & Gooyer, 2010; Stevens, Charman, & Blair, 2001). Also, the children with high levels of CU traits have functional abnormalities in brain regions involved in the processing of emotion regulation (Jones, Laurens, Herba, Barker, & Viding, 2009). After being exposed to evocative films, their heart rate change was small compared to other children (Anastassiou-Hadjicharalambous & Warren, 2008; de Wied, van Boxtel, Matthys, & Meeus, 2012). Besides, CU traits were negatively associated with skin conductance reactivity when exposed to peer provocation (Kimonis, et al., 2008).

1.1.2. Environmental Contributions to Conduct Problems

1.1.2.1 Parenting

In addition to genetics' unique contributions to conduct disorders and CU traits among children, environmental factors like parenting, socioeconomic status and neighborhood have also crucial importance on them (Marceau et al., 2014). Twin and adoption studies consistently showed that family-level non-genetic factors and shared environment factors have significant impacts on children's conduct problems (Burt, 2009). Although conduct behaviors show moderate stability, the severity of them can be decreased if the child experiences some changes like increase of maternal warmth (Frick, Ray, Thornton, & Kahn, 2013).

Positive parenting characteristics are negatively associated with problem behaviors among children while negative parenting is directly related with conduct problems. Low levels of warmth and involvement as well as high levels of corporal punishment, inconsistent and permissive discipline are directly associated with AB (Burlaka, 2016; Lengua & Kovacs, 2005; Houltberg, Morris, Cui, Henry, & Criss, 2014; Loeber & Farrington, 2000). With regard to warmth, the same association was also found between mothers and adopted children emphasizing more precise effect of environment on child's behavior (Reuben et al., 2015). Similarly, coercive and over-reactive parenting are highly related to conduct problems (Marceau et al., 2014; Pasalich, Dadds, Hawes, & Brennan, 2011).

Poor parental monitoring, poor parental support, parents' psychological control and parental rejection are also directly associated with conduct problems (Erginoz et al., 2015; Kindap, Sayil, & Kumru, 2008; Pettit, Laird, Dodge, Bates, & Criss, 2001; Sittner & Hautala, 2016). In the case of parental monitoring, there is also a sex difference suggesting that parental monitoring is a stronger predictor of conduct problems among boys compared to girls (Jacobson & Crockett, 2000). In other words, boys showed less conduct problems if their mother were able to effectively monitor and supervise them. Also, in the case of parental psychological control, emotion regulation was moderated the relation between psychological control and aggression (Blossom, Fite, Frazer, Cooley, & Evans, 2016). That means, psychologically controlling parenting was associated with decreased physical aggression only among children with good emotional regulation skills. As other parenting characteristics, increased unsupervised time and decreased behavioral control were directly related to aggressive, bullying, and delinquent behaviors among adolescents (Caldwell, Beutler, Ross & Silver, 2006; Espelage, Bosworth, Simon, 2000). On the contrary, greater parental support for child autonomy during preschool years was found to be related with decreased bullying behavior during school years (Rajendran, Kruszewski, & Halperin, 2015). Also, children's thoughts about how much they matter to their parents influence their behavioral development. It was found that males who reported less

levels of parental mattering showed more delinquent behaviors (Rosenberg & McCullough, 1981). It was also found that mattering to nonresidential biological or step-fathers negatively predicted conduct behaviors among adolescents Schenk et al. (2009). Lastly, a study found that boys who reported higher levels maternal warmth and higher maternal behavioral control showed lower physical aggression suggesting combination of different parenting characteristics can have different influences on child's development (Salaam & Mounts, 2016).

With regard to the relationship between CU traits and parenting practices, it was found that harsh parenting predicted children's CU traits, explaining 10 to 14 % of the variance among boys and girls; respectively (Barker, Oliver, Viding, Salekin, & Maughan, 2011). Similarly, increased levels of CU traits were predicted by inconsistent parenting (Willoughby, Mills-Koonce, Propper, & Waschbusch, 2013). High levels of poor parental monitoring and corporal punishment also predicted increased levels of CU traits (Childs, Fite, Moore, Lochman, & Pardini, 2014). As positive parenting characteristics, high levels of parental warmth and involvement were related to decreases of CU traits (Hawes, Dadds, Frost, & Hasking, 2011; Muratori et al., 2016; Pardini, Lochman, & Powell, 2007). On the other hand, Hawes et al. (2011) also found that high levels of CU traits predicted increased harsh, inconsistent parenting and decreased parental warmth, suggesting a possible bidirectional relationship.

Compared to children with low levels of CU traits, lack of positive parenting practices has more negative effects on children with high levels of CU traits in terms of the development and maintenance of conduct problems (Waller, Gardner, & Hyde, 2013).

Similarly, compared to children with CP, children with both conduct problems and high levels of CU traits are less likely to be affected by negative parenting practices like harsh and coercive parenting (Hawes, Price, & Dadds, 2014; Oxford, Cavell, & Hughes, 2003; Wootton, Frick, Shelton, & Silverthorn, 1997). For instance, lack of parental warmth is robustly related to conduct problems among children with high levels of CU traits (Kochanska, Kim, Boldt, & Yoon, 2013; Kroneman, Hipwell, Loeber, Koot, & Pardini, 2011; Pasalich et

al., 2011). That suggests that positive parenting is more important factor among children with high levels of CU traits in terms of severity of conduct problems compared to negative parenting. The reason might be that children with CU traits are insensitive to punishment which was considered as negative parenting as mentioned above. However, there are also studies that reported contradictory results (Falk & Lee, 2012; Hipwell et al., 2007).

In addition to unique effects of genetics and parenting, there is a gene-environment interaction on the development of conduct behaviors. Poor parental monitoring and corporal punishment explained sex-specific direct impact of DRD4 on conduct problems (Dmitrieva, Chen, Greenberger, Ogunseitan, & Ding, 2011). In this study, DRD4 was associated with delinquency, aggression only among boys which were experienced poorer parental monitoring and higher levels of corporal punishment compared to girls. Genetic effects were interacted with parenting and provided different results for girls and boys. Also, parental harsh criticism had larger effects on DAT1 in terms of the development of conduct problems (Sonuga-Barke et al., 2009).

Furthermore, culture has important contributions on parenting practices of mothers as well as child's outcomes. Fontes (2002) stated that how to become a parent and how to behave toward a child are learned within a culture and that cultural knowledge passes from one generation to another. Cultural norms and values about parenting shape child-rearing beliefs and practices, and that has significant effects on child's development (Chao, 2000; Kim & Wong, 2002). For instance, there are many studies providing support for the positive relationship between parental corporal punishment and child's conduct problems regardless of cultural context (Hecker, Hermenau, Isele, & Elbert, 2014; Lansford et al., 2005; Ma, Han, Grogan-Kaylor, Delva, & Castillo, 2012; McLoyd, Kaplan, Hardaway, & Wood, 2007). On the other hand, the culture difference was found that African-Americans are more likely to use spanking compared to European Americans or Hispanic Americans (Berlin et al., 2009). However; if the corporal punishment is considered as normative form of discipline and legitimate form of parenting as in African-American culture; corporal punishment is less strongly associated with

conduct problems of children who live in that culture compared to children from other cultures (Lansford, Deater- Deckard, Dodge, Bates, & Pettit, 2004; Lansford et al., 2005). In other words, cultures with the lowest use of corporal punishment displayed the strongest negative association between mothers' use and child conduct problems. The point is that culture may affect the perception of children and mothers; and eventually the consequences. Children may be less likely to perceive corporal punishment as maternal rejection and hostility which was found to mediate this relationship (Lansford et al., 2010). Also, the cultural norms might weaken this negative relationship with the moderator effect of maternal warmth (Lansford et al., 2005; Lansford et al., 2014). Similarly, authoritarian parenting (low nurturance and high demands from the child) is less strongly associated with child behavior problems in cultures where the authoritarian parenting is the norm (Deater-Deckard, Dodge, & Sorbring, 2005; Steinberg, 2001).

The child-rearing beliefs and practices are also affected by culture's individualistic or collectivistic nature. Social conformity is highly valued in collectivist cultures while noncompliance and questioning of authority are perceived as valued characteristics of individuality in individualistic cultures (Peterson, Cobas, Bush, Supple, & Wilson, 2005; Rothbaum, Weisz, Pott, Miyake, & Morelli, 2000). As a collectivist one, the Chinese culture is mostly shaped by Confucian values which emphasize social harmony and minimal social conflicts among group members and that naturally affects children's social development via parenting (Abou-ezzeddine et al. 2007). In general, endorsement of collectivism like emphasizing interpersonal reliance, cooperation and minimal amount of interpersonal conflict was found to be negatively associated with children's aggressive behaviors (Li, Wang, Wang, & Shi, 2010). The reason might be that these collectivist attitudes increase maternal collectivism which is positively related to inductive reasoning of mothers toward their children (Shuster, Li, & Shi, 2012). Wu et al. already found that Chines mothers are more likely to use verbal admonishment than European Americans and that supports these mothers' more frequent use of inductive reasoning (2002). Thus, inductive

reasoning of mothers is negatively associated with children's aggressive behaviors since children can have more opportunity to internalize socially appropriate rules (Shuster et al., 2012).

As another collectivist culture, Japanese mothers are more likely to use indirect and psychological methods when responding to children's misbehaviors or situations of conflict (Masataka, 2002). They are more likely to use self-centered moral reasoning and persuasion, to encourage their children to think about how their behavior may be perceived and seen by other people, and to induce empathy, shame and guilt (Bear, Manning, & Shiomi, 2006; Yamada, 2004). They also frequently emphasize prosocial behavior and also demand that from their children. Therefore, Japanese children can also internalize socially appropriate behaviors. In Japanese culture, it is not unexpected finding that verbal and physical confrontations between parents and children are very rare even during puberty due to these culture parenting practices (Rothbaum, Pott, Azuma, Miyake, & Weisz, 2000).

Compared to these non-Western cultures, American mothers are more likely to employ direct control via rewards, verbal expression of anger or punishment and they are less demanding from their children in terms of good behavior toward others (Hendry, 2003). Thus, children in Western cultures are more likely to consider moral reasoning in the scope of hedonistic perspective (Naito, Lin, & Gielen, 2001). When asked to consider moral reasoning, Japanese children are more likely to focus on the needs of others while American children are more likely to focus on the consequences of their behavior's results like reward and punishment (Bear et al., 2006).

Another culture difference is about parents' training and shaming ideologies in order to raise competent and moral children (Fung & Lau, 2009). Training involves the importance of parents' close monitoring, strict control and continual governance; whereas shaming includes evocation of shameful feelings in children. Parents use shaming by making harsh criticism, threats of abandonment, and negative social comparison. Both of them emphasize the importance of self-discipline thorough the internalization of socially appropriate

behaviors and rules. Although these behaviors can be seen in both western and non-western cultures, Asian cultures are more likely to use them (Camras, Sun, Li, &Wright, 2012).

Regardless of culture, these parenting behaviors are related to poorer child adjustments. However, the negative effect of physical discipline on child conduct symptoms were buffered by shaming and training ideologies in Chinese culture suggesting the culture specific influence (Fung & Lau, 2009). However, it was found that a training strategy named as *guan* was positively related with school aged children's reactive aggression in the Hong Kong (Gao, Zhang, & Fung, 2015). On the other hand, negative and critical comparisons can also be seen in Turkish culture (Sumer et al., 2009). Turkish mothers often compare their children with other children and emphasize that their child can do better if other children already do.

Looking at the Soviet literature, Russian mothers tend to employ restrictive methods to the child in cases of child misbehavior or disobedience (Shor, 2000). These methods include isolating or ignoring the child such that mothers never respond to the child until the child apologizes.

Parental role of mothers and fathers is also involved in cultural differences. There are societies which fathers can rarely take care of their children like in the developing or less developed countries (Harkness & Super, 2002). The one example is the AbaGusii community in the Africa. Gusii fathers do not spend much time with their children but they use severe discipline including physical punishment toward their children. Other family members use the father figure as threat to the child which seems to be quite common practice in Turkish culture and therefore that will be examined in the current study.

Considering Turkish culture, there are not many studies about parenting and conduct problems. However, only study examined the role of parental control of Turkish mothers and found that maternal control is very common parenting practice and Turkish mothers usually use behavioral, psychological and physical control, simultaneously (Akcinar, 2009). Also, it was found that the children whose mothers use high levels of parental control showed higher levels of conduct

behaviors than others, and this negative effect was moderated by maternal warmth. Among mothers who showed high levels of warmth, children showed less levels of conduct behaviors if the mothers used higher levels of behavioral and psychological control. What parental control means, what the importance of it in parenting practices and the expectations of control levels are affected by culture (Dwairy & Achoui, 2010). For instance, eastern cultures are more frequently use parental control than western cultures. Also, the high levels of maternal control positively predicted children's aggression (Barber et al., 1994); but maternal control may not have negative effects if the mothers also showed high levels of warmth (Chen et al., 2000). The more frequent use of maternal control among eastern cultures and the buffering effect of maternal warmth on the negative association between parental control and child's aggression showed the important relationship between the culture and this parenting style. The study including Turkish sample also supported this culture effect among Turkish culture (Akcinar, 2009).

There are specific parenting behaviors that are common in Turkey like comparison, evading and deceiving but not reported in other cultures, and to our knowledge except comparison there have been no studies about these specific Turkish parenting behaviors. The comparison behaviors of parents were examined in a study and it was found that comparison was positively correlated with child's emotional problems (Sumer et al., 2009). Therefore, the first aim of the present study was to investigate the relationship between parenting including Turkish culture specific parenting and conduct behaviors as well as callous-unemotional traits.

1.1.2.2 SES and Neighborhood:

In addition to the effects of parenting on conduct behaviors, the sociodemographic risk factors such as low parental education, low socioeconomic environment and neighborhood violence are other important factors for children's conduct problems (Nagin, Pagani, Tremblay, & Vitaro, 2003). Low socioeconomic status (SES) is related to low family income and poverty, overcrowding, chaos, high-delinquency rate schools, poor neighborhood quality,

and high crime neighborhood (Evans, 2004; Farrington, 2005; Leventhal & Brooks-Gunn, 2003). Thus, low SES serves as a risk factor for child outcomes. Therefore; it is not a surprising finding that socioeconomic and neighborhood disadvantage significantly predicted higher levels of CP and they were also closely associated with increasing type of CP trajectory from childhood to adolescence (Beyers, Loeber, Wikström, & Stouthamer-Loeber, 2001; Ingoldsby, 2002; Ingoldsby & Shaw, 2002; Leventhal & Brooks-Gunn, 2000). That means, CP is more common among children from low SES environments and high crime neighborhood; however, children reared in safe and welfare environments also show CP but the prelevance rate is low among this group. This relationship is also valid for CU traits. Low SES and chaotic home life were associated with lifelong high levels of CU traits and increase of CU traits over time (Frick et al., 2013; Muratori et al., 2016). Considering parenting in this environment, parental monitoring becomes more important factor since it was found to be more negatively related with aggression and delinquency in the neighborhoods from low SES than high SES (Beyers et al., 2001). Similarly, high crime neighborhood becomes harmful as soon as the child is 3 years of old and maternal monitoring serves as protective factor in these high crime neighborhoods (Supplee, Unikel, & Shaw, 2007). Thus, second aim of the present study is to investigate the effect of neighborhood characteristics (e.g. neighborhood stress) on conduct problems and callous unemotional traits.

1.1.3 Temperament

As mentioned above, environmental factors are important for children's conduct behaviors; however, all children are not affected by the environment in the same way. Children are born with their unique genetic characteristics and develop via interaction between these genetic characteristics and surrounding environment of them. Individual differences like temperament can moderate the interaction between genetic and environmental factors. Theoretical approaches to this issue can be diathesis-stress approach or differential susceptibility approach. The diathesis-stress model states that children who have biological or genetic predispositions (diatheses) to some disorders develop these disorders if they

experience stressors stemming from environmental influences (Ingram & Luxton, 2005). The diathesis-stress model only explains the negative outcomes of the child after exposed to negative environmental effects. On the other hand, differential susceptibility theory asserts that individuals differ in their sensitivity to some negative experiences as well as some positive experiences (Belsky, 1997; Belsky & Pluess, 2009). In other words, environmental conditions influence children's development in accordance with their sensitivity to this specific condition and the consequence can be better or worse outcome (Ellis, Boyce, Belsky, Bakermans-Kranenburg, & Van IJzendoorn, 2011). Differential susceptibility approach is examined in three different ways: involving either temperament, genetic or cardiovascular reactivity (Hygen et al., 2015; Belsky & Pluess, 2009). Temperament is very important factor on conduct problems since it influences the child's reactivity to environment (Crockenberg & Leerkes, 2005) and temperamentally reactive children were found to be more susceptible to environmental challenges (Blair, 2002).

As a definition, temperament refers to relatively enduring biological makeup of the individual differences in terms of reactivity to a stimuli and self-regulation characteristics (Rothbart & Derryberry, 1981). It includes one's sensitivity to emotional stimulation, speed and strength of response to that stimulation as well as qualities and the fluctuations of one's mood. It shows itself even in the first days of life (Shiner et al., 2012). Although there are lots of different temperament theories with different dimensions, all agrees on that temperament are relatively stable over time and it is the core of adulthood personality (Else-Quest, Hyde, Goldsmith, & Van Hulle, 2006). Traditionally, temperament divided in nine dimensions (activity, regularity, initial reaction, adaptability, intensity, mood, distractibility, persistence and attention span, sensitivity) and in three types which are easy, difficult and slow-to-warm-up (Thomas & Chess, 1977). Since this categorization did not fit for one third of the children, dimensional approach started to be used for decades. Recently, Rothbart's psychobiological approach has been commonly used and it involves four factors labeled as negative affectivity, surgency extraversion, effortful

control, and sociability/affiliation (Rothbart & Derryberry, 1981; Simonds, & Rothbart, 2006).

Concerning conduct problems as the outcome, negative affectivity and effortful control are the two temperament factors frequently examined in the literature. Effortful control refers to the ability of individual's utilization of attention and inhibition of distractor behavioral stimuli (Rothbart & Bates, 1998). It includes attentional focusing, inhibitory control, perceptual sensitivity and low intensity pleasure dimensions. Attentional focusing involves the ability to maintain attention and to shift attention away from distractors; while inhibitory control requires inhibition of dominant behavioral response. Perceptual sensitivity refers to low threshold for the perception from external environment and amount of detection of slight, while low threshold for pleasure refers to the degree of enjoyment associated with situations including low stimulus complexity, rate, novelty, intensity and discrepancy. On the other hand, negative affectivity refers to the individual's tendency to respond stressors with high levels of emotionality involving irritability, sadness, discomfort, fear, and unshoothability (Paulussen-Hoogeboom, Stams, Hermanns, & Peetsma, 2007). It involves fear (the amount of worry and nervousness feelings), anger/frustration (the amount of negative affect when interrupted), sadness (the extent to decreased mood), discomfort (the degree of disturbance from sensory stimuli), and soothability/falling reactivity (the degree of recovery from peak arousal) dimensions.

Temperament is closely associated with conduct disorders (Brennan, Hall, Bor, Najman, & Williams, 2003; Caspi, 2000; Hubbard et al., 2002). Many studies show that mother-reported infant temperament predicted future conduct problems (Keenan, 2000; Sanson, Hemphill, & Smart, 2004; Shaw, Bell, & Gilliom, 2000; Yaman, Mesman, van IJzendoorn, & Bakermans-Kranenburg, 2010). For instance, irritability and poor attention assessed in infancy directly predicted aggression and delinquency in late puberty (Caspi, 2000). Likewise, difficult temperament (high reactivity and irritability, low attention, negative mood) was strongly related with childhood-onset type conduct problems compared to adolescent-onset type (Brennan et al., 2003; Frick & Morris, 2004;

Moffitt & Caspi, 2001). In addition to difficult temperamental characteristics, positive affect assessed in infancy was found to uniquely and inversely predict conduct problems during ages between 4 and 13 (Lahey et al., 2008). In contrast, emotional reactivity was consistently and directly associated with conduct problems (Eisenberg et al., 2001; Frick et al., 2003). The reason of this might be that children can act with strong emotions and high aggression without thinking of the possible consequences of these behaviors when responding stressful stimuli for them (Hubbard et al., 2002; Kruh, Frick, & Clements, 2005). On the other hand, some researchers stated that both extremely high and low levels of emotional reactivity put children at risk for conduct problems pointing to the risk of extreme levels (Frick et al., 2003; Loney, Frick, Clements, Ellis, & Kerlin, 2003).

In addition, low levels of inhibitory control involving both emotional and behavioral aspects positively predicted conduct problems (Fowles & Dindo, 2009; Frick, O'Brien, Wootton, & McBumett, 1994; Frick, 1998). On the contrary, it was found that high levels of inhibitory control were positively related with internalization of rules among 2 or 3 years old children (Kochanska, Devet, Goldman, Murray, & Putnam, 1994; Kochanska, Murray, Jacques, Koenig, & Vandegeest, 1996). Furthermore, fearless temperament was positively associated with both antisocial behaviors and CU traits (Dadds & Salmon, 2003; Fowles & Dindo, 2009; Frick & Morris, 2004; Frick & White, 2008). Even after controlling impulsivity and CP, low level of fear was still positively associated with children's CU traits (Pardini, Stepp, Hipwell, Stouthamer-Loeber, & Loeber, 2012). On the contrary, children with high levels of fearful temperament demonstrated more guilt which is associated with internalized conduct (Kochanska, Gross, Lin, & Nichols, 2002).

Although perceptual sensitivity as a temperamental domain was included in some temperament measures, there are few studies regarding this temperamental characteristic. In a few recent studies, perceptual sensitivity was found to be a moderator on the relationship between institutional care like child homes and emotion understanding among children (Tasfiliz, 2014). Children with

high perceptual sensitivity scores showed better emotion understanding in disadvantaged environment like child homes than children with biological families and from low SES background. Also, it was shown that perceptual sensitivity was negatively associated with conduct problems in the low socioeconomic environment compared to foster care which was at least from middle socioeconomic environment (Memisoglu, 2015).

As mentioned above, there are unique effects of parenting and temperament on conduct disorders; however, they also interact with each other in the prediction of conduct problems. Parents might behave to their children in harsher and authoritarian way if children have difficult temperament characteristics (Calkins, Hungerford, & Dedmon, 2004). Children with difficult temperament are more sensitive and susceptible to negative maternal discipline so that they show more conduct problems compared to other children (Van Zeijl et al., 2007). This negative association is even stronger in lower socioeconomic families (Paulussen-Hoogeboom et al., 2007). Also, Scott and O'Connor (2012) found that perceptual sensitivity was positively associated with emotional and behavioral dysregulation problems only if children deprived of qualitative parenting. Furthermore, the combination of high maternal control, high negative emotionality, and low fearfulness assessed at age 2 predicted high levels of conduct trajectories at age 6 (Gilliom & Shaw, 2004). Also, maternal responsiveness was found to be robust predictor of conduct problems only among babies with low fearfulness (Lahey et al., 2008). Corporal punishment like spanking during infancy predicted severe conduct problems, and that relationship was moderated by infant fussiness and positive affect. When comparing parenting and temperament, only infants' fearlessness rather than harsh and rejecting parenting predicted initial levels of CP severity and persistency of CP in following years (Shaw, Gillam, Ingoldsby, & Nagin, 2003), suggesting partial importance of temperament during the first years of life. Concerning inhibitory control, it was also found that maternal sensitivity was negatively related with psychopathic traits for teenage boys with low inhibitory control (Buck, 2015).

Considering CU traits and conduct problems, Cornell and Frick (2007) found that children who are behaviorally uninhibited and experienced consistent parenting discipline, showed more conscience development which is the exact opposite of CU traits. Overall, these findings show the importance of the interaction between temperament and parenting characteristics for the child's problem behaviors. Specifically, in the previous studies moderator role of temperamental characteristics including reactivity, fearfulness, inhibitory control, perceptual sensitivity and positive affect were examined for the relationship between parenting and child's behavioral problems. Since the primary aim of the present study was to investigate the role of parenting and neighborhood factors on children's conduct problems, and temperamental characteristics of reactivity and perceptual sensitivity were shown to determine children's susceptibility to environmental effects, in the present study both unique and moderator effects were investigated.

1.2. Children's Internalization of Rules

Although the primary aim of the present study was to investigate the effect of parenting, neighborhood factors and temperament on CP and CU traits; studies suggested that one of the possible underlying factors might be children's inability to internalize rules. A number of studies showed that children who had high scores on the internalized conduct scales showed less CP and CU (Arsenio & Ramos-Marcuse, 2014; Kochanska, Padavich, & Koenig, 1996). For instance, preschool aged children who made amends like apologizing and reparations in the narratives, showed less aggression (Arsenio & Ramos-Marcuse, 2014). Among 2 or 3 years old, the children who produced many antisocial narrative themes had low scores on conscience measures (Kochanska, Padavich, & Koenig, 1996).

Also, some parenting (e.g. maternal warmth) and temperamental characteristics (inhibitory control) negatively predicted CP and CU while positively predicted internalization of rules showing the negative relation between problem behaviors and internalization of rules (Eiden, Edwards, & Leonard, 2007; Fowles & Dindo, 2009; Kochanska et al., 1994; Salaam & Mounts, 2016). To illustrate, low maternal warmth and low sensitivity predicted the lower levels of

child's self-regulation which predicted conduct problems (Eiden et al., 2007). Similarly, higher maternal warmth and reasoning were associated lower levels of aggression among preschool children (Arsenio & Ramos-Marcuse, 2014). Also, parental moral disengagement was closely associated with preschool children's conduct behaviors even after controlling temperament and children's moral motivation (Camodeca & Taraschi, 2015). With regard to the construction of moral agency in the case of children's misbehavior, it was found that mothers showed children's wrongdoing, providing different ways of amends by emphasizing the positive self of the child when their children were 7 years old; while they focused on psychological insights rather than consequences like harm if the children were 11 or 16 years' old (Recchia, Wainryb, Bourne, & Pasupathi, 2014). In addition to parenting, temperament also influences child's internalization. As explained above, high inhibitory control and high fearfulness positively predicted guilt feelings and internalization of rules (Kochanska et al., 2002; Kochanska et al., 1996). Also, low levels of impulsivity were positively related with internalization of rules among 2 or 3 years old children (Kochanska et al., 1994).

Since in the current study the novel culture specific parenting styles were included to examine their relations with CP and CU, the internalization of rules was also added into study to test the role of parenting specifically the role of newly tested Turkish culture specific parenting behaviors on internalization of rules. Thus, the fourth aim of the study was to explore whether there are opposite relations between parenting and problem behaviors, and parenting and internalized conduct.

1.3. Current Study

To date, there are studies which looked at the relationship between parenting and children's conduct problems/internalization of rules as well as the moderator role of temperament on this relationship in Turkish culture. However, most of these studies only focused on general parenting characteristics like maternal warmth or physical discipline. For instance, conduct symptoms of preschool aged children were found to be negatively associated with maternal

responsiveness and effortful control moderated this relationship in a Turkish study (Metin-Orta, Corapci, Yagmurlu, & Aksan, 2013). During middle childhood, parental responsiveness, involvement and monitoring were negatively related to CP of Turkish children (Cenkseven-Onder & Yurtal, 2008; Ozbas, 2010). In contrast, maternal hostility and neglect were directly associated with child's aggressive behaviors (Ozbas, 2010). Among adolescents, maternal warmth, involvement and monitoring were also negatively related with aggressive behaviors (Kuzucu & Ozdemir, 2013; Ozdemir, Vazsonyi, & Cok, 2013). Poor parental support was also directly related to bullying behaviors of adolescents (Erginoz et al., 2015). With regard to internalization of rules, the stage sequence of Kohlberg's moral development was found to be similar to Western and non-Western samples among Turkish children, adolescents and young adults; however, rate of moral development through the sequence of stages were different from other cultures (Turiel, Edwards, & Kohlberg, 1978). Moreover, it was found that Turkish people showed higher moral reasoning and orientation (including justice and care) scores compared to U.S participants (Kumru, Carlo, Mestre, & Samper, 2012). Furthermore, it was found that maternal overprotectiveness negatively affected the preschool aged children's learning of moral and social rules (Secer, Hakan, & Olcay, 2006). However, it was shown that democratic and authoritarian parenting attitudes did not affect adolescents' moral judgment scores (Seydoogullari, Aridag, & Koc, 2014). Concerning Turkish studies about the CP and the internalization of rules to our best knowledge, except for comparison culture specific parenting has not been examined. Therefore, the main aim of the current study was to extent the literature on the relationship between parenting and child's conduct problems as well as internalized conduct by including Turkish culture specific parenting behaviors such as comparing children with their peers, evading and deceiving the child as well as testing the role of neighborhood and temperament.

The hypotheses of this study are as follows:

(1) Negative neighborhood characteristics like low neighborhood support, low neighborhood social and physical resources as well as high neighborhood stressors will predict high levels of conduct problems and callous-unemotional traits.

(2) High levels of maternal warmth and mattering to mothers, and low levels of maternal love withdrawal, guilt induction and comparison will predict lower scores of conduct problems and callous-unemotional traits; and higher scores of internalized conduct.

(3) The effect of maternal evading and deceiving on problem behaviors and internalized conduct will be tested as exploratory.

(4) Child's higher levels of reactivity or lower levels of perceptual sensitivity will predict higher levels of conduct problems and callous-unemotional traits; and lower levels of internalized conduct.

(5) Child's temperament will moderate the relationship between parenting and child's behavioral outcomes. Children with higher scores on the reactivity or perceptual sensitivity, and higher scores on parenting characteristics of guilt induction, love withdrawal, and comparison will have higher scores on conduct problems and callous-unemotional traits and lower scores of internalized conduct than other children.

CHAPTER 2

METHOD

2.1. Participants

Participants consisted of 359 children aged between 8 and 11 years old and their mothers who live in the low socioeconomic environment in İzmir, especially around Gültepe district in the Konak. G-power analysis was used in order to calculate the total sample size, and slightly higher sample size values than the program proposed were chosen (Faul, Erdfelder, Lang, & Buchner, 2007). If a child had a parent with a university degree or if one of the parents had a household income higher than 2500 Turkish liras, was excluded from the study.

The total sample included 359 children (190 girls and 169 boys) whose age range were between 8 and 11 with an average of 9.39 (*SD* = .71). Mother's age ranged from 23 to 58 (*M* = 36.05, *SD* = 5.65). 44 families had one children (12.3 %), 192 families had two children (53.5 %), 91 families had three children (25.3 %), 20 families had four children (5.6 %), 10 families had five children (2.8 %) and 1 family had 6 children (.3 %).

19 (% 5.3) of the mothers were illiterate and reported to fill out questionnaires through someone's help. 14 (3.9 %) mothers were literate, 172 mothers (47.9 %) were graduated from primary school, 67 mothers (18.7 %) were graduated from secondary school and 83 (23.1 %) mothers were graduated from high school. Detailed information about the families involved in the study is given in Table 2.1.

2.2. Measures

The measures of the study consisted of the children's questionnaire pack and mother's questionnaire pack. Children were asked to fill in parenting scales including warmth, mattering, comparison, love withdrawal, guilt induction, deceiving and evading. Mothers were asked to fill out Demographics Questionnaire, The Neighborhood Ecologies Survey, Temperament in Middle Childhood Questionnaire Version 3 (subscales of reactivity and perceptual sensitivity), Child Behavior Checklist (subscales of aggressive and rule-breaking behavior), Inventory of Callous-Unemotional Traits and My Child Questionnaire (subscales of confession, reparation, apology and internalized conduct).

2.2.1 Children's Questionnaire Pack (CQP)

2.2.1.1 Perceived Positive Parenting

Warmth

Perceived Maternal Emotional Warmth Scale is a subscale of *Parenting Behaviors Scale (PBS)* which was developed by Sumer et al. (2009). This subscale was used in order to assess children's perceived maternal warmth and love. The PBS includes 52 items and has five subscales which are rejection, emotional warmth, comparison, intrusiveness, and guilt induction. The maternal warmth subscale has 8 items, rated on a 4-point Likert scale (1 = no and 4 = yes, always). Internal consistency of this scale in the current study was .72 (see Appendix C).

Mattering

This scale was developed by Schenck et al. and includes 7 items (2009). The scale is 4-point Likert type scale (1 = no and 4 = yes, always). The scale was used to assess children's perceptions about how much they mattered to their mothers. For the current study, this scale was translated to Turkish via translation-back translation technique and reliability of this scale was .68 in this study (Appendix G).

Table 2.1. Participant Demographics

child's sex	***N***	***%***
Girl	190	52.9
Boy	169	47.1
grade of child		
3rd	141	39.3
4th	218	60.7
age of child		
8	36	10.0
9	158	44.0
10	153	42.6
11	12	3.3
number of children in the family		
1	44	12.3
2	192	53.5
3	91	25.3
4	20	5.6
5	10	2.8
6	1	.3
education level of mother		
illiterate	19	5.3
Literate	14	3.9
primary school	172	47.9
secondary school	67	18.7
high school	83	23.1
father's monthly income		
0-500	16	4.5
500-1000	48	13.4
1000-1500	193	53.8
1500-2500	75	20.9
mother's monthly income		
0-500	237	66.0
500-1000	28	7.8
1000-1500	55	15.3
1500-2500	6	1.7

2.1.2 Negative Parenting

Comparison subscale of PBS (Sumer et al., 2009), Parental Psychological Control Scale (Harma, 2008), and Turkish culture specific parenting scale developed for this study were taken into factor analysis to construct negative parenting. All items rated on a 4-point Likert scale (1 = no and 4 = yes, always). It was used to assess children's perceptions about their mother's parenting behaviors including comparison, emotionally manipulating, guilt induction, impatience/easily frustrated and deceiving.

These subscales were adapted by researchers to use in the current study (See Appendix A). Factor analysis showed that 5 factors including 47 items were extracted and these were named as ***comparison, emotionally manipulating, guilt induction, impatience/easily frustrated*** *and* ***deceiving.***

Internal consistencies of this scale were .85, .82, .78, .79 and .81 in the main study; respectively (For detailed information, See Appendix A).

2.2.2 Mothers' Questionnaire Pack (MQP)

2.2.2.1 Demographical Information Form

The demographical information form included questions about mothers' and fathers' age, educational level, employment status, and marital status. There were also items about monthly income of the family, how many children the family has; and age, child's sex, and birth order of the child who was the participant of the current study as well as whether there is any other person than the "nuclear" family members; whether these individuals contribute to the household income, and whether the family gets financial or food support from the relatives or a foundation (Appendix H).

2.2.2.2 The Neighborhood Ecologies Survey

This neighborhood scale was developed by the research team of The Study of Early Childhood Developmental Ecologies in Turkey (ECDET) and involved questions about how long the family has lived in the current neighborhood, the number of relatives live in the same neighborhood, the social resources, the physical resources of the neighborhood, and the social support in the neighborhood (Baydar, Kuntay, Goksen, Yagmurlu, & Cemalcilar, 2007). There

were both yes-no questions and 5-point Likert type questions in this scale. It was used to assess mothers' perceptions about their neighborhood characteristics and neighborhood. The reliability of the social resources, the physical resources of the neighborhood, and the social support in the neighborhood in the current study were .75, .69 and .89; respectively.

For the current study, five additional items which were considered as neighborhood stressors suggested by Kotchick, Dorsey, & Heller were included in the scale (2005). The neighborhood stressors were measured as asking whether each of the five stressors were present in their neighborhood and some of these stressors were the presence of physical fighting and overcrowding. Also, participants were asked to write down any stressors that was not in the scale but they would like to add. Higher scores of neighborhood stressors indicate high levels of perceived stress (Appendix I).

2.2.2.3 Temperament

Reactivity

Reactivity scale is a subscale of *Temperament in Middle Childhood Questionnaire Version 3 (TMCQ)* which was developed by Simons and Rothbart (2006). TMCQ was created by dimensions from via the Children's Behavior Questionnaire (CBQ: Rothbart, Ahadi, Hershey, & Fisher, 2001), the Childhood Temperament and Personality Questionnaire (CTPQ; Victor, Rothbart & Baker, 2003). TMCQ has seventeen dimensions which are labeled as activity level, affiliation, anger/frustration, assertiveness/dominance, attentional focusing, discomfort, fantasy/openness, fear, high intensity pleasure, impulsivity, inhibitory control, low intensity pleasure, perceptual sensitivity, sadness, shyness, reactivity, activation control. The reactivity subscale was used in order to assess children's general arousal, excitement and the rate of recovery from peak. It has 8 items, rated on a 4-point Likert scale (1 = no and 4 = yes, always). For the current study, this scale was translated to Turkish via translation-back translation technique. Internal consistency for this subscale in the current study was .74.

Perceptual Sensitivity

Perceptual Sensitivity Scale is also a subscale of *Temperament in Middle Childhood Questionnaire Version 3 (TMCQ;* Simons & Rothbart, 2006). It was used to measure the degree of children's detection of slight, sensitivity to low intensity stimuli from the external environment. For the current study, this scale was also translated to Turkish via translation-back translation technique. This subscale involves 10 items rated on a 4-point Likert scale (1 = no and 4 = yes, always). Internal consistency for this subscale was .88 in the current study. These temperamental characteristics of perceptual sensitivity and reactivity were summed in one scale (Appendix J).

2.2.2.4 Conduct Behaviors

Aggressive Behavior

Aggressive Behavior is a subscale of the *Child Behavior Checklist* (CBCL/4-18; Achenbach 1991; Achenbach & Rescorla, 2001). Its adaptation to Turkish was made by Dumenci, Erol, Achenbach, & Simsek (2004). The scale consists of 8 factors which are anxious/depressed, withdrawn/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, and aggressive behavior. The aggression subscale was used to measure mothers' perceptions of their children's aggressive behaviors like physical violence to others and frequently involving in fight. The subscale consists of 18 items and mothers were reported these items as item 0 = *not true*, 1 = *somewhat or sometimes true*, or 2 = *very true or often true*. Internal consistency for aggression was .88 in the current study.

Rule-Breaking Behavior

Rule-Breaking Behavior is also subscale of the *Child Behavior Checklist* (CBCL/4-18; Achenbach 1991; Achenbach & Rescorla, 2001; Dumenci et al., 2004). It was used to measure mothers' perceptions of their children's disobedience to parents, teachers and rules in general. It consists of 17 items; however, 4 items were decided to excluded considering sample's age since these items involve smoking, drinking alcohol and sexual behaviors. Mothers were

reported these items as item 0 = *not true*, 1 = *somewhat or sometimes true*, or 2 = *very true or often true*. Internal consistency for rule breaking was .61 in the current study. These conduct behaviors of aggressive and rule-breaking behavior were summed in one scale (Appendix K).

Callous-Unemotional Traits

Inventory of Callous-Unemotional Traits (ICU; Frick, 2004) was used to assess mothers' perceptions about children's uncaring, unemotional behavior and callousness. It rated on a 4-point Likert scale (1 = no and 4 = yes, always). The scale was adapted into Turkish by researchers to use in the current study (See Appendix L). Factor analysis showed that 3 factors including 22 items were extracted and these were named as ***uncaring, callousness*** *and* ***unemotional behavior.*** The internal consistencies of these subscales were .79 .84, and .64; in the main study; respectively (For detailed information, See Appendix A).

2.2.2.5 Internalization of Rules

My Child Questionnaire

Confession, apology, reparation and internalized conduct subscales of *My Child Questionnaire* (Kochanska et al., 1994) were adapted into Turkish by researchers to use in this study (See Appendix M). According to factor analysis, 4 factors including 36 items were extracted; namely, ***internally well behaving, externally controlled, housework*** *and* ***internalized self-control.*** It was used to assess the extent of children's internalization of rules and it rated on a 4-point Likert scale (1 = no and 4 = yes, always).

The internal consistencies of these subscale were .85, .85, .82 and .65 in the current study; respectively. However, the factor of housework was decided to not use (For detailed information, See Appendix A).

2.3. Procedure

Before starting data collection, the ethical approval from Human Subjects Ethics Committee of Middle East Technical University was received (See Appendix O). After getting ethical approval, the permission from the research and

development department of provincial directorate for national education in İzmir was taken (See Appendix P). Then, primary schools from low socioeconomic backgrounds in Gültepe district in Konak were contacted. The sample was reached via snowball sampling meaning that the data was collected from the school if that school's principal agreed for students' participation in the study. Informed consent forms and mothers' questionnaire pack (MQP) in a closed envelope were sent to mothers via children. Mothers were informed so that they can give up experiment anytime if they face any problem or are disturbed about the study.

When mothers agreed to participate, they were asked to fill in the MQP as a one-time assessment. A couple of days after sending informed consents and MQP, the researcher collected the returned papers. Then, the children whose mothers agreed to participate, were asked to fill out Children's Questionnaire Pack during school time and that lasted about 30 minutes.

Totally, 700 forms were sent to parents via children in the 5 primary schools. A total of 434 mothers returned with filled out questionnaires; however, 25 cases were dropped due to incompatibility with inclusion criteria and 19 of them were dropped since more than half of the items were missing. Also, 14 children could not be found to fill out the scales although the researcher went to their school at least 3 times.

CHAPTER 3

RESULTS

3.1. Data screening

Before the main analyses, the data were screened in terms of accuracy by comparing maximum and minimum values for each variable and there were not any out of range variables in the total of 376 cases. As missing value analysis, multiple imputation (MI) was performed and means of MI scores for each variable were substituted before calculating composite scores. Composite scores for all factors were constituted with regard to their mean. The data were also checked with respect to the assumption of normality. Univariate outliers were examined through z scores, while multivariate outliers were examined through Mahalanobis distance. For univariate outliers, Tabachnick and Fidell (2007) recommended that z value greater than 3.3 should be deleted. As in relation with that recommendation, 11 cases were dropped from the study due to having z value greater than 4.0. Linearity and homoscedasticity were also examined with scatter plots. Considering skewness, scores were within acceptable ranges. For kurtosis, most of the values were also within acceptable ranges except for mattering (4.22) and rule breaking (5.03). As suggested, logarithmic transformation was conducted for these values (Tabachnick & Fidell, 2007). After transformation, kurtosis value of mattering was 1.51 and kurtosis value of rule breaking was 3.24. According to Mahalanobis distance, there were six multivariate outliers having distance greater than $\chi 2(17) = 40.79$, $p < .001$ (Tabachnick & Fidell, 2007). To deal with these outliers, six nonnormally distributed cases were also excluded from the data. Finally, correlation matrix was checked for multicollinearity and singularity; these

assumptions were also met with the highest correlation .67 among independent variables. After data cleaning, 359 cases left for the main analysis.

3.2. Descriptive Analysis

Standard deviations, means and minimum maximum values of demographic variables (age and sex of child, education level of mother, mother's monthly income, father's monthly income, number of children in the family, neighborhood social and physical resources, neighborhood support and neighborhood stressors), temperamental characteristics (reactivity and perceptual sensitivity), parenting (warmth, mattering, emotionally manipulating, guilt induction, comparison, impatient/easily frustrating parenting, and deceiving), problem behaviors (aggression, rule breaking, uncaring behavior, callousness and unemotional behavior), and the development of conscience (internally well behaving, externally controlling and internalized self-control) are presented in Table 3.1.

3.3. Correlation Analysis

Bivariate correlation using Pearson correlation coefficient (r) analysis was performed in order to examine the relationship between all variables involving demographic variables, temperamental characteristics, parenting dimensions, conduct behaviors and the development of conscience (See Table 3.2 and Table 3.3).

3.4. Hierarchical Regression Analyses

As explained in the Method section and Appendix A, when the factor analysis was performed, the analysis identified comparison, deceiving, emotionally manipulating, guilt induction and impatient/easily frustrated parenting as negative parenting dimensions. Positive parenting dimensions remained the same since they were not involved in factor analysis. Also, the factor analysis results indicated that internally well behaving, externally controlled, housework, and internalized self-control were the dimensions of internalized

Table 3.1. Descriptive Statistics for Measures of the Study (*N* = 359)

	Min.	***Max.***	***Mean***	***SD***
Demographic variables				
age of child	8	11	9.39	.71
age of mother	23	58	36.05	5.65
education level of mother	1	5	3.51	1.06
mother's monthly income	0	3	.48	.84
father's monthly income	0	3	1.98	.75
number of children in the family	1	6	2.34	.89
neighborhood social resources	1.19	3.54	2.42	.41
neighborhood social support	1	4	2.44	.67
neighborhood physical resources	1	2.70	1.63	.32
neighborhood stressors	.83	2	1.27	.30
Temperamental characteristics				
reactivity	1.13	4	2.74	.52
perceptual sensitivity	1.50	4	3.25	.47
Parenting				
Warmth	2	4	3.52	.42
Mattering (transformed version)	0	.45	.08	.11
emotionally manipulating	1	3.33	1.45	.47
guilt induction	1	4	1.94	.66
Comparison	1	4	1.89	.61
impatient/easily frustrating	1	3	1.36	.42
Deceiving	1	3.89	1.68	.55
Conduct behaviors				
Aggression	0	1.51	.38	.32
rule breaking (transformed version)	0	.21	.03	.04
uncaring behavior	1	3.63	1.82	.44
Callousness	1	3.60	1.77	.46
unemotional behavior	1	4	2.17	.53
The development of conscience				
internally well behaving	1.62	4	3.08	.41
externally controlling	1.17	4	2.94	.49
internalized self-control	1	4	3.01	.51

conduct. The housework domain was not included in the analysis due to its irrelevance. Although the externally controlled domain was not conceptually included in the internalization of rules, it was involved in the analysis as exploratory.

Based on all new factor structures, three hypotheses of the study were modified. With regard to second hypothesis, it is expected that high levels of maternal warmth and of mattering to mothers, and low levels of comparison, emotionally manipulating, guilt induction and impatient/easily frustrated parenting will predict lower scores of conduct problems and callous-unemotional traits; and higher scores of internalization of rules. With regard to third hypothesis, the effect of maternal deceiving on problem behaviors and internalized conduct will be tested as exploratory. Considering the fifth hypothesis, it is expected that children with higher scores on the reactivity or perceptual sensitivity, and higher scores on negative parenting characteristics of comparison, emotionally manipulating, guilt induction and impatient/easily frustrated parenting will have higher scores on conduct problems and callous-unemotional traits and lower scores of internalized conduct than other children.

Two sets of hierarchical regression analyses were conducted. In the first step, neighborhood social and physical resources, neighborhood social support and neighborhood stressors were considered to be entered into model. However, neighborhood social resources and support were dropped from analysis since their correlations between the outcomes variables were not significant (See Table 3.2). In the second step, sex of the children, education level of mother, mother's monthly income, father's monthly income, and number of children in the family were considered to be entered into model. Since mother's monthly income was not correlated with any of the outcome variables, it was also dropped from the analysis (See Table 3.2). In the third step, perceptual sensitivity and reactivity were entered into model. In the fourth step, positive parenting dimensions (warmth and mattering) were entered into model; and then negative parenting dimensions (comparison, emotionally manipulating, guilt induction, impatient/easily frustrated parenting and deceiving) were added into the model.

In order to see the moderated effect of temperament, in the sixth step, interactions between parenting (either all negative or all positive parenting domains) and temperament characteristics (either perceptual sensitivity orreactivity) were entered into the model. Therefore, four regression analyses (perceptual sensitivity*positive parenting, perceptual sensitivity*negative parenting, reactivity*positive parenting, reactivity*negative parenting) were performed to see moderation effect of temperament for each outcome variable. Specifically, the interactions between perceptual sensitivity and positive parenting were examined by including the variables of Warmth*Perceptual Sensitivity and Mattering*Perceptual Sensitivity. The interactions between perceptual sensitivity and negative parenting were examined by including the variables of Emotionally Manipulating *Perceptual Sensitivity, Guilt Induction*Perceptual Sensitivity, Comparison*Perceptual Sensitivity, Impatient/easily frustrating* Perceptual Sensitivity, Deceiving* Perceptual Sensitivity. On the other hand, the interactions between reactivity and positive parenting were examined by including the variables of Warmth*Reactivity and Mattering*Reactivity. Lastly, the interactions between reactivity and negative parenting were examined by including the variables of Emotionally Manipulating*Reactivity, Guilt Induction*Reactivity, Comparison* Reactivity, Impatient/easily frustrating*Reactivity, Deceiving*Reactivity.

3.4.1 Regression analyses in predicting aggression from parenting and child's temperament

The results of the analysis showed that the first model including neighborhood measures was significant R^2 = .05, F (2, 356) = 9.69, p < .001 and explained 5 % of the variance on aggression.

In the second step in which demographic variables were entered into the model, there was significant change in R^2 (ΔR^2 = .03, ΔF (6, 352) = 3.05, p < .05) and explained an additional 3 % of the variance in aggression.

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Table 3.2. Pearson's Correlations among Demographic and Neighborhood Variables, Conduct Behaviors and the Development of Conscience

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Demographic variables																
1	child gender																
2	education level of mother	-.09															
3	mother's monthly income	-.03	.18**														
4	father's monthly income	-.01	.30**	.09													
5	number of children in the family	-.04	-.27**	-.17**	-.17**												
6	neighborhood social resources	-.04	-.07	-.01	-.03	.01											
7	neighborhood social support	-.04	.04	.02	-.00	.00	.48**										
8	neighborhood physical resources	-.07	-.06	.02	.01	-.09	.19**	.12*									
9	neighborhood stressors	.08	.07	.08	.02	.06	-.49**	-.28**	-.15**								
	Conduct behaviors																
10	aggression	.15**	-.10	.07	-.08	.03	-.09	-.07	-.04	.23**							
11	rule breaking	.18**	-.11*	.03	-.15**	.03	-.06	-.03	-.08	.16**	.65**						
12	uncaring behavior	.22**	-.09	-.07	-.02	.09	-.02	-.08	-.06	-.02	.27**	.26**					
13	callousness	.22**	-.13*	-.07	.-04	.06	-.03	-.05	-.04	.09	.43**	.42**	.51**				
14	unemotional behavior	.15**	-.02	.00	-.03	.05	-.07	-.08	-.11*	.08	.11**	.10	.25**	.34**			

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

Table 3.2. (continued)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	The development of conscience																
15	internally well behaving	-.18**	.05	.08	.05	-.14*	.00	.07	.06	.02	.27**	-.30**	-.71**	-.50**	-.20**		
16	externally controlling	-.22**	.09	.04	.12*	-.11*	.06	.02	.11*	-.09	.48**	-.50**	.49**	-.63**	-.24**	.58**	
17	internalized self-control	-.07	.10*	.01	.03	-.07	.09	.04	.02	-.03	.31**	-.32**	-.46**	-.40**	-.06	.57**	.51**

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

Table 3.3. Pearson's Correlations among Child's Temperament, Parenting, Conduct Behaviors and the Development of Conscience

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Temperament																
2	reactivity	-.20**															
	Parenting																
3	warmth	.14**	.13*														
4	mattering	.21**	.06	.49**													
5	emotionally manipulating	-.18**	.04	-.30**	-.36**												
6	guilt induction	-.04	.06	-.14**	-.11	.59**											

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

Table 3.3. (continued)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
7	comparison	-.14**	.05	-.11*	-.15**	.48**	.38**										
8	impatient/easily frustrating	-.17**	.01	-.37**	-.36**	.67**	.43**	.38**									
9	deceiving	-.06	.10	-.19**	-.18**	.57**	.52**	.35**	.47**								
	Conduct behaviors																
10	aggression	-.08	.38**	-.11*	-.05	.21**	.15**	.06	.13*	.09							
11	rule breaking	.04	.23**	-.08	-.06	.21**	.10	.12*	.15**	.00	.65**						
12	uncaring behavior	-.40**	-.07	-.22**	-.18**	.22**	.12*	.14**	.15**	.06	.27**	.26**					
13	callousness	-.28**	-.09	-.14**	-.12*	.27**	.14**	.20**	.18**	.12*	.43**	.42**	.51**				
14	unemotional behavior	-.25**	.11*	-.06	-.06	.12*	.04	.10*	.10	.04	.11**	.10	.25**	.34**			
	The development of conscience																
15	internally well behaving	.34**	.06	.14**	.10	-.14**	-.07	-.09	-.16**	-.05	-.27**	-.30**	-.71**	-.50**	-.20**		
16	externally controlling	.14**	-.20**	.13*	.09	-.24**	-.15**	-.17**	-.19**	-.12*	-.48**	-.50**	-.49**	-.63**	-.24**	.58**	
17	internalized self-control	.19**	-.02	.10	.16**	-.18**	-.13*	-.09	-.12*	-.06	-.31**	-.32**	-.46**	-.40**	-.06	.57**	.51**

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

In the third step including temperamental characteristics, there was significant change in R^2 (ΔR^2 = .13, ΔF (8, 350) = 30.22, p < .001) and explained additional 13 % of the variance in aggression

In the fourth step, variables of positive parenting (warmth and mattering) did not show significant amount of variation in aggression ΔR^2 = .01, ΔF (10, 348) = 2.60, p = .08.

The fifth step which involves negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) did not show significant contribution in R^2 (ΔR^2 = .02, ΔF (15, 343) = 2.16, p = .06).

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model and there was not a significant change in R^2 (ΔR^2 = .00, ΔF (17, 341) = .54, p = .58). When all the variables were in the equation and demographic variables were controlled in the last step, neighborhood stressors positively predicted children's aggression (β = .13, t (358) = 2.64, p < .01). Child's perceptual sensitivity negatively (β = -.12, t (358) = -2.31, p < .05); but reactivity positively predicted aggression (β = .39, t (358) = 7.89, p < .001). The relationship between parental warmth and aggression was marginally significant (β = -.11, t (358) = -1.87, p = .06). Also, emotionally manipulating parenting positively predicted children's aggression (β = .17, t (358) = 2.19, p < .05). However, the interactions between perceptual sensitivity and positive parenting dimensions (warmth and mattering) were not significant (See Table 3.4).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 (ΔR^2 = .01, ΔF (20, 338) = 1.22, p = .30) in the sixth step of the analysis (See Table 3.4). The relationship between parental warmth and aggression was also significant in the last step of this analysis (β = -.12, t (358) = -2.07, p < .05).

Among five interactions, only the interaction between perceptual sensitivity and guilt induction was marginally significant in predicting aggression (β = .11, t (358) = 1.78, p = .08). As can be seen in the constructed graph and conducted simple slope analysis, for children with high perceptual sensitivity scores, when mother's guilt induction was high, they were more likely to show aggression (See Figure 3.1).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .00, ΔF (17, 341) = .56, p = .57) in the sixth step of the analysis, and none of the interactions was significant (See Table 3.4).

Lastly, there was not significant change in R^2 in terms of the interaction between ***reactivity and negative parenting*** (ΔR^2 = .02, ΔF (20, 338) = 1.71, p = .13). However, when reactivity was a moderator in the final step, an interaction between emotionally manipulating parenting and reactivity was significant in predicting aggression (β = .18, t (358) = 2.31, p < .05). As can be seen in the constructed graph and conducted simple slope analysis, for children with high reactivity scores, when mother's emotionally manipulation was high, they were more likely to show aggression (See Figure 3.2).

3.4.2 Regression analyses in predicting rule breaking from parenting and child's temperament

The results of the analysis showed that the first model including neighborhood measures was significant R^2 = .03, F (2, 356) = 5.21, p < .01 and explained 3 % of the variance on rule breaking.

In the second step in which demographic variables were entered into the model, there was a significant change in R^2 (ΔR^2 = .05, ΔF (6, 352) = 5.28, p < .001) and explained an additional 5 % of the variance in rule breaking.

Table 3.4. Hierarchical Regression Analysis in Predicting Child's Aggression: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 1	Neighborhood physical resources					-.02	.05	-.02
	Neighborhood stress	.23	.05	9.69**	9.69**	.14**	.05**	.13**
Step 2	Child's sex					.05	.03	.08
	Mother's education					-.02	.02	-.08
	Father's income					-.03	.02	-.06
	Number of children	.29	.08	5.33**	3.05*	-.01	.02	-.03
Step 3	Reactivity					.24**	.03**	.39**
	Perceptual Sensitivity	.47	.22	12.22**	30.22**	-.08*	.03*	-12*
Step 4	Warmth					-.08	.04	-.11
	Mattering	.48	.23	10.39**	2.60	-.23	.17	-.08
Step 5	Emotionally Manipulating					.12*	.05*	.17*
	Guilt Induction					.03	.03	.07
	Comparison					-.04	.03	-.09
	Impatient/easily frustrating					-.01	.05	-.01
	Deceiving	.50	.25	7.76**	2.16	-.05	.04	-.09
Step 6	**Perceptual sensitivity as the moderator**							
	Warmth*Perceptual Sensitivity					.05	.09	.03
	Mattering*Perceptual Sensitivity	.51	.26	6.89**	.54	-.14	.33	-.03
Step 6	**Perceptual sensitivity as the moderator**							
	Emotionally Manipulating *Perceptual Sensitivity					.01	.12	.01
	Guilt Induction* Perceptual Sensitivity					.11	.07	.11
	Comparison* Perceptual Sensitivity					-.09	.06	-.08
	Impatient/easily frustrating* Perceptual Sensitivity					.02	.12	.01
	Deceiving* Perceptual Sensitivity	.52	.27	6.14**	1.22	-.10	.08	-.08
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					.02	.09	.01
	Mattering*Reactivity	.51	.26	6.89**	.56	.33	.34	.06

Note. *p < .05. ** p < .01. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.4. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					.24*	.11*	.18*
	Guilt Induction*Reactivity					-.02	.05	-.02
	Comparison* Reactivity					-.02	.06	-.02
	Impatient/easily frustrating*Reactivity					-.19	.11	-.12
	Deceiving*Reactivity	.52	.27	6.30**	1.71	.06	.07	.06

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

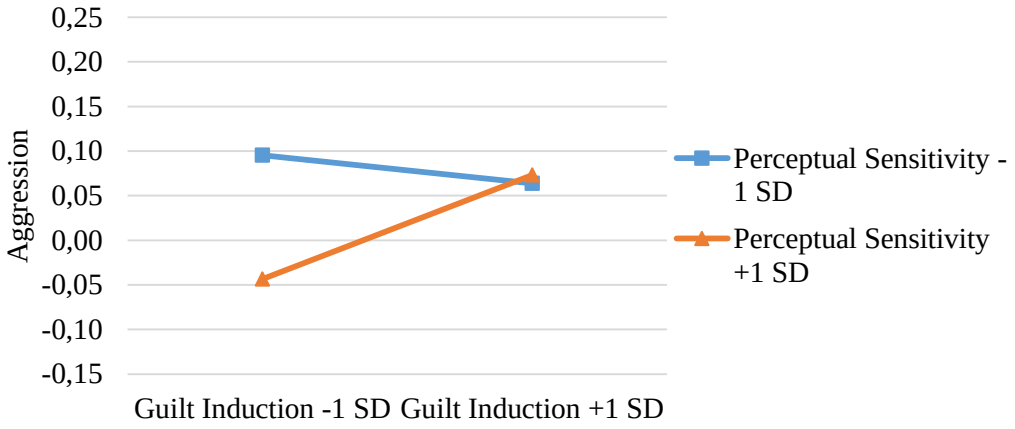

Figure 3.1. Graph for the interaction between perceptual sensitivity and guilt induction in predicting aggression. For perceptual sensitivity +1 SD, $b = .09$, $p < .05$.

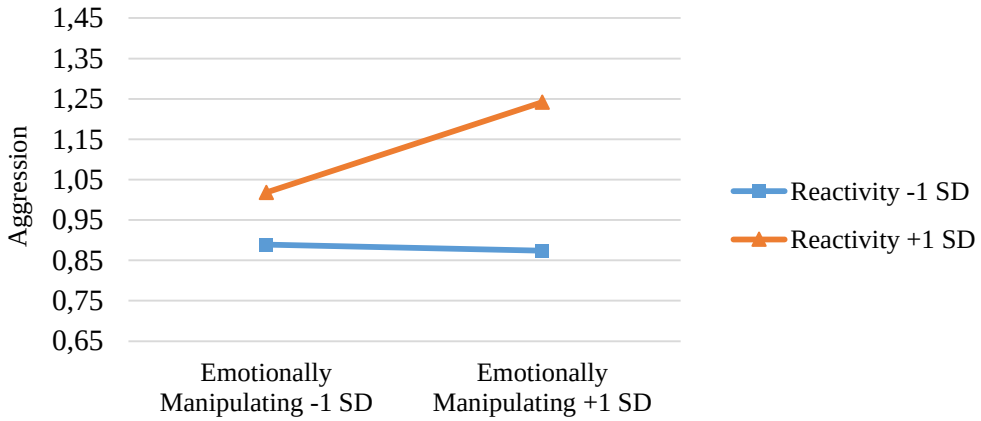

Figure 3.2. Graph for the interaction between reactivity and emotionally manipulating in predicting aggression. For reactivity +1 SD, $b = .24$, $p < .01$.

The third step including temperamental characteristics showed significant change in R^2 ($\Delta R^2 = .04$, ΔF (8, 350) = 8.95, $p < .001$) and explained additional 4 % of the variance in rule breaking.

In the fourth step including positive parenting (warmth and mattering), the variables did not add to the amount of variation in explained rule breaking ($\Delta R^2 = .00$, ΔF (10, 348) = .70, $p = .50$).

In the fifth step which involves negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was significant change in R^2 ($\Delta R^2 = .05$, ΔF (15, 343) = 4.11, $p < .01$) and explained additional 5 % of the variance rule breaking.

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model and there was not a significant change in R^2 ($\Delta R^2 = .00$, ΔF (17, 341) = .75, $p = .47$). When all the variables were in the equation and demographic variables were controlled in the last step, being a male ($\beta = .12$, t (358) = 2.39, $p < .05$) and child's reactivity ($\beta = .21$, t (358) = 4.10 $p < .001$) positively predicted rule breaking. Also, father's income negatively predicted rule breaking ($\beta = -.12$, t

(358) = -2.35, $p < .01$). Emotionally manipulating parenting positively ($\beta = .23$, t (358) = 2.79, $p < .01$); but deceiving negatively ($\beta = -.22$, t (358) = -3.41, $p < .01$) predicted children's rule breaking. However, interactions between perceptual sensitivity and positive parenting dimensions (warmth and mattering) were not significant (See Table 3.5). Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in ($\Delta R^2 = .02$, ΔF (20, 338) = 1.53, $p = .18$) in the sixth step of the analysis. Among five interactions, only the interaction between comparison and perceptual sensitivity was significant in predicting rule breaking ($\beta = -.16$, t (358) = -2.67, $p < .01$). As can be seen in the constructed graph and conducted simple slope analysis, for children with low perceptual sensitivity scores, when mother's comparison was high, they were more likely to show rule breaking behaviors (See Figure 3.3). With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 ($\Delta R^2 = .01$, ΔF (17, 341) = 1.46, $p = .23$) in the sixth step of the analysis, and the interactions were also not significant (See Table 3.5).

Lastly, there was a significant change in R^2 with regard to the interaction between ***reactivity and negative parenting*** ($\Delta R^2 = .03$, ΔF (20, 338) = 2.35, $p < .05$). Specifically, when reactivity was a moderator in the final step, an interaction between emotionally manipulating parenting and reactivity was significant in predicting rule breaking ($\beta = .25$, t (358) = 3.05, $p < .01$). As can be seen in the constructed graph and conducted simple slope analysis, for children with high reactivity scores, when mother's emotionally manipulation was high, they were more likely to show rule breaking behaviors (See Figure 3.4).

.4.3 Regression analyses in predicting uncaring behavior from parenting and child's temperament

The results of the analysis displayed that the first model including neighborhood measures was not significant $R^2 = .00$, F (2, 356) = .85, $p = .43$.

Table 3.5. Hierarchical Regression Analysis in Predicting Child's Rule Breaking: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					-.01	.01	-.04
	Neighborhood stress	.17	.03	5.21**	5.21**	.01	.01	.09
Step 2	Child's sex					.01*	.00*	.12*
	Mother's education					.00	.00	-.07
	Father's income					-.01*	.00*	-.12*
	Number of children	.29	.08	5.34**	5.28**	.00	.00	.02
Step 3	Reactivity					.02**	.00**	.21**
	Perceptual Sensitivity	.36	.13	6.42**	8.95**	.01	.00	.07
Step 4	Warmth					.00	.01	-.04
	Mattering	.36	.13	5.27**	.70	-.02	.03	-.05
Step 5	Emotionally Manipulating					.02**	.01**	.23**
	Guilt Induction					.00	.00	.01
	Comparison					.00	.00	.02
	Impatient/easily frustrating					.00	.01	.05
	Deceiving	.42	.18	5.04**	4.11**	-.02**	.00**	-.22**
Step 6	**Perceptual sensitivity as the moderator**							
	Warmth*Perceptual Sensitivity					-.01	.01	-.05
	Mattering*Perceptual Sensitivity	.43	.18	4.53**	.75	-.06	.05	-.08
Step 6	**Perceptual sensitivity as the moderator**							
	Emotionally Manipulating *Perceptual Sensitivity					.02	.02	.10
	Guilt Induction* Perceptual Sensitivity					.00	.01	.02
	Comparison* Perceptual Sensitivity					-.02**	.01**	-.16**
	Impatient/easily frustrating* Perceptual Sensitivity					.00	.02	.01
	Deceiving* Perceptual Sensitivity	.45	.20	4.19**	1.53	.00	.01	.01

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.5. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					.01	.01	.03
	Matterng*Reactivity	.43	.19	4.63**	1.46	.08	.05	.10
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					.05**	.01**	.25**
	Guilt Induction* Reactivity					-.01	.01	-.05
	Comparison* Reactivity					.00	.01	.00
	Impatient/easily frustrating* Reactivity					-.03	.02	-.11
	Deceiving* Reactivity	.46	.21	4.44**	2.35*	.00	.01	-.03

Note. *p < .05. ** p < .01. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

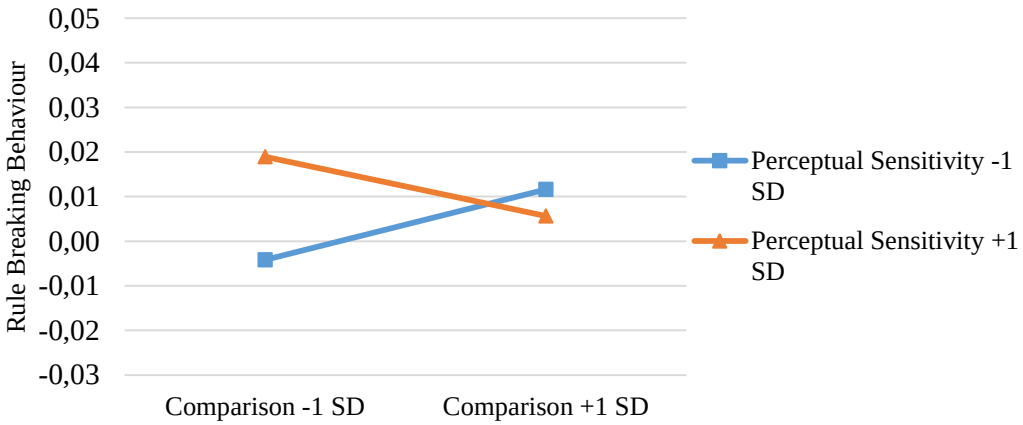

Figure 3.3. Graph for the interaction between perceptual sensitivity and comparison in predicting rule breaking. For perceptual sensitivity -1 SD, b = .01, p < .05.

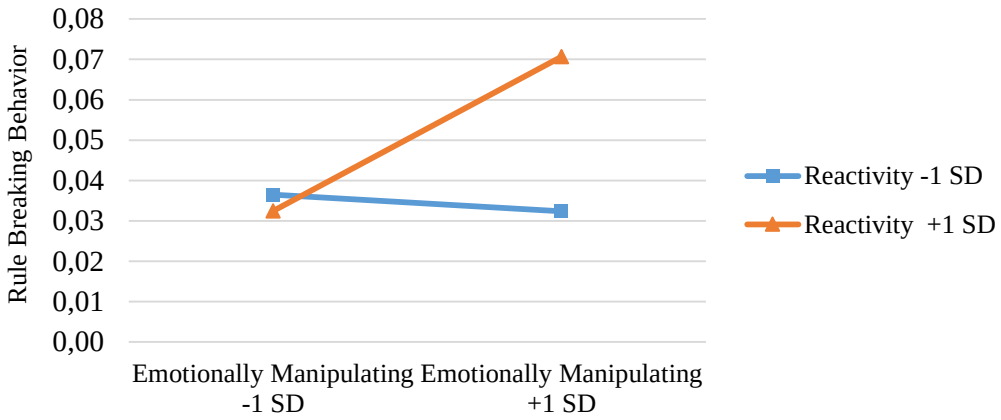

Figure 3.4. Graph for the interaction between reactivity and emotionally manipulating in predicting rule breaking. For reactivity +1 SD, $b = .04$, $p < .001$.

The second step in which demographic variables were entered into the model, it showed significant contribution in R^2 ($\Delta R^2 = .07$, ΔF (6, 352) = 5.76, $p < .001$) and explained 7 % of the variance in uncaring.

The third step including temperamental characteristics showed significant change in R^2 ($\Delta R^2 = .13$, ΔF (8, 350) = 28.17, $p < .001$) and explained additional 13 % of the variance in uncaring.

In the fourth step, positive parenting variables (warmth and mattering) were entered into model, they significantly added the amount of variation in uncaring $\Delta R^2 = .02$, ΔF (10, 348) = 3.99, $p < .05$ and explained additional 2 % of the variance in uncaring.

The fifth involving negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) did not show significant change in R^2 ($\Delta R^2 = .01$, ΔF (15, 343) = 1.10, $p = .36$).

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model and there was not significant change in R^2 (ΔR^2 = .01, ΔF (17, 341) = 1.42, p = .24). When all the variables were in the equation and demographic variables were controlled in the last step, being a male positively (β = .14, t (358) = 2.81, p < .01); but child's perceptual sensitivity negatively (β = -.36, t (358) = -7.01 p < .001) predicted uncaring. Among parenting, only warmth negatively (β = -.15, t (358) = -2.57, p < .05) predicted children's uncaring. However, interactions between perceptual sensitivity and positive parenting dimensions (warmth and mattering) were not significant (See Table 3.6).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 (ΔR^2 = .02, ΔF (20, 338) = 2.15, p = .06) in the sixth step of the analysis. Among five interactions, only the interaction between guilt induction and perceptual sensitivity was significant in predicting uncaring (β = .14, t (358) =2.28, p < .05). The simple slope analysis showed a significant relationship. Among children with high perceptual sensitivity scores, they were more likely to show uncaring behaviors if their mother's guilt induction was high (See Figure 3.5).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .01, ΔF (17, 341) = 2.27, p = .10) in the sixth step of the analysis. Among interactions, the interaction between warmth and reactivity was marginally significant (β = -.12, t (358) = -1.82, p = .07 and the simple slope analysis showed a significant relationship. Among children with high reactivity scores, they were less likely to show uncaring behaviors if their mother's warmth was high (See Figure 3.6).

Lastly, there was not significant change in R^2 in terms of the interaction between ***reactivity and negative parenting*** $\Delta R^2 = .00$, ΔF (20, 338) = .48, $p = .79$ and the interactions were also not significant (See Table 3.6).

3.4.4 Regression analyses in predicting callousness from parenting and child's temperament

The results of the analysis displayed that the first model including neighborhood measures was not significant $R^2 = .01$, F (2, 356) = 1.71, $p = .18$.

The second step in which demographic variables were entered into the model, showed significant change in R^2 ($\Delta R^2 = .06$, ΔF (6, 352) = 5.38, $p < .001$) and explained additional 6 % of the variance in callousness.

The third step including temperamental characteristics also showed significant change in R2 (ΔR2 = .08, ΔF (8, 350) = 15.56, p < .001) and explained additional 8 % of the variance in callousness

The fourth step including positive parenting (warmth and mattering) did not show significant change to the model $\Delta R^2 = .00$, ΔF (10, 348) = .93, $p = .40$.

The fifth involving negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) showed significant change in R^2 ($\Delta R^2 = .03$, ΔF (15, 343) = 2.70, $p < .05$) and explained additional 3 % of the variance in callousness.

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model and there was not a significant change in R^2 ($\Delta R^2 = .01$, ΔF (17, 341) = 1.32, $p = .27$). When all the variables were in the equation and demographic variables were controlled in the last step, being a male was positively associated with callousness ($\beta = .13$, t (358) = 2.54, $p < .05$). Also, child's perceptual sensitivity negatively ($\beta = -.25$, t (358) = -4.77, $p < .001$); but reactivity positively ($\beta = .14$, t (358) = 2.63, $p < .01$) predicted callousness. Among parenting, only emotionally manipulating parenting positively predicted children's callousness ($\beta = .22$, t (358) = 2.74, $p <$

Table 3.6. Hierarchical Regression Analysis in Predicting Child's Uncaring Behavior: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					-.02	.07	-.02
	Neighborhood stress	.07	.00	.85	.85	-.07	.07	-.05
Step 2	Child's sex					.12**	.04**	.14**
	Mother's education					.01	.02	.02
	Father's income					.00	.03	.00
	Number of children	.26	.07	4.14**	5.76**	.02	.03	.05
Step 3	Reactivity					.02	.04	.02
	Perceptual Sensitivity	.44	.19	10.63**	28.17**	-.33**	.05**	-.36**
Step 4	Warmth					-.15*	.06*	-.15*
	Mattering	.46	.21	9.44**	3.99*	.00	.24	.00
Step 5	Emotionally Manipulating					.12	.07	.13
	Guilt Induction					.03	.04	.04
	Comparison					.02	.04	.03
	Impatient/easily frustrating					-.07	.07	-.07
	Deceiving	.47	.23	6.67**	1.10	-.06	.05	-.07
Step 6	**Perceptual sensitivity as the moderator**							
	Warmth*Perceptual Sensitivity					-.18	.12	-.09
	Mattering*Perceptual Sensitivity	.48	.23	6.07**	1.42	-.09	.45	-.01
Step 6	**Perceptual sensitivity as the moderator**							
	Emotionally Manipulating *Perceptual Sensitivity					.02	.17	.01
	Guilt Induction* Perceptual Sensitivity					.21*	.09*	.14*
	Comparison* Perceptual Sensitivity					-.11	.09	-.08
	Impatient/easily frustrating* Perceptual Sensitivity					.24	.16	.11
	Deceiving* Perceptual Sensitivity	.50	.25	5.62**	2.15	-.15	.11	-.09

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.6. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					-.24	.13	-.12
	Matterng* Reactivity	.49	.24	6.20**	2.27	-.14	.47	-.02
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					.13	.15	.07
	Guilt Induction* Reactivity					-.08	.07	-.07
	Comparison* Reactivity					-.08	.09	-.05
	Impatient/easily frustrating* Reactivity					-.02	.16	.01
	Deceiving* Reactivity	.48	.23	5.08**	.48	.04	.10	.03

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and *β* values were taken from the final step of each regression analysis.

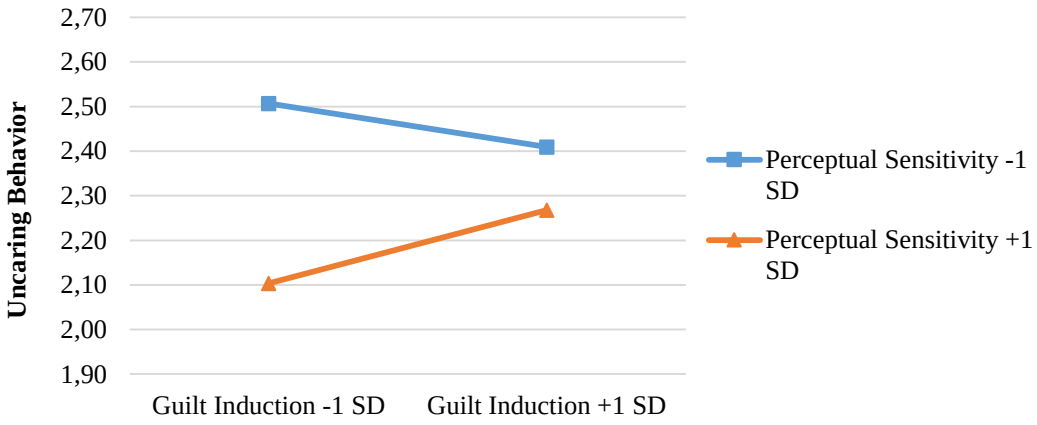

Figure 3.5. Graph for the interaction between perceptual sensitivity and guilt induction in predicting uncaring. For perceptual sensitivity +1 SD, $b = .12$, $p < .05$.

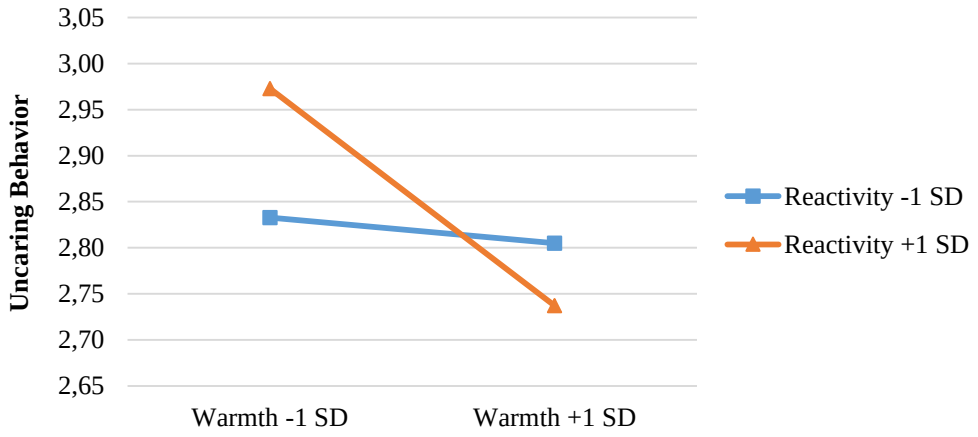

Figure 3.6. Graph for the interaction between reactivity and warmth in predicting uncaring behavior. For reactivity +1 SD, b = -.28, p < .01.

.01). However, interactions between perceptual sensitivity and positive parenting dimensions (warmth and mattering) were not significant (See Table 3.7).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 (ΔR^2 = .02, ΔF (20, 338) = 1.84, p = .10) in the sixth step of the analysis. However, the interaction between comparison and perceptual sensitivity was significant (β = -.17, t (358) = -2.86, p < .01) and the simple slope analysis showed a significant relationship. As it can be seen from the figure, for children with low perceptual scores, when mother's comparison was high, they were more likely to show callousness (See Figure 3.7).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .01, ΔF (17, 341) = 1.63, p = .20) in the sixth step of the analysis. Also, the interactions were not significant (See Table 3.7).

Lastly, there was not a significant change in R^2 with regard to the interaction between ***reactivity and negative parenting*** $\Delta R^2 = .02$, ΔF (20, 338) = 2.06, $p = .07$. Among five interactions, only the interaction between emotionally manipulating parenting and reactivity was significant (β =.18, t (358) = 2.14, $p < .05$) and simple slope analysis showed a significant relationship. For children with high reactivity scores, when mother's emotionally manipulation was high, they were more likely to show callousness (See Figure 3.8).

3.4.5 Regression analyses in predicting unemotional behavior from parenting and child's temperament

The results of the analysis displayed that the first model including neighborhood measures was not significant $R^2 = .02$, F (2, 356) = 2.87, $p = .06$ (See Table 3.8).

The second step in which demographic variables were entered into the model, did not demonstrate significant contribution to the model ($\Delta R^2 = .02$, ΔF (6, 352) = 2.02, $p = .09$).

The third step including temperamental characteristics showed significant change in R^2 ($\Delta R^2 = .07$, ΔF (8, 350) = 14.84, $p < .001$) and explained 7 % of the additional variance in unemotional behavior.

The fourth step including positive parenting (warmth and mattering) did not showed significant change in R^2 ($\Delta R^2 = .00$, ΔF (10, 348) = .21, $p = .81$).

The fifth involving negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) did not showed significant change in R^2 ($\Delta R^2 = .00$, ΔF (15, 343) = .31, $p = .91$).

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model, they did not account for significant amount of variation in unemotional behavior ($\Delta R^2 = .01$, ΔF (17, 341) = 1.60, $p = .20$). When all the variables were in the equation and demographic variables were controlled in the last step, being a male was

Table 3.7. Hierarchical Regression Analysis in Predicting Child's Callousness: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					.00	.07	.00
	Neighborhood stress	.10	.01	1.71	1.71	.05	.08	.03
Step 2	Child's sex					.12*	.05*	.13*
	Mother's education					-.03	.02	-.07
	Father's income					.00	.03	.01
	Number of children	.26	.07	4.19**	5.38**	.01	.03	.02
Step 3	Reactivity					.12**	.05**	.14**
	Perceptual Sensitivity	.38	.14	7.29**	15.56**	-.25**	.05**	-.25**
Step 4	Warmth					-.07	.06	-.07
	Mattering	.38	.15	6.01**	.93	-.19	.26	-.05
Step 5	Emotionally Manipulating					.22**	.08**	.22**
	Guilt Induction					-.02	.04	-.03
	Comparison					.05	.04	.07
	Impatient/easily frustrating					-.04	.07	-.04
	Deceiving	.42	.18	5.01**	2.70*	-.04	.05	-.05
Step 6	**Perceptual sensitivity as the moderator**							
	Warmth*Perceptual Sensitivity					-.20	.13	-.10
	Mattering*Perceptual Sensitivity	.43	.19	4.58**	1.32	-.21	.49	-.03
Step 6	**Perceptual sensitivity as the moderator**							
	Emotionally Manipulating *Perceptual Sensitivity					.23	.18	.21
	Guilt Induction* Perceptual Sensitivity					.00	.01	.00
	Comparison* Perceptual Sensitivity					-.27**	.09**	-.17**
	Impatient/easily frustrating* Perceptual Sensitivity					.03	.18	.01
	Deceiving* Perceptual Sensitivity	.45	.20	4.26**	1.84	.08	.12	.04

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.7. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					-.17	.14	-.08
	Matterng* Reactivity	.43	.19	4.67**	1.63	.15	.51	.02
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					.34*	.16*	.18*
	Guilt Induction* Reactivity					.09	.08	.08
	Comparison* Reactivity					-.13	.09	-.09
	Impatient/easily frustrating* Reactivity					-.17	.17	-.07
	Deceiving* Reactivity	.45	.16	4.33**	2.06	-.14	.11	-.09

Note. *p < .05. ** p < .01. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

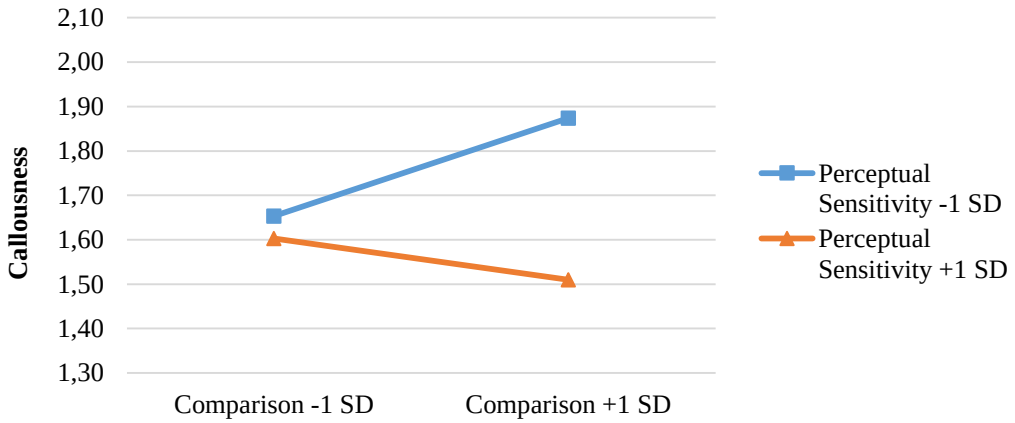

Figure 3.7. Graph for the interaction between perceptual sensitivity and comparison in predicting callousness. For perceptual sensitivity -1 SD, b = .18, p < .01.

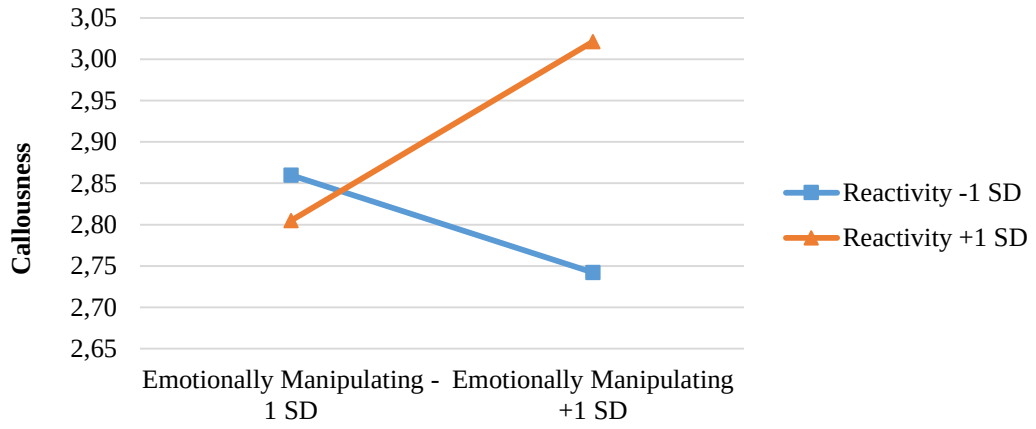

Figure 3.8. Graph for the interaction between reactivity and emotionally manipulating in predicting callousness. For reactivity +1 SD, b = .23, p < .05.

positively associated with unemotional behavior (β = .11, t (358) = 2.03, p < .05); however, this relationship was marginally significant in the last step of perceptual sensitivity and negative parenting's analyses (β = .10, t (358) = 1.84, p = .07). Also, child's perceptual sensitivity negatively (β = -.27, t (358) = -4.89, p < .001); but reactivity positively (β = .16, t (358) = 3.03, p < .01) predicted unemotional behavior (See Table 3.8). Also, the only interaction between warmth and perceptual sensitivity was marginally significant (β = -.11, t (358) = -1.73, p = .08) and simple slope analysis did not show significant slope (b =.07, p = .48 and b=-.19, p = .10).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 (ΔR^2 = .01, ΔF (20, 338) = .46, p = .80) in the sixth step of the analysis. None of the interactions was significant (See Table 3.8).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .00, ΔF (17, 341) = .10, p = .90) in the sixth step of the analysis. Also, the interactions were not significant (See Table 3.8).

Lastly, there was not a significant change in R^2 with regard to the interaction between ***reactivity and negative parenting*** (ΔR^2 = .02, ΔF (20, 338) = 1.54, p = .18) and the interactions were not significant (See Table 3.8).

3.4.6 Regression analyses in predicting internally well behaving from parenting and child's temperament

The results of the analysis displayed that the first model including neighborhood measures was not significant R^2 = .00, F (2, 356) = .91, p = .40 (See Table 3.9).

The second step in which demographic variables were entered into the model, there was a significant change in in R^2 (ΔR^2 = .06, ΔF (6, 352) = 5.05, p < .01) and explained 6 % of the variance in internally well behaving.

The third step including temperamental characteristics also showed significant change in R^2 (ΔR^2 = .09, ΔF (8, 350) = 19.50, p < .001) and explained additional 9.4 % of the variance in internally well behaving.

The fourth step including positive parenting (warmth and mattering) did not show significant change in in R^2 (ΔR^2 = .01, ΔF (10, 348) = 1.37, p = .25).

The fifth involving negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) did not showed significant change in R^2 (ΔR^2 = .01, ΔF (15, 343) = .49, p = .78).

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model, but they did not account for significant amount of variation in internally well behaving (ΔR^2 = .00, ΔF (17, 341) = .77, p = .46). When all the variables were in the equation and demographic variables were controlled in the last step, being a male (β = -.13, t (358) = -2.54, p < .05) and number of children in the family (β = -.12, t (358) = -2.31, p < .05) negatively predicted internally well behaving. Also, the perceptual sensitivity positively predicted children's internally well behaving

Table 3.8. Hierarchical Regression Analysis in Predicting Child's Unemotional Behavior: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					-.11	.09	-.07
	Neighborhood stress	.13	.02	2.87	2.87	.05	.10	.03
Step 2	Child's sex					.12*	.06*	.11*
	Mother's education					.01	.03	.02
	Father's income					.00	.04	-.01
	Number of children	.19	.04	2.32*	2.02	.02	.03	.04
Step 3	Reactivity					.17**	.06**	.16**
	Perceptual Sensitivity	.34	.11	5.58**	14.84**	-.30**	.06**	-.27**
Step 4	Warmth					-.06	.08	-.05
	Mattering	.34	.11	4.49**	.21	-.29	.31	-.06
Step 5	Emotionally Manipulating					.06	.09	.06
	Guilt Induction					-.03	.05	-.04
	Comparison					.03	.05	.03
	Impatient/easily frustrating					.02	.09	.01
	Deceiving	.34	.12	3.07**	.31	-.03	.06	-.03
Step 6	Perceptual sensitivity as the moderator							
	Warmth*Perceptual Sensitivity					-.27	.16	-.11
	Mattering*Perceptual Sensitivity	.36	.13	2.90**	1.60	-.80	.59	-.09
Step 6	Perceptual sensitivity as the moderator							
	Emotionally Manipulating *Perceptual Sensitivity					.10	.22	.04
	Guilt Induction* Perceptual Sensitivity					.02	.12	.01
	Comparison* Perceptual Sensitivity					.03	.11	-.02
	Impatient/easily frustrating* Perceptual Sensitivity					.00	.21	.00
	Deceiving* Perceptual Sensitivity	.35	.12	2.40**	.46	.10	.15	.05

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.8. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					-.06	.17	-.02
	Matterng* Reactivity	.34	.12	2.70**	.10	.01	.62	.00
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					.07	.19	.03
	Guilt Induction* Reactivity					-.13	.10	-.09
	Comparison* Reactivity					.09	.11	.05
	Impatient/easily frustrating* Reactivity					.04	.21	.01
	Deceiving* Reactivity	.37	.14	2.70**	1.54	-.20	.13	-.11

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

(β =.31, t (358) = 5.88, p < .001). However, there were not significant interactions (See Table 3.9).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 (ΔR^2 = .01, ΔF (20, 338) = .84, p = .52) in the sixth step of the analysis. None of the interactions was significant (See Table 3.9).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .01, ΔF (17, 341) = 2.20, p = .11) in the sixth step of the analysis. However, the interaction between warmth and reactivity was significant (β = .14, t (358) = 2.04, p < .05) and slope analysis showed a significant relationship. For children with high reactivity scores, when mother's warmth was high, they were more likely to show internally well behaving (See Figure 3.9).

Lastly, there was not significant change in in R^2 with regard to the interaction between ***reactivity and negative parenting*** $\Delta R^2 = .00$, ΔF (20, 338) = .43, $p = .82$. Among five interactions, none of them was significant (See Table 3.9).

3.4.7 Regression analyses in predicting externally controlled behavior of children from parenting and child's temperament

The results of the analysis displayed that the first model including neighborhood measures was significant $R^2 = .02$, F (2, 356) = 3.31, $p < .05$ explained 1.8 % of the variance in externally controlling behavior.

The second step in which demographic variables were entered into the model, showed a significant change in R^2 ($\Delta R^2 = .07$, ΔF (6, 352) = 6.54, $p < .001$) and explained additional 6.8 % of the variance in externally controlling behavior.

The third step including temperamental characteristics also showed a significant change in R^2 ($\Delta R^2 = .05$, ΔF (8, 350) = 11.15, $p < .001$) and explained additional 5.5 % of the variance in externally controlling behavior.

The fourth step including positive parenting (warmth and mattering) did not show significant change in R^2 ($\Delta R^2 = .01$, ΔF (10, 348) = 1.71, $p = .18$).

The fifth involving negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) did not show significant change in R^2 ($\Delta R^2 = .02$, ΔF (15, 343) = 1.85, $p = .10$.

In the final step, the interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model, but they did not account for significant amount of variation in externally controlled behavior $\Delta R^2 = .00$, ΔF (17, 341) = .96, $p = .38$. When all the variables were in the equation in the last step of the analysis and demographic variables were controlled, being a male was negatively predicted externally controlled behavior ($\beta = -.16$, t (358) = -3.07, $p < .01$). That means, boys were less likely to

Table 3.9 Hierarchical Regression Analysis in Predicting Child's Internally Well Behaving: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					.02	.06	.01
	Neighborhood stress	.07	.00	.91	.91	.07	.07	.05
Step 2	Child's sex					-.11*	.04*	-.13*
	Mother's education					-.02	.02	-.06
	Father's income					.02	.03	.03
	Number of children	.24	.06	3.69**	5.05**	-.06*	.02*	-.12*
Step 3	Reactivity					-.02	.04	-.02
	Perceptual Sensitivity	.39	.15	7.93**	19.50**	.28**	.05**	.31**
Step 4	Warmth					.08	.06	.08
	Mattering	.40	.16	6.63**	1.37	.19	.24	.05
Step 5	Emotionally Manipulating					-.01	.07	-.02
	Guilt Induction					.00	.04	-.01
	Comparison					-.01	.04	-.01
	Impatient/easily frustrating					-.08	.07	-.09
	Deceiving	.41	.17	4.55**	.49	.03	.05	.04
Step 6	Perceptual sensitivity as the moderator							
	Warmth*Perceptual Sensitivity					.09	.12	.05
	Mattering*Perceptual Sensitivity	.41	.17	4.10**	.77	-.17	.44	-.02
Step 6	Perceptual sensitivity as the moderator							
	Emotionally Manipulating *Perceptual Sensitivity					.01	.16	.01
	Guilt Induction* Perceptual Sensitivity					-.11	.09	-.08
	Comparison* Perceptual Sensitivity					.11	.08	.08
	Impatient/easily frustrating* Perceptual Sensitivity					-.15	.16	-.07
	Deceiving* Perceptual Sensitivity	.42	.18	3.62**	.84	.02	.11	.01

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.9. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					.26*	.13*	.14*
	Matterng* Reactivity	.42	.18	4.31**	2.20	.42	.46	.06
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					.01	.14	.00
	Guilt Induction* Reactivity					.02	.07	.02
	Comparison* Reactivity					.05	.08	.04
	Impatient/easily frustrating* Reactivity					-.15	.16	-.07
	Deceiving* Reactivity	.41	.17	3.50**	.43	.06	.10	.04

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and *β* values were taken from the final step of each regression analysis.

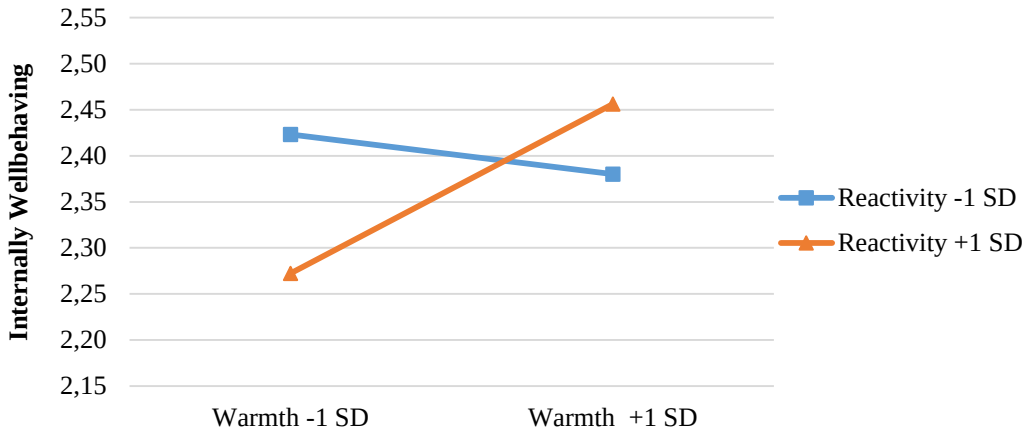

Figure 3.9. Graph for the interaction between reactivity and warmth in predicting internally well behaving. For reactivity +1 SD, $b = .22$, $p < .05$.

show externally controlled behaviors compared to girls. Father's monthly income was marginally significant in the prediction of externally controlling (β = .09, t (358) = 1.74, p = .08); however, the relationship was significant in the last step of perceptual sensitivity and negative parenting's analyses (β = .10, t (358) = 2.00, p < .05). Also, the perceptual sensitivity positively (β =.12, t (358) = 2.24, p < .05); but reactivity negatively (β = -.23, t (358) = -4.36, p < .001) predicted children's externally controlled behaviors. However, perceptual sensitivity was not significant in the prediction of externally controlled behaviors only in the last step of perceptual and negative parenting's analyses (β = .09, t (358) = 1.60, p = .11). There were not significant interactions (See Table 3.10).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 (ΔR^2 = .01, ΔF (20, 338) = 1.16, p = .33) in the sixth step of the analysis. Among interactions, only the interaction between comparison and perceptual sensitivity reached marginal significance in predicting children's externally controlled behaviors (β =.11, t (358) = 1.91, p = .06) and slope analysis was also significant. For children with low perceptual sensitivity scores, when mother's comparison was high, they were less likely to show externally controlled behaviors (See Figure 3.10).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .00, ΔF (17, 341) = .01, p = .99) in the sixth step of the analysis. Also, the interactions were not significant (See Table 3.10).

Lastly, there was not significant change in R^2 with regard to the interaction between ***reactivity and negative parenting*** ΔR^2 = .01, ΔF (20, 338) = 1.06 p = .38. Among five interactions, none of them was significant (See Table 3.10).

Table 3.10. Hierarchical Regression Analysis in Predicting Child's Externally Controlled Behaviors: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					.11	.08	.07
	Neighborhood stress	.13	.02	3.31*	3.31*	.02	.09	.01
Step 2	Child's sex					-.16**	.05**	-.16**
	Mother's education					.00	.03	.01
	Father's income					.06	.04	.09
	Number of children	.29	.09	5.53**	6.54**	-.05	.03	-.08
Step 3	Reactivity					-.22**	.05**	-.23**
	Perceptual Sensitivity	.37	.14	7.18**	11.15**	.12*	.05*	.12*
Step 4	Warmth					.11	.07	.09
	Mattering	.39	.15	6.11**	1.71	.32	.28	.07
Step 5	Emotionally Manipulating					-.13	.09	-.13
	Guilt Induction					-.01	.05	-.02
	Comparison					-.04	.05	-.05
	Impatient/easily frustrating					-.04	.08	-.03
	Deceiving	.41	.17	4.74**	1.85	.04	.06	.04
Step 6	Perceptual sensitivity as the moderator							
	Warmth*Perceptual Sensitivity					.19	.14	.09
	Mattering*Perceptual Sensitivity	.42	.18	4.29**	.96	.51	.53	.06
Step 6	Perceptual sensitivity as the moderator							
	Emotionally Manipulating *Perceptual Sensitivity					-.09	.20	-.04
	Guilt Induction* Perceptual Sensitivity					-.08	.11	-.05
	Comparison* Perceptual Sensitivity					.19	.10	.11
	Impatient/easily frustrating* Perceptual Sensitivity					-.12	.19	-.05
	Deceiving*					-.06	.13	-.03
	Perceptual Sensitivity	.43	.19	3.85**	1.16			

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

Table 3.10. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					.01	.15	.00
	Matterng* Reactivity	.41	.17	4.16**	.01	-.03	.55	.00
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					-.22	.17	-.11
	Guilt Induction* Reactivity					-.06	.09	-.04
	Comparison* Reactivity					.07	.10	.04
	Impatient/easily frustrating* Reactivity					.12	.19	.05
	Deceiving* Reactivity	.43	.18	3.82**	1.06	.18	.11	.11

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

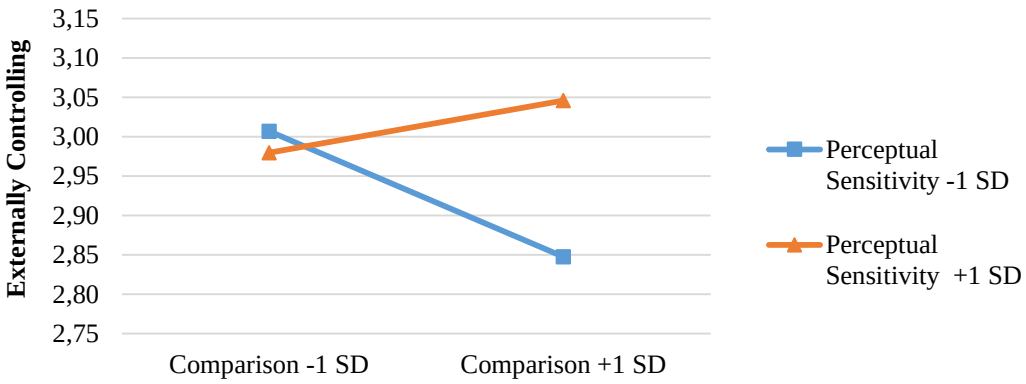

Figure 3.10. Graph for the interaction between perceptual sensitivity and comparison in predicting externally controlling. For perceptual sensitivity -1 SD, $b = -.13$, $p < .05$.

3.4.8 Regression analyses in predicting children's internalized self-control from parenting and child's temperament

The results of the analysis displayed that the first model including neighborhood measures was not significant $R^2 = .00$, F (2, 356) = .20, $p = .82$.

The second step in which demographic variables were entered into the model, did not show significant change in R^2 ($\Delta R^2 = .02$, ΔF (6, 352) = 1.57, p = .18).

The third step including temperamental characteristics showed significant change in R^2 ($\Delta R^2 = .03$, ΔF (8, 350) = 5.93, $p < .01$) and explained 3.2 % of the variance in internalized self-control.

The fourth step including positive parenting (warmth and mattering) did not show significant change in R^2 ($\Delta R^2 = .01$, ΔF (10, 348) = 2.03, $p = .13$).

The fifth step involving negative parenting (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving) did not show significant change in R^2 ($\Delta R^2 = .02$, ΔF (15, 343) = 1.30, $p = .26$).

In the final step, interactions between ***perceptual sensitivity and positive parenting dimensions*** (warmth and mattering) were added into the model and there was not a significant change in R^2 ($\Delta R^2 = .01$, ΔF (17, 341) = 1.99, $p = .14$). When all the variables were in the equation and demographic variables were controlled in the last step, only the perceptual sensitivity positively (β =.17 t (358) = 2.99, $p < .01$) predicted children's internalized self-control. However, there were not significant interactions (See Table 3.11).

Considering interactions between ***perceptual sensitivity and negative parenting dimensions*** (emotionally manipulating, guilt induction, comparison, impatient/easily frustration and deceiving), there was not a significant change in R^2 ($\Delta R^2 = .01$, ΔF (20, 338) = .79, $p = .56$) in the sixth step of the analysis. Also, the interactions were not significant (See Table 3.11).

With regard to the interactions between ***reactivity and positive parenting***, there was not a significant change in R^2 (ΔR^2 = .00, ΔF (17, 341) = .22, p = .80) in the sixth step of the analysis. Also, the interactions were not significant (See Table 3.11).

Lastly, the interaction between ***reactivity and negative parenting*** did not show significant contribution to R^2 (ΔR^2 = .01, ΔF (20, 338) = .68, p = .64). Among five interactions, none of them was significant (See Table 3.11).

Table 3.11. Hierarchical Regression Analysis in Predicting Child's Internalized Self-Control: Perceptual Sensitivity and Reactivity as Moderators

	Predictors	R	R^2	F	ΔF	B	SE	β
Step1	Neighborhood physical resources					.00	.08	.00
	Neighborhood stress	.03	.00	.20	.20	.00	.09	.00
Step 2	Child's sex					.00	.05	.00
	Mother's education					.03	.03	.06
	Father's income					.01	.04	.01
	Number of children	.14	.02	1.11	1.57	-.01	.03	-.02
Step 3	Reactivity					-.06	.05	-.06
	Perceptual Sensitivity	.22	.05	2.34*	5.93**	.18**	.06**	.17**
Step 4	Warmth					.02	.07	.02
	Mattering	.25	.06	2.29*	2.03	-.49	.30	-.11
Step 5	Emotionally Manipulating					-.15	.09	-.14
	Guilt Induction					-.06	.05	-.08
	Comparison					.01	.05	.01
	Impatient/easily frustrating					.03	.09	.03
	Deceiving	.28	.08	1.97*	1.30	.07	.06	.08
Step 6	Perceptual sensitivity as the moderator							
	Warmth*Perceptual Sensitivity					.12	.15	.05
	Mattering*Perceptual Sensitivity	.30	.09	1.98*	1.99	-.60	.57	-.07
Step 6	Perceptual sensitivity as the moderator							
	Emotionally Manipulating *Perceptual Sensitivity					-.22	.21	-.10
	Guilt Induction* Perceptual Sensitivity					-.09	.11	-.05
	Comparison* Perceptual Sensitivity					.11	.11	.07
	Impatient/easily frustrating* Perceptual Sensitivity					.03	.21	.01
	Deceiving* Perceptual Sensitivity	.30	.09	1.67*	.79	-.01	.14	.00

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and *β* values were taken from the final step of each regression analysis.

Table 3.11. (continued)

	Predictors	R	R^2	F	ΔF	B	SE	β
Step 6	**Reactivity as the moderator**							
	Warmth*Reactivity					-.09	.16	-.04
	Matterng* Reactivity	.28	.08	1.75*	.22	-.07	.59	-.01
Step 6	**Reactivity as the moderator**							
	Emotionally Manipulating* Reactivity					-.11	.19	-.05
	Guilt Induction* Reactivity					.07	.09	.05
	Comparison* Reactivity					-.15	.11	-.09
	Impatient/easily frustrating* Reactivity					.10	.20	.04
	Deceiving* Reactivity	.30	.09	1.64*	.68	.02	.12	.01

Note. *$p < .05$. ** $p < .01$. *B*, Standard Error (*SE*) and β values were taken from the final step of each regression analysis.

CHAPTER 4

DISCUSSION

The main purpose of the study was to investigate the relationship between parenting including Turkish culture specific parenting (i.e. deceiving and comparison), child temperament characteristics (i.e. perceptual sensitivity and reactivity) and conduct behaviors involving CU traits as well as internalization of rules among children from low socioeconomic background. In the literature, there are a number of studies examining these relationships; however, most of the studies focused on common parenting characteristics such as warmth and monitoring. With regard to Turkish studies about problem behaviors and internalization of rules in the literature, no accessible data was found to be related to the culture specific parenting. Examining these relationships is important since some Turkish culture specific parenting may influence the child's outcomes and that might help parents, teachers and clinicians to understand the pattern of relationships and find solutions which may result in better psychological wellbeing of children and parents.

In this chapter, findings of the current study will be firstly explained and evaluated through reviewing the hypotheses. Secondly, these results will be discussed in the light of the literature. Then, strengths and limitations of the study will be stated. Finally, implications and contributions to literature as well as suggestions for future research will be explained.

4.1. Evaluation of the Regression Analysis

4.1.1 Findings related to the First Hypothesis

With regard to the first hypothesis, it was expected that negative neighborhood characteristics like low neighborhood support, low neighborhood

social and physical resources as well as high neighborhood stressors will predict high levels of conduct problems and callous-unemotional traits. However, neighborhood support and social resources were excluded from the analysis due to having nonsignificant correlation with the outcome variables. On the contrary, a study reported that high neighborhood support was negatively related to child's conduct problems in Turkey (Akcinar & Baydar, 2016). In the current study, the neighborhood support showed bimodal distribution and that can be the reason of insignificant results.

As expected, neighborhood stress was found to be positively related to aggression in the current study. That means children residing in stressful neighborhoods showed more aggressive behaviors. Previous studies showed that socioeconomic and neighborhood disadvantage are positively associated with conduct behaviors (Ingoldsby & Shaw, 2002). Therefore, the findings of the current study showed the neighborhood stressors' were related to the school aged children's aggression in the low SES environment and that is in line with the literature.

On the other hand, neighborhood physical resources did not show any significant relationships with the outcome variables. Other demographic and neighborhood variables may have shared variance with it since they are highly correlated.

4.1.2 Findings related to the Second Hypothesis

With regard to the second hypothesis, it was expected that parenting would predict child's problem beha viors and internalized conduct. Specifically, it was expected that high levels of maternal warmth and of mattering to mothers, and low levels of maternal emotionally manipulating, impatient/easily frustrated parenting, guilt induction and comparison would predict lower scores of conduct problems and callous-unemotional traits; and higher scores of internalization of rules.

In accordance with the hypothesis, warmth was negatively associated with aggression and uncaring behavior; emotionally manipulating parenting positively associated with aggression, rule breaking and callousness. In other words;

children reported high maternal warmth showed less aggression and uncaring: while children who reported high maternal emotionally manipulating parenting showed high levels of aggression, rule breaking and callousness. This study supported the previous studies about the warmth's negative effect on child's behavioral problems (e.g. Pardini et al., 2007) and also contributed to the literature by showing this relationship in the low SES among Turkish culture. Similarly, in line with the previous studies (Kindap et al., 2008), positive effect of emotionally manipulating parenting involved in psychological control on problem behaviors has been shown in the current study. Since the other parenting dimensions did not show significant effect on problem behaviors, it can be deduced that maternal warmth and emotionally manipulating style of parenting are two important parenting styles affecting child's behavioral development; and the prevention and solution strategies about CP should emphasize these two parenting styles in clinical or school settings.

Considering the internalization of rules, parenting dimensions did not predict any subscales of internalized conduct and that is against the hypothesis of the study. Since the literature showed the direct association between maternal warmth and internalization of rules (Eiden et al., 2007), the most unexpected result was the maternal warmth's insignificant effect. The reason might be that the factor structure of the My Child Questionnaire was found to be very different from the original form (See Appendix A). The scale involved many items and the items also included relatively long sentences; therefore, the quality of answers might be decreased. Although the content was carefully examined before data collection, in the analysis, it was seen that the correlation between some items and its reversed forms was very low (e.g. .30). Therefore, it can be concluded that mothers who had low levels of education may interpret the scale different than it should be and that might decrease the accuracy of measure. The future studies regarding internalized conduct should conduct validation studies before the main study considering the language and the content of the instrument.

4.1.3 Findings related to the Third Hypothesis

As the third hypothesis, it was expected that the effect of maternal deceiving on problem behaviors and internalized conduct would be exploratory. The analysis showed that deceiving was negatively related with rule breaking and this finding is very interesting since the previous studies found that maternal reasoning negatively predicted child's aggression (Arsenio & Ramos-Marcuse, 2014). Maternal deceiving was developed by concerning the opposite way of reasoning in the current study; therefore, its negative association on rule breaking is very fascinating since it shows that cultural parenting is beneficial for Turkish children's obedience to parents. Rather than explaining the real reasons which is the right thing to do in theory, easy and effective way of deceiving strategies for child's obedience seem to increase the child's rule adherence. That displayed that some theoretically negative parenting practices do not necessarily result in adverse child outcomes. In relation with that, this study is important being the first showing the relationship between Turkish culture specific parenting and problem behaviors and the future studies should replicate that.

With regard to internalization of rules, deceiving did not predict any subscales of it. Considering the items, it can de deduced that mothers applied to deceiving strategies for only preventing child's possible misbehavior but not for encouraging child's additional good behavior.

4.1.4 Findings related to the Fourth Hypothesis

It was hypothesized that child's higher levels of reactivity or lower levels of perceptual sensitivity would predict higher levels of conduct problems and callous-unemotional traits; and lower levels of internalized conduct.

For the fourth hypothesis of the study, perceptual sensitivity was negatively associated with aggression, uncaring, callousness and unemotional behavior while reactivity was positively associated with aggression, rule breaking, callousness, unemotional behavior; that supports the hypothesis of the study. In terms of perceptual sensitivity, the findings are also in line with the literature since perceptual sensitivity was found to be negatively associated with conduct problems in the low SES compared to foster care which was at least from the

middle SES (Memisoglu, 2015). Considering reactivity, the findings of this study provide similar results with previous studies which demonstrated the direct relation between reactivity and problem behaviors (Eisenberg et al., 2001; Frick et al., 2003). Therefore, it can be concluded that perceptual sensitivity and reactivity have important factors for child's behavioral development. Also, this study contributed to the literature firstly by showing the negative effect of perceptual sensitivity, which is recently studied variable, on children's problem behaviors among disadvantaged environments in Turkish culture.

With regard to internalized conduct, perceptual sensitivity was positively related to all subscales of internalization of rules which are internally well behaving, externally controlled and internalized self-control and that supports the hypothesis of the study. Considering perceptual sensitivity, it is not examined with conscience development to our best knowledge although fearful temperament, inhibitory control, impulsivity and reactivity were found to be associated with internalization of rules (Kochanska et al.,1994; Kochanska et al., 1996; Kochanska et al., 2002; Thompson, 2007). Both inhibitory control and perceptual sensitivity are involved in effortful control dimension of temperament; and high levels of inhibitory control (Kochanska et al., 1996) and perceptual sensitivity (in the current study) were related to high internalization of rules. Therefore, it can be concluded that this finding is very important because it is the first study showing the effect of perceptual sensitivity on child's conscience development and also supported the negative relationship between problem behaviors and internalization of rules.

On the other hand, reactivity was only negatively associated with externally controlled children; and the relationship pattern also supports the hypothesis. That means, children with low reactivity scores showed more externally controlled behavior. Concerning reactivity, previous studies showed that girls with high reactivity were more likely to feel guilt due to sensitivity to criticism (Kochanska et al.,1994; Thompson, 2007). However, the current study demonstrated negative association between reactivity and internalization of rules only for externally controlled behaviors regardless of sex. Children with high

reactivity scores may seem good at internalization of rules since they stop the misbehaviors when externally controlled; however, they may be more likely to show intense reactions for the control from the environment. In relation with this finding, this study provides an understanding for behaviors among children with high reactivity and the future studies should be conducted in order to clarify the relationship between reactivity and other domains of conscience development.

4.1.5 Findings related to the Fifth Hypothesis

As fifth hypothesis, the interactions between temperament characteristics and parenting dimensions are hypothesized to be associated with child's outcomes. Specifically, it was expected that children with higher scores on the reactivity or perceptual sensitivity, and higher scores on negative parenting characteristics of emotionally manipulating, impatient/easily frustrated parenting, guilt induction, and comparison would have higher scores on conduct problems and callous-unemotional traits and lower scores of internalized conduct than other children.

For the fifth hypothesis of the study, there are many significant interactions in the current study. Firstly, the interaction between perceptual sensitivity and guilt induction was significant in the prediction of aggression and uncaring behavior. Among children with high perceptual sensitivity scores, their aggression and uncaring behaviors increased if their mothers' guilt induction scores were high; and that supported out hypothesis. In the literature, it was demonstrated that perceptual sensitivity was positively associated with behavioral problems only if children deprived of positive parenting (Scott & O'Connor, 2012). Also, it was found that maternal psychological control was positively associated with CP (Kindap et al., 2008). Since guilt induction was involved in maternal psychological control, it can be concluded that the findings are also in harmony with the literature. The current study is the first showing that the maternal guilt induction had positive effect on child's aggressive and uncaring behaviors if it interacted with perceptual sensitivity among school aged children in the low SES. The intervention studies aiming to tap problem behaviors in the

low SES should emphasize the decrease of maternal guilt induction if the children are perceptually sensitive.

Secondly, it was found that for children with low perceptual sensitivity scores, when mother's comparison was high, they were more likely to show rule breaking and callousness and less likely to show externally controlled behaviors; and that is unexpected according to the hypotheses. Maternal comparison is considered as Turkish culture specific parenting and involves negative criticism (Sumer et al., 2009). Negative criticism tends to evoke shameful feelings (Fung & Lau, 2009) and previous studies displayed that shame was related to aggression (Aslund, Starrin, Leppert, & Nilsson, 2009) and violence which is one form of rule breaking (Websdale, 2010). Therefore, high maternal comparison was expected to positively predict problem behaviors and negatively predict to internalization of rules but the results did not provide significant main effects. Although the maternal comparison did not show significant positive effect on problem behaviors and negative effect on internalized conduct, its interaction with perceptual sensitivity showed significant results. On the other hand, it was demonstrated that perceptual sensitivity was positively associated with behavioral problems only if children deprived of positive parenting (Scott & O'Connor, 2012). Therefore, it can be deduced that maternal comparison showed different pattern from other negative parenting characteristics and the one reason of it may be its cultural characteristics. Therefore, these findings are very important for showing the relationship between maternal comparison, which is one of the culture specific parenting, and child behavioral outcomes for the first time.

Thirdly, with regard to the moderator effect of reactivity, the interaction between warmth and reactivity was significant while predicting uncaring and internally well behaving. For children with high reactivity scores, when mother's warmth was also high, they were less likely to show uncaring behaviors and more likely to show internally well behaving. Although, the literature already showed warmth's negative association with CU traits (Pasalich et al., 2011), these findings were unexpected because the interaction hypothesis only included high levels of temperamental characteristics and high levels of negative parenting. Taking into

account the fact that reactivity made children more susceptible to environmental changes (Blair, 2002), these results suggests that children with high reactivity scores were easily affected not only negative factors but also positive factors. Moreover, considering the figures of these two interactions, it can be easily seen that children with low reactivity scores were not affected by maternal warmth in terms of the outcomes; however maternal warmth showed a significant effect among children with high reactivity scores; and that supports differential susceptibility theory (Belsky & Pluess, 2009). Therefore, the study firstly showed the importance of maternal warmth on uncaring and internally well behaving only among children with high reactivity scores. According to these results, it can be concluded that warmth would be protective factor for children with high reactivity scores in terms of uncaring and internally well behaving and the interventions aiming to tap decrease problem behaviors, should take into account these interactions.

Lastly, the interactions between emotionally manipulating and reactivity were significant in the prediction of aggression, rule breaking and callousness. For children with high reactivity scores, when mother's emotionally manipulating parenting was high, they were more likely to show aggression, rule breaking and callousness; that supported the hypothesis. In relation with previous interaction, reactivity results in child's vulnerability to environmental changes (Blair, 2002); and emotionally manipulating parenting involved in psychologically control parenting negatively affects the child's behaviors (Kindap et al., 2008). With regard to outcomes in these interactions, the results are in line with the literature. The current study is important showing the negative effects of maternal emotionally manipulating on many behavioral outcomes. Considering the figures, the emotionally manipulating was risk factor for children's conduct problems including both aggression and rule breaking, and the study contributes the literature with these findings.

Looking at the interactions in the prediction of CP and CU, perceptual sensitivity showed moderator effect on the relationship between maternal guilt induction or comparison; while reactivity showed moderator effect on the

relationship between maternal warmth or emotionally manipulating parenting on the outcome variables.

On the other hand, mattering and impatient/easily frustrated parenting did not show any significant main or interaction effect in the prediction of outcome variables. With regard to mattering, mean of mattering is very high (3.76 out of 4.00) meaning that almost all children reported high mattering of mothers and that may affect the results. The low reliability value of mattering which is .68 may be the another reason for insignificant findings. In terms of impatient/easily frustrated parenting, the items of this factor represent more mother's temperamental characteristics rather than their actual parenting behavior, and that may affect the results. Also, deceiving showed only significant main effect while predicting rule breaking. It can be said that maternal deceiving is not affected by child's perceptual sensitivity and reactivity, and the reason may be that maternal deceiving strongly involves cultural norms and culturally supported parenting behaviors.

Looking from outcomes, unemotional behavior was not predicted by any parenting and the interactions of parenting and temperamental characteristics. The reason might be the low reliability of this subscale which is .64. The second reason may be that this subscale only includes four items and that may negatively affect its measurement accuracy.

4.2. Strengths and Limitations of the Study

The current study has many strengths and limitations. With regard to strengths, the current study is the first to examine the relationship between Turkish culture specific parenting and children's conduct problems and internalization of rules with substantial sample size. Previous researches focused on parenting and child's behavior problems (Pasalich et al., 2011) as well as the interaction between parenting and temperament (Lahey et al., 2008). However, the current study is important for being a first study investigating the relationship between child's temperamental characteristics, parenting including culture specific; and CP, CU and internalization of rules among children from low SES in the Turkish culture. By examining the moderator effect of temperament, the study

also examined differential susceptibility theory and that is the second strength of the study.

Concerning limitations, the sample was reached via snowball sampling, so mothers participated the study might already have some characteristics which might affect the results. The second limitation was that the sample consisted of mother child pairs from low socioeconomic background in Gültepe strict of İzmir; and that limits the generalizability of results. The third limitation was that, the factor structure of My Child Questionnaire was very different from the original form, and that might affect the results related with internalization of rules. The last limitation was that maternal deceiving negatively predicted rule breaking behaviors although their correlation is zero. Other negative parenting variables including emotionally manipulating, guilt induction, comparison and impatient/easily frustrated parenting are all suppressor variables for maternal deceiving. Therefore, these results should be replicated in the future studies.

4.3. Implications and Contributions of the Study

The results of the study provide essential implications especially for intervention studies. For instance, in order to increase internally well behaving on children with high reactivity, the focus should be on the improvement of maternal warmth. Also, maternal comparison had negative effects only among children with low perceptual sensitivity; and guilt induction had negative effects only among children with high perceptual sensitivity scores. Moreover, maternal warmth had positive effect and emotionally manipulating had negative effects only among children with high reactivity scores. Therefore, the findings of the current study implicated that interventions aiming to improve parenting and child's problematic behaviors would be important for child's better development.

To best our knowledge, the current study is the first in terms of examining the relationship between child's temperamental characteristics, parenting including culture specific; and CP, CU and internalization of rules among children from low SES. Also, by examining the moderator effect of temperament, the study provided a broader perspective including differential susceptibility theory. As Turkish culture specific parenting, the significant relationship between

maternal comparison and these outcomes, and the first implementation of deceiving scale suggest an insight for future studies. Lastly, the study contributes the literature by examining internalization of rules in Turkish sample since the studies about this content was very rare.

4.4. Suggestions for Future Research

Concerning the points mentioned above, further studies should concentrate on longitudinal designs so that the changing effect of parenting and temperament can be examined through child's developmental stages. Also, conduct problems, callous-unemotional traits and internalization of rules should be measured by observational techniques so that the possible mother's biases would be eliminated. To overcome that, future studies can also include fathers and teachers as multiple informants. Moreover, the validation studies of deceiving, My Child Questionnaire and the Inventory of Callous-Unemotional Traits Scale should be conducted among middle and high SES. Lastly, the sample should be more representative in order to increase the generalizability of the results. Further studies should be conducted in order to have more detailed and more robust findings considering these limitations.

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APPENDICIES

Appendix A: Factor Analysis of the Scales

1. The Factor Analysis of Inventory of Callous Unemotional Traits

Firstly, Inventory of Callous-Unemotional Traits (ICU; Frick, 2004) was translated than back translation was made and compared to original form of the scale.

1.1. Factor and Reliability Analyses of ICU

1.1.1 Factor Analyses of ICU

The factorability of the items was examined with Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Barlett's test of sphericity. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found .87, it was acceptable value since values of .60 and above were suggested for good factor analysis (Tabachnick & Fidell, 2007). Barlett's test of sphericity was significant (χ^2 (276) = 2871.21 , p < .001). Sample size was also acceptable since there should be at least 300 participants for good factor analysis (Tabachnick & Fidell, 2007).

Exploratory factor analysis with varimax rotation was performed for 24 items of ICU and principal components extraction was used for data reduction. The loadings of factor analysis were suppressed to .30 for interpretation utility. After performing factor analysis, expected structure was not extracted based on the subscale (e.g. uncaring); therefore, analysis was forced to three factors accounted for 45.38% of the variance. As presented in Table 1, the results of principle component analysis with varimax rotation showed that 10 items were loaded under factor 1. This first factor was named as *callousness* in relation with its original form. It explained 28.57 % of the total variance with eigenvalue of

6.29. Loadings on this factor differed from .66 to .46. Callousness includes 11 items in the original subscale; however, 1 item (item 8) loaded on the second factor in this study.

The second factor involved 8 items and named as *uncaring* in relation with its original form. It explained 9.54 % of the total variance with eigenvalue of 2.1. Loadings on this factor ranged from .65 to .50. The original scale also includes 8 items, however, item 17 was eliminated due to communalities value below then .20 (.19). Also, item 8 was loaded on this factor as explained above.

The third factor included 4 items and named as *unemotional behavior* in relation with its original form. It explained 7.27% of the total variance with eigenvalue of 1.60. Loadings on this factor ranged from .71 to .58. The original scale involves 5 items; however, item 19 was eliminated due to its negative loading and low communalities value (.18) in this study.

In sum, two items were excluded due to their low communalities value. Also one item loaded on a factor different than its original form (See Table 1).

1.1.2 Reliability Analyses of ICU

Reliability analyses were conducted for three subscales of the ICU. Cronbach's alpha coefficients for the callousness, uncaring and unemotional behavior were .83, .78 and .64; respectively. Item total correlations were between .22 and .61 for callousness, between .32 and .56 for uncaring, and between .35 and .50 for unemotional behavior.

Table 1. Inventory of Callous Unemotional Traits - Factor loadings, Communalities, Eigenvalues, and Explained variances

Items	Factor 1	Factor 2	Factor 3	Communalities
12. İnsanlara karşı soğuk, uzak, duygusuz ve umursamazdır.	.66			.49
7. Bir işi zamanında bitirmeyi veya söz verdiği yere saatinde gitmeyi umursamaz.	.66			.50
20. Bir şeyleri iyi yapmak için zaman harcamaz, çaba göstermez.	.66			.49
9. Başının belada olması umrunda değildir.	.64			.47
4. Birilerinin canını yakmak pahasına da olsa istediğini alır.	.64			.43
21. Başkalarının hisleri onun için önemsizdir.	.61			.51
18. Yanlış bir şey yaptığında pişman olmaz.	.60			.50
11. Yaptığı bir şeyin iyi olmasını önemsemez.	.58			.45
2. Doğruyu yanlışı ayırt edemez.	.47			.30
10. Duygularının kendisini kontrol etmesine izin vermez.	.46			.27
5. Yanlış bir şey yaptığında kendini kötü ya da suçlu hisseder.		.65		.47
15. Her zaman her şeyin en iyisini yapmaya çalışır.		.64		.47
16. Üzdüğü insanlardan özür diler.		.63		.48
8. Başkalarının duygularını önemser.		.60		.44
23. Çalışkandır.		.58		.42
24. Başkalarını iyi hissettirmek için bir şeyler yapar.		.58		.36
3. Derslerini ve ödevlerini önemser.		.56		.34
13. Bir hata yaptığında bunu kolaylıkla kabul eder.		.50		.25
6. Başkalarına duygularını göstermez.			.70	.63
1. Duygularını açıkca ifade eder.			.67	.59
22. Duygularını başkalarından saklar.			.65	.51
14. Nasıl ve neler hissettiğini kolaylıkla ifade eder.			.58	.60
Eigenvalues	6.29	2.10	1.60	
Explained variance (%)	28.57	9.54	7.27	

2. The Factor Analysis of My Child Questionnaire

Firstly, My Child Questionnaire (Kochanska et al., 1994) was translated to Turkish then, back translation was made and compared to original form of the scale by the author and the author's supervisor. During comparison, the semantic context and lexical meaning was also taken into account.

2.1. Factor and Reliability Analyses of My Child Questionnaire

2.1.1 Factor Analyses of My Child Questionnaire

The factorability of the items was examined with Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Barlett's test of sphericity. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found .91 which was acceptable for good factor analysis. Barlett's test of sphericity was also significant (χ^2 (861) = 6034.67 , $p < .001$).

Exploratory factor analysis with varimax rotation was performed for 42 items of My Child Questionnaire which only includes reparation, apology, confession and internalized conduct subscales and principal components extraction was used for data reduction. For interpretation utility, the loadings of factor analysis were suppressed as .30. After performing factor analysis, expected structure was not extracted based on the subscale (e.g. confession); therefore, analysis was forced to four factors accounted for 42.67 % of the variance. As presented in Table 2, the results of principle component analysis with varimax rotation showed that 13 items were loaded under factor 1. This first factor was named as *internally well behaving*. It explained 27.26 % of the total variance with eigenvalue of 10.63. Loadings on this factor differed from .68 to .40. The original form includes subscales of confession, apology, reparation and internalized conduct; however, factors including mixed items from these four subscales were observed in this study; therefore, factor names different than original form was chosen. Also, item 20 was excluded from this factor since it had high loadings (over .30) on both the first and the second factor.

The second factor included 12 items and named as *externally controlled.* Although this scale is about the internalization of rules, all items of this factor

involved reversed statements. When looking the correlations between items and its reversed forms, the correlations was found to be very low (e.g. .30); therefore, it was named as externally controlled. This factor explained 6.82 % of variance with eigenvalue of 2.66. Loadings on this factor ranged from .63 to .48. However, item 35 were dropped from this factor because it had high loadings (over .30) on both the first and the second factor.

The third factor included 7 items and named as *housework.* It explained 4.74 % of variance with eigenvalue of 1.85. Loadings from this factor were between .72 and .52. Item 27 were excluded from this factor due to its high loading on both second and third factor. This factor was not used in the main analysis since it is irrelevant as a factor for the internalization of rules.

The last factor involved 5 items and named as *internalized self-control.* It explained 3.85 % of the variance with the eigenvalue of 1.50. Loadings from this factor ranged from .65 to .34. Although item 40 had high loadings (over .30) on both the first and the fourth factor, it was included in the fourth factor since it had higher loading in this factor and was congruent with the fourth factor.

In sum, two items (item 29 and 32) were excluded due to their low communalities value at the beginning of the analysis. Item 36 was also excluded due to negative loading and due to low communality value. Lastly, three items (items 20. 27 and 35) were dropped due to cross loading (See Table 2).

2.1.2 Reliability Analyses of My Child Questionnaire

Reliability analyses were conducted for four subscales of the My Child Questionnaire. Cronbach's alpha coefficients for the internally well behaving, externally controlled, housework and internalized self-control were .85, .85, .82 and .65 respectively. Item total correlations were between .37 and .62 for internally well behaving, between .34 and .62 for externally controlled, between .44 and .66 for housework, and between .31 and .49 for internalized self-control.

Table 2. Inventory of My Child - Factor Loadings, Communalities, Eigenvalues, and Explained variances

Items	Factors				Communalities
	1	2	3	4	
28. Yaptığı yanlışı ya da yaramazlığı affettirmek için bir şeyler yapmaya heveslidir.	.68				.48
21. Yeri geldiğinde arkadaşından ya da kardeşinden kendiliğinden özür diler.	.60				.51
25. Hata ya da kabahatini kendiliğinden kabul eder (kimsenin zorlaması olmadan).	.57				.48
17. Kötü bir şey yaptığında başkalarının ona "Özür dilemelisin." diye hatırlatmasına gerek yoktur.	.55				.38
11. Sebep olduğu bir zararı düzeltmesine imkan verilirse rahatlamış görünür.	.54				.37
33. Yanlış davranışını/kabahatini itiraf ettikten sonra rahatlamış görünür.	.53				.30
26. Bir iş yaparken elinden gelenin en iyisini yapmaya çalışır.	.53				.38
8. Oyun arkadaşını incittiğinde ona oyuncaklarını ya da çok sevdiği şeyleri vererek gönlünü almaya çalışır.	.52				.33
24. Bir işi iyi yaptığında (ev işi, ödev gibi) birisi ona "Aferin, ne güzel yapmışsın!" demese bile kendisi bu işi yaptığı için mutlu olur.	.51				.34
15. Bir şeyi yanlış yaptığında bunu bir daha yapmayacağına dair kendisine söz verir.	.51				.52
2. Bir şeyi yanlış yaptığında kendiliğinden özür diler.	.50				.49
34. Bir zarara sebep olduğunda (örneğin, bir şeyi döktüğünde, düşürüp kırdığında) etrafı temizlemeye/silmeye ya da parçaları birleştirmeye çalışır.	.49				.27
13. Yaramazlık (yapmaması gereken bir şey) yaptığı ortaya çıkmayacak olsa bile bunu itiraf eder.	.40				.34
38. Etrafta bir yetişkin yoksa yaramazlık yapar.		.63			.52
42. Bir şeyi kırıp döktüğünde önemsemez (örneğin;"Ne olacak ki kendi kendine kurur", der).		.62			.46
31. Dokunması/karıştırması istenmeyen şeyleri iyice saklamak gerekir çünkü yalnız kaldığında bunları karıştırır/eller.		.60			.46
39. Sevmediği sıkıcı bir işi birçok kez uyarılmadan bitirmez.		.56			.51
5. Özellikle söylenmezse kendiliğinden özür dilemez.		.55			.46

Table 2 (continued)

Items	Factors				Communalities
6. Yeni alınmış bir oyuncağını kırdığında üzülmüş görünmez.	.53				.40
30. Bir şeyi kırdığında, bu zararı telafi etmek pek de umrunda değildir.	.52				.46
16. Onun hoşuna giden ama yasaklanmış olan şeyleri/oyunları kendi başına kaldığında yapar	.51				.33
18. Anne babası etrafta değilken onların koyduğu kuralları çiğner.	.51				.48
3. Yanlış bir şey yaptığında kanıtlarla yüzleştirilse (delil gösterilse) bile inkar eder.	.50				.34
7. Özür dilemesi için başkalarının ona bunu hatırlatması gereklidir.	.49				.43
37. Bir şeyi kırdığında bunu ebeveynlerine söylemeyebilir.	.48				.25
1. Söylenmese bile oyuncaklarını kendiliğinden toplar.		.72			.64
23. Evdeki dağınıklıkları ona söylenmeden kendiliğinden toplamaz.		.72			.61
14. Eğer etrafı batırmışsa toplamak ve temizlemek için istekli değildir.		.72			.57
4. Sıkıcı bir şey yapması istendiğinde (oyuncaklarını toplamak gibi) bir daha söyletmeden kendiliğinden işi tamamlar.		.71			.58
22. Evde ona verilen işleri yaparken eğer etrafta biri yoksa bu işleri baştan savma yapar.		.59			.46
19. Evde bir iş yapması istendiğinde (örneğin; masayı hazırlamaya yardım) bunu bir daha söyletmez.		.52			.36
41. Misafirler gelene kadar beklemesi/ellememesi söylendiğinde en sevdiği tatlı, pasta, börek ortalıkta bırakılabilir; çünkü söz dinleyip dokunmaz.				.65	.50
9. Süslü püslü paketlenmiş hediyeler ortalıkta olsa bile onları elleyip karıştırmaz.				.65	.46
10. Etrafta bir büyük olmasa bile önceden yasaklanan/yapmaması söylenen şeyleri yapmaz.				.60	.49
43. Bir şey bir kez yasaklandığında onu yalnız kaldığında bile yapmaz.				.40	.33
40. Etrafta bir büyük olmasa bile tam yapmaması gereken bir şey yapacakken kendini durdurabilir.				.34	.25
Eigenvalues	10.63	2.66	1.85	1.50	
Explained variance (%)	27.26	6.82	4.74	3.85	

3. The Factor Analysis of Negative Parenting

Comparison subscale of Parenting Behaviors Scale (PBS, Sümer et al., 2009), love withdrawal and guilt induction subscales of Parental Psychological Control Scale (PPCS; Harma, 2008), and Turkish culture specific parenting scale (developed for this study) were generated as negative parenting scale. Moreover, some additional items were included aiming to tap culture specific nuances among currently used Turkish scales. Therefore, five items including comparisons about housework and shaming (Güneş, 2015; Lieber, Fung, & Le ung, 2006) were added to comparison subscale of Parenting Behaviors Scale (PBS, Sümer et al., 2009). Also, six items were added to Parental Psychological Control Scale (PPCS; Harma, 2008). Some of these items are like "When I make something that upsets her, my mother tells me that "do not call me a mother", I am not your mother if you are doing this!" and like When I make something that upsets her, my mother tells me that "I will not love you anymore if you keep doing this problem behavior."

Furthermore, the parenting behaviors which were observed among Turkish culture but were not involved in currently chosen scales and were also considered as having negative effect on child development were decided to add into study. To do that, people who had different educational levels and were from different SES, were asked to what maternal behaviors may be pertain to Turkish culture. These people were also included in graduate psychology students and psychology professors. Their answers which were based on their observations and experiences were summed and converted to a scale. Twelve items were constituted considering Turkish culture specific parenting behaviors. The scale was considered to involve two subscales which were evading (4 items) and deceiving (8 items). Some of the items are alike "My mother tells me that she will leave me and pick another child when I do something that makes angry her" and like "My mother tells me that I am child so I cannot understand".

For negative parenting, comparison subscale of PBS, love withdrawal and guilt induction subscales of PPCS, and evading and deceiving subscales of Turkish culture specific parenting were included in the factor analysis.

3.1. Factor and Reliability Analyses of Negative Parenting

3.1.1 Factor Analyses of Negative Parenting

The factorability of the items was examined with Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Barlett's test of sphericity. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found .91 which was acceptable for good factor analysis. Barlett's test of sphericity was also significant (χ^2 (1770) = 9057.61 , $p < .001$).

Exploratory factor analysis with varimax rotation was performed for 60 items and principal components extraction was used for data reduction. The loadings of factor analysis were suppressed to .30 for interpretation utility. After performing factor analysis, expected structure was not extracted based on the subscale (e.g. comparison); therefore, analysis was forced to five factors accounted for 41.19 % of the variance. Included subscales were comparison, love withdrawal, guilt induction, in its original forms while culture specific parenting was considered as involving deceiving and evading subscales; however, different factors including items from different subscales were observed in this study. As presented in Table 3, the results of principle component analysis with varimax rotation showed that 12 items were loaded under factor 1. This first factor was named as *emotionally manipulating parenting.* It explained 24.57 % of the total variance with eigenvalue of 12.53. Loadings on this factor differed from .63 to .42.

The second factor involved 8 items and named as *guilt induction.* It explained 5.27 % of the variance with the eigenvalue of 2.69. Loadings from this factor ranged from .74 to .46. Although, three items (psychological control items of 4, 12 and 28) were also loaded on this factor, they were excluded due to loading on three factors in total.

The third factor included 9 items and named as *comparison.* It explained 4.59 % of the variance with the eigenvalue of 2.34. Loadings from this factor ranged from .67 to .47. Although an item (psychological control item of 6) was also loaded on this factor, it was excluded in owing to incongruence with this factor.

The fourth factor consisted of 9 items and named as *impatient/easily frustrated parenting.* It explained 3.63% of the variance with the eigenvalue of 1.85. Loadings from this factor ranged from .61 to .34.

The last factor included 9 items and named as *deceiving.* It explained 3.12 % of the variance with the eigenvalue of 1.59. Loadings from this factor ranged from .64 to .48.

In sum, 13 items of 60 were excluded from some reasons. Firstly, an item (psychological control 36) was excluded due to not loading any factor and an item (psychological control 15) was eliminated due to communalities value below then .20 (.17). Secondly, 10 items (psychological control 4, 5, 9, 12, 13, 28, 38 and cultural parenting 1, 4, 5) were dropped from analysis due to cross loading. Lastly, an item (psychological control 6) was eliminated in owing to incompatibility with the factor loaded (See Table 3).

3.1.2 Reliability Analyses of Negative Parenting

Reliability analyses were conducted for five subscales of Negative Parenting. Cronbach's alpha coefficients for emotionally manipulating parenting, guilt induction, comparison, impatient/easily frustrated parenting and deceiving were .85, .82, .78, .79 and .81; respectively. Item total correlations were between .46 and .60 for emotionally manipulating parenting, between .36 and .56 for comparison, between .37 and .55 for impatient/easily frustrated parenting, and between .40 and .55 for deceiving.

Table 3. Inventory of Negative Parenting - Factor loadings, Communalities, Eigenvalues, and Explained variances

Items	Factors					Communalities
	1	2	3	4	5	
P19. Annen, onu üzecek bir şey yaptığında sana "artık seni sevmeyeceğim" der mi?	.63					.48
P17. Annen seninleyken kolaylıkla sabrı taşar mı?	.59					.44
P24. Anneni üzecek bir şey yaptığında "Bana anne deme/Böyle yaparsan senin annen olmam" der mi?	.52					.46
P8. Anneni üzecek bir şey yaptığında "Sen beni sevmiyorsun, sevseydin beni üzmezdin" der mi?	.52					.51
P31. Annen, "benim ne hissettiğime önem verseydin beni üzecek bu şeyleri yapmazdın"vb. der mi?	.52					.50
P26. Annen, senin onun çocukluğunda olduğu kadar iyi olmadığını söyleyip durur mu?	.49					.35
P21. Anneni üzdüğünde onu memnun edene kadar seninle konuşmaz mı?	.48					.38
P29. Anneni üzen bir şey yaptığında "Değerimi ben ölünce anlarsın." der mi?	.48					.47
Co7.Annen arkadaşlarının, kardeşlerinin, akraba çocuklarının ev işlerine senden daha çok yardım ettiğini söyler mi?	.45					.41
P16. Annen seninle birlikteyken huysuzlaşır ruh hali değişir mi?	.44					.32
P7. Annen seni eleştirirken geçmişte yaptığın hataları hatırlatıp durur mu?	.43					.39
P22. Annenle aynı fikirde olmadığında sana karşı soğuk ve daha az samimi davranır mı?	.42					.31
P33. Annen, sen yanlış davrandığında hayal kırıklığını gösterir mi?		.74				.58
P25. Anneni hayal kırıklığına uğrattığında bunu sana hissettirir mi?		.68				.52
P37. Sen yanlış davrandığın zaman annen hayal kırıklığına ugradığını söyler mi?		.66				.48
P27. Annen sana kızdığı zaman bunu sana hissettirir mi?		.59				.47

Table 3 (continued)

Items	Factors		Communalities
P35. Beklentilerini yerine getirmediğinde annen kendisini utandırdığını söyler mi?	.52		.47
P34. Annen, kötü davranışlarından ve yaramazlıklarından utanman gerektiğini söyler durur mu?	.48		.42
P32. Annen, yaptığı her şeyi senin için yaptığını hatırlatıp durur mu?	.46		.40
P30. Annen, senin için ne kadar çok çalışıp yorulduğunu söyler durur mu?	.46		.39
Co2. Annen derslerin konusunda seni arkadaşlarınla karşılaştırır mı?	.67		.49
Co8. Annen seni arkadaşlarınla karşılaştırır mı?	.67		.51
Co5. Annen derslerin konusunda seni kardeşin, ablan/ağabeyin ya da akraba çocuklarıyla karşılaştırır mı?	.62		.43
Co1. Annen başka çocukları sana örnek gösterir mi?	.60		.43
Co6. Annen arkadaşlarının, kardeşlerinin ya da akraba çocuklarının senden daha temiz ve düzenli olduğunu söyler mi?	.54		.34
Co9. Annen, yanlış bir şey yaptığında seni diğer çocuklarla karşılaştırarak utanman gerektiğini söyler mi?	.49		.40
Co3. Annen, diğer annelerin çocukları konusunda ne kadar şanslı olduğunu söyler mi?	.48		.29
Co10. Annen, sana sunulan fırsatlara birçok çocuğun sahip olmadığını, senin ise kıymet bilmediğini söyler mi?	.48		.38
Co4. Annen arkadaşlarının notlarını sana sorar mı?	.47		.22
P2. Annen, sen konusurken sözünü keser mi?		.61	.44
P10. Annen ailedeki diğer kişilerin sorunları için seni suçlar mı?		.61	.45
P20. Annenin dikkatini çekmeye çalışırken annen seni görmezden gelir mi?		.60	.49
P1. Annen, sen bir sey söylerken konuyu degistirir mi?		.58	.38
P23. Annenin sen konuşurken sana pek dikkatini vermediğini düşünür müsün?		.52	.46
P11. Annen, sana karşı sabırsız davranır mı?		.50	.31

Table 3 (continued)

P18. Anneni hayal kırıklığına ğrattığında, seni görmezden gelmeye çalışır mı?				.47		.32
P14. Annen, babandan bir şey isteyeceğini öğrendiğinde "Boşver baban kızar, en iyisi sen hiç ona hiçbir şey söyleme de sorun çıkmasın." vb. der mi?				.41		.35
P3. Annen, sen konuşurken bitirmeni beklemeden cümleni tamamlar mı?				.34		.23
C11. Sen akşam sokağa çıkmak istediğinde (dondurma yemek, oyun oynamak için) annen hiç "Karanlıkta öcüler yer seni" diyerek seni korkuttu mu?					.64	.47
C2. Annenin hoşuna gitmeyen bir şey yaptığında, annen sana hiç "Seni iğneciye götüreceğim." dedi mi?					.63	.49
C10. Sen yemek yemek istemediğinde annen sana hiç "Ama yemek yemezsen rüyana girerler" dedi mi?					.58	.45
C9. Anneni kızdıracak bir şey yaptığında sana hiç "Seni bırakır başka çocuk alırım" dedi mi?					.57	.51
C6. Onun hoşuna gitmeyen bir şey yaptığında annen sana hiç "Seni polise vereceğim." dedi mi?					.55	.55
C12. Sen yemek yemek istemediğinde annen sana hiç "Ama yemek yemezsen büyüyemez ve hep çocuk kalırsın." dedi mi?					.54	.42
C7. Sen yemeğini bitirmediğinde annenin hiç "Ama arkandan ağlar!"deyip sana yedirmeye çalıştığı oldu mu?					.52	.44
C3. Sorduğun sorulara annenin "Senin yaşın küçük,sen anlamazsın." gibi cevaplar verdiği oldu mu?					.49	.43
C8. Sen kötü bir şekilde konuştuğunda/küfrettiğinde annenin sana hiç "Senin ağzına biber sürerim!" dediği oldu mu?					.48	.36
Eigenvalues	12.53	2.69	2.34	1.85	1.59	
Explained variance (%)	24.57	5.27	4.59	3.63	3.12	

Note: Abbreviations: P; Parental Psychological Control Scale, Co; Comparison, C; Culture Specific Parenting (deceiving).

Appendix B: Consent Form

Sayın Veliler, bu çalışma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü öğretim üyesi Prof. Dr. Sibel Kazak-Berument'in danışmanlığında Gizem Koç tarafından yürütülen bir çalışmadır. Çalışmanın amacı annelerin ebeveynlik özelliklerinin çocukların davranışsal problemlerine etkisini incelemektir. Ayrıca çocukların mizaç özelliklerinin bu ilişkiyi nasıl etkilediği de incelenecektir. Çalışmaya katılmak isterseniz, lütfen kapalı zarf içinde gönderdiğimiz anketleri tek oturumda doldurun. Anketleri tamamlamanız yaklaşık 20 dakika sürecektir. İzin verdiğiniz takdirde, çocuğunuza da okulda ebeveynlik soruları sorulacaktır.

Sizden kimlik bilgilerinize dair hiç bir bilgi istenmemektedir. İsminiz sadece izin alındığını belgelemek ve sizin cevaplarınızla çocuğunuzun cevaplarını eşleştirmek için kullanılacaktır. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel araştırmalarda kullanılacaktır.

Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Çalışma, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü siz ya da çocuğunuz çalışmayı yarım bırakabilirsiniz. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için aşağıdaki iletişim bilgilerinden bize ulaşabilirsiniz.

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Bu araştırmaya tamamen gönüllü olarak katılıyorum ve **çocuğum** .....'nın da katılımcı olmasına izin veriyorum. Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Annenin/Babanın Adı-Soyadı: İmza:

Appendix C: Maternal Warmth Scale

Sevgili Arkadaşım,

Çalışmanın bu kısmında annenin sana olan davranışları hakkında sorular ve cümleler bulunmakta. 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.

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

Appendix D: 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, diğer annelerin çocukları konusunda ne kadar şanslı olduğunu söyler mi? 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
8.Annen seni arkadaşlarınla karşılaştırır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
9. Annen, yanlış bir şey yaptığında seni diğer çocuklarla karşılaştırarak utanman gerektiğini söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
10.Annen, sana sunulan fırsatlara birçok çocuğun sahip olmadığını, senin ise kıymet bilmediğini söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix E: Maternal Psychological Control Scale

Aşağıda annenle ilgili bazı cümleler var. Her bir cümle için **sadece bir tane kutucuğu** işaretleyeceksin. (Eğer hem annen hem de üvey annen varsa, birlikte yaşadığın hangisiyse ona göre cevap ver; eger annen hayatta değilse annen yerine koydugun kişiyi düşünerek soruları cevaplandır.)

1. Annen, sen bir sey söylerken konuyu degistirir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
2. Annen, sen konusurken sözünü keser mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
3. Annen, sen konusurken bitirmeni beklemeden cümleni tamamlar mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
4. Annen bazı konulardaki hislerini ve düsüncelerini değiştirmeye çalışır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
5. Annen ne hissettiğini ya da düşündüğünü biliyormuş gibi davranır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
6. Annen, çoğu konuda ne düşüneceğini, nasıl hissetmen gerektiğini söylemekten hoşlanır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
7. Annen seni eleştirirken geçmişte yaptığın hataları hatırlatıp durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
8. Anneni üzecek bir şey yaptığında "Sen beni sevmiyorsun, sevseydin beni üzmezdin" der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
9. Annen yaptğın bazı davranışların "aptalca, ahmakça" olduğunu söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
10. Annen ailedeki diğer kişilerin sorunları için seni suçlar mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
11. Annen, sana karşı sabırsız davranır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix E: Maternal Psychological Control Scale (continued)

12. Sen etraftayken, annen birden parlar, duygusal davranışlar gösterir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
13. Annen sana karşı bazen sıcak davranırken bazen de sikayet edip durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
14. Annen, babandan bir şey isteyeceğini öğrendiğinde "Boşver baban kızar, en iyisi sen hiç ona hiçbir şey söyleme de sorun çıkmasın." vb. der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
15. Annen sorular sorup, onu rahatsız etmenden hoslanmaz mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
16. Annen seninle birlikteyken huysuzlaşır, ruh hali değişir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
17. Annen seninleyken kolaylıkla sabrı taşar mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
18. Anneni hayal kırıklığına ğrattığında, seni görmezden gelmeye çalışır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
19. Annen, onu üzecek bir şey yaptığında sana "artık seni sevmeyeceğim" der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
20. Annenin dikkatini çekmeye çalışırken annen seni görmezden gelir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
21. Anneni üzdüğünde onu memnun edene kadar seninle konuşmaz mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
22. Annenle aynı fikirde olmadığında sana karşı soğuk ve daha az samimi davranır mı? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
23. Annenin sen konuşurken sana pek dikkatini vermediğini düşünür müsün? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
24. Anneni üzecek bir şey yaptığnda "Bana anne deme/Böyle yaparsan senin annen olmam" der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
25. Anneni hayal kırıklığına uğrattığında bunu sana hissettirir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
26. Annen, senin onun çocukluğunda olduğu kadar iyi olmadığını söyleyip durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix E: Maternal Psychological Control Scale (continued)

27. Annen onun hoşuna gitmeyen bir şey yaptığında, akşam baban gelince bunu babana anlatacağım, der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
28. Anneni üzen bir şey yaptığında "Değerimi ben ölünce anlarsın." der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
29. Annen, senin için ne kadar çok çalışıp yorulduğunu söyler durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
30. Annen, "benim ne hissettiğime önem verseydin beni üzecek bu şeyleri yapmazdın"vb. der mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
31. Annen, yaptığı her şeyi senin için yaptığını hatırlatıp durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
32. Annen, sen yanlış davrandığında hayal kırıklığını gösterir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
33. Annen, kötü davranışlarından ve yaramazlıklarından utanman gerektiğini söyler durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
34. Beklentilerini yerine getirmediğinde annen kendisini utandırdığını söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
35. Annen yanlış davrandığın her zaman cezalandırılacağını söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
36. Sen yanlış davrandığın zaman annen hayal kırıklığına ugradığını söyler mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
37. Annen, senin diğer çocuklar kadar iyi olmadığını söyler durur mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix F: The Turkish Culture Specific Parenting Scale

1. Annen, senin sorularına açıklayıcı cevaplar vermeyip seni geçiştirir mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
2. Annenin hoşuna gitmeyen bir şey yaptığında, annen sana hiç "Seni iğneciye götüreceğim." dedi mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
3. Sorduğun sorulara annenin "Senin yaşın küçük,sen anlamazsın." gibi cevaplar verdiği oldu mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
4. Başkaları konuşurken/tartışırken ne olduğunu sorduğunda, annen sana hiç "Sen karışma." gibi cevaplar verdi mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
5. Sen bir soru sorduğunda annenin sana "Ben bilmem, babana sor." dediği oldu mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
6. Onun hoşuna gitmeyen bir şey yaptığında annen sana hiç "Seni polise vereceğim." dedi mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
7. Sen yemeğini bitirmediğinde annenin hiç "Ama arkandan ağlar!"deyip sana yedirmeye çalıştığı oldu mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
8. Sen kötü bir şekilde konuştuğunda/küfrettiğinde annenin sana hiç "Senin ağzına biber sürerim!" dediği oldu mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
9. Anneni kızdıracak bir şey yaptığında sana hiç "Seni bırakır başka çocuk alırım" dedi mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
10. Sen yemek yemek istemediğinde annen sana hiç "Ama yemek yemezsen rüyana girerler" dedi mi? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
11. Sen akşam sokağa çıkmak istediğinde (dondurma yemek, oyun oynamak için) annen hiç "Karanlıkta öcüler yer seni" diyerek seni korkuttu mu? O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix G: Mattering Scale

1. Annem beni gerçekten önemser. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
2. Annem için gerçekten önemli biriyim. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
3. Annem, benden başka insanlara daha çok önem verir. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
4. Annem için çok önemli değilim, annem beni önemsemez. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
5. Annem için hayatta benden çok daha önemli şeyler var. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
6. Annem beni gerçekten sever. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman
7. Ben annem için dünyadaki en önemli şeylerden biriyim. O Hayır O Evet, bazen O Evet, çoğu zaman O Evet, her zaman

Appendix H: The Demographical Information Form

ANNE için	
Doğum tarihiniz	
Eğitim durumunuz	□ Okuma-yazma bilmiyor □ Okuma yazma biliyor □ İlkokul □ Ortaokul □ Lise □ Üniversite
Mesleğiniz	
Şu an için ne iş yapıyorsunuz?	
İşiniz düzenli bir iş mi?	□ Evet □ Hayır
Ne kadar süredir bu işte çalışıyorsunuz?	
Sigortalı mısınız?	□ Evet □ Hayır
Aylık kazancınız	□ 0-500 TL □ 500-1000 TL □ 1000-1500 TL □ 2000-2500 TL □ 2500 üzeri
Medeni haliniz	□ Evli ve birlikte yaşıyor □ Evli ama eşinden ayrı yaşıyor □ Eşinden ayrılmış □ Eşini kaybetmiş

Appendix H: The Demographical Information Form (continued)

BABA için	
Doğum tarihi	
Eğitim durumu	□ Okuma-yazma bilmiyor □ Okuma yazma biliyor □ İlkokul □ Ortaokul □ Lise □ Üniversite
Mesleği	
Şu an için ne iş yapıyor?	
İşi düzenli bir iş mi?	□ Evet □ Hayır
Ne kadar süredir bu işte çalışıyor?	
Sigortalı mı?	□ Evet □ Hayır
Aylık kazancı	□ 0-500 TL □ 500-1000 TL □ 1000-1500 TL □ 2000-2500 TL □ 2500 üzeri
Bugüne kadar en uzun yaşadığı yer nasıl bir yerdi?	□ Büyük şehir merkezi □ Şehir □ Kasaba □ Köy □ Yurt dışı (yazınız)……
Şu an yaşadığı semt neresidir?	

Appendix H: The Demographical Information Form (continued)

ÇOCUKLAR için				
Toplam kaç çocuğunuz var? ……				
Lütfen en küçük çoğunuzdan başlayarak soruları yanıtlayın.				
	Çocuğun ismi	Cinsiyet (Kız-Erkek)	Yaş	Doğum Tarihi
1. Çocuk				
2. Çocuk				
3. Çocuk				
4. Çocuk				
5. Çocuk				

Appendix H: The Demographical Information Form (continued)

HANE GELİR – GİDER ANKETİ	
Evinizde toplam kaç kişi yaşıyor?	
Siz ve eşiniz (çocuğun anne ve babası) dışında evinizde para kazanmak amacıyla çalışan biri var mı?	□ Evet □ Hayır Evet ise: Kim çalışıyor? …….. Ne iş yapıyor? …….. Aylık kazancı nedir?.....
Herhangi bir kurum/kuruluş ya da vakıftan herhangi bir para, gıda, kıyafet, yakacak yardımı alıyor musunuz?	□ Evet □ Hayır Evet ise açıklayın: …… Bu yardım sizin ihtiyacınızın tamamını karşılıyor mu? □ Evet □ Hayır
Memleketinizden, akrabalarınızdan ya da komşularınızdan herhangi bir para, gıda, kıyafet, yakacak yardımı alıyor musunuz?	□ Evet □ Hayır Evet ise açıklayın:……

Appendix I: The Nehighborhood Ecologies Survey

Bu ankette size mahalleniz ve mahallenizin sakinleri hakkında birkaç soru soracağım. Sizin "mahalle" olarak düşündüğünüz yer 1-2 sokak gibi küçük bir alan da olabilir veya 5- 10 sokaklık bir alan da olabilir, hatta yürüyerek bir başından diğer başına gitmenin uzun zaman alacağı kadar büyük bir yer de olabilir. Lütfen aşağıdaki soruları eksiksiz cevaplayınız.

Ne kadar süredir bu mahallede oturuyorsunuz?	_____ yıldır 99> 1 yıldan az

İnsanların yaşadıkları mahalleler bazı açılardan iyi, bazı açılardan da kötü olabilir. Sizin mahallenizin hangi açılardan iyi, hangi açılardan kötü olduğunu düşündüğünüzü öğrenmek istiyoruz. Aşağıdaki maddelerde bir dizi mahalle özelliğinin, sizin mahalleniz için sizce ne kadar doğru ne kadar yanlış olduğunu işaretler misiniz? Bu cümlelerin her birisi için "Çok doğru", "Doğru", "Yanlış" veya "Tamamen yanlış" şıklarından birini lütfen seçin.

	Tamamen Yanlış	**Yanlış**	**Doğru**	**Çok Doğru**
1. Mahallemizde evler yıkık dökük.	1	2	3	4
2. Mahallemiz güvenli değil.	1	2	3	4
3. Mahallemiz çocukların dışarıda oynaması için güvenli.	1	2	3	4
4. Mahallemizde çocuğumun arkadaş çevresi var.	1	2	3	4
5. Mahallemiz akrabaların/tanıdıkların oturduğu yerlere yakın.	1	2	3	4
6. Mahallemizde herkes aynı köyden/bölgeden.	1	2	3	4
7. Mahallemizde çocukların örnek alabileceği yetişkinler var.	1	2	3	4
8. Mahallemiz temiz, bakımlı.	1	2	3	4
9. Mahallemiz sessiz / sakin.	1	2	3	4
11. Mahallemizde oturan insanlardan memnun değilim.	1	2	3	4
12. Mahallemizde varlıklı insanlar yaşar.	1	2	3	4
13. Mahallemizde yaşayanlar birbirlerinden çok farklı.	1	2	3	4
*14. Mahallemizde oturan insanların çoğu üniversite mezunudur.	1	2	3	4

Appendix I: The Nehighborhood Ecologies Survey (continued)

Bazı mahallelerde kişiler birbirlerine yakındır ve yardımlaşma çok olur. Ama bazı mahallelerde kişiler birbirlerinden uzaktır ve pek yardımlaşma olmaz. Aşağıdaki cümleler mahalledeki kişiler hakkında. Bu cümlelerin sizin mahalleniz için ne kadar doğru olduğunu işaretler misiniz? Bu cümlelerin her birisi için "Çok doğru", "Doğru", "Yanlış" veya "Tamamen yanlış" şıklarından birini lütfen seçin.

	Tamamen Yanlış	**Yanlış**	**Doğru**	**Çok Doğru**
1. Mahalledeki sorunlar için mahalleli bir araya gelir.	1	2	3	4
2. Bir sorunum olduğunda mahalleli yardımcı olur.	1	2	3	4
3. Acil olarak bir miktar paraya ihtiyacım olsa, mahallede yaşayan birilerinden borç isteyebilirim.	1	2	3	4
4. Bir yere gitmem gerekse, mahallede birisinden çocuğuma bakmasını isteyebilirim.	1	2	3	4
5. Çocuğumun bir sorunu olduğunda, mahallede birisiyle paylaşıp dertleşebilirim.	1	2	3	4
6. Hasta olsam, mahalleden birileri bana yardım eder.	1	2	3	4
7. Banka, hastane ya da devlet dairesi gibi yerlere gitmem gerekse mahalleden birisi yardımcı olabilir.	1	2	3	4

Appendix I: The Nehighborhood Ecologies Survey (continued)

Mahallenizde aşağıdaki imkanlardan hangilerinin olup olmadığını işaretleyebilir misiniz? Bu imkanların her birisi için "Yok", "Var ama yetersiz", veya "Var ve yeterli" şıklarından birini lütfen seçin.

	Yok	**Var ve Yetersiz**	**Var ve Yeterli**
1. Oyun parkları	1	2	3
2. Spor alanları	1	2	3
3. Alışveriş merkezi/market	1	2	3
4. Polis merkezi/Karakol	1	2	3
5. Sağlık merkezi/Klinik/Hastane	1	2	3
6. İlköğretim okulu	1	2	3
7. Kreş/yuva	1	2	3
8. Kurslar	1	2	3
9. Halk eğitim merkezi	1	2	3
10. Kültür Merkezi	1	2	3

Son olarak, aşağıda yazan ve mahallenizde size stres yaratabilecek olayların olup olmadığını işaretler misiniz?

	Yok	**Var**
1. Fiziksel kavga	1	2
2. Standartların altında yaşama koşulları (örneğin mahallede süreki patlayan su borusu)	1	2
3. Hijyenik/temiz olmayan yaşam koşulları (örneğin böcek kaplaması/ istilası)	1	2
4. Gürültü	1	2
5. Aşırı kalabalıklık/ evlerin kalabalıklığı	1	2

Burada belirtilmemiş olup mahallenizde olan ve size stres yaratan/huzurunuzu kaçıran başka olaylar var mı? Evet ____ Hayır ____
Cevabınız evetse neler olduğunu buraya yazar mısınız?
.....
.....
.....
.....

Appendix J: Temperament in Middle Childhood Questionnaire

Lütfen aşağıdaki cümleleri dikkatlice okup çoçuğunuz için en uygun olduğunu düşündüğünüz sayıyı daire içine alınız. Soruları çocuğunuzun **son 6 ay** içindeki davranışlarını düşünerek işaretleyiniz. ***Çocuğum;***

	Çok Yanlış	**Yanlış**	**Doğru**	**Çok Doğru**
İnsanların göz renklerini fark eder.	1	2	3	4
Kuşların seslerini fark eder.	1	2	3	4
Parfüm ve yemek kokusu gibi kokuları fark eder.	1	2	3	4
Bir başkasının üzgün yada kızgın olduğunu onun yüzüne baktığında anlayabilir.	1	2	3	4
Kumaş yada diğer yumuşak malzemelere dokunur.	1	2	3	4
Çevresindeki ufak değişiklikleri (bir odadaki ışığın parlaklaşması gibi) fark eder.	1	2	3	4
Başkalarının fark etmediği şeyleri fark eder.	1	2	3	4
Nesnelerin üzerindeki ufak lekeleri, kirleri bile fark eder.	1	2	3	4
Bir şeylerin düz veya pürüzlü olup olmadığını anlamak için onlara dokunmaktan hoşlanır.	1	2	3	4
Anne veya babası yeni bir kıyafet giydiğinde farkeder.	1	2	3	4
Heyecanlı bir aktiviteden sonra sakinleşmekte zorlanır.	1	2	3	4
Üzüldüğünde sakinleştirilmesi çok zordur.	1	2	3	4
Kolayca neşelenir.	1	2	3	4
Ağlamaları genellikle birkaç dakikadan daha uzun sürer.	1	2	3	4
Birisi onun duygularını incittiğinde, saatlerce üzgün kalır.	1	2	3	4
Bir şeye kızdığında, genellikle kızgınlığı beş dakika ya da daha uzun sürer.	1	2	3	4
Bir şeye kızdığında, beş dakika ya da daha uzun süre kızgın kalmaya yatkındır.	1	2	3	4
Korktuktan sonra uzun süre tedirginliği devam eder.	1	2	3	4

Appendix K: The Child Behavior Checklist (CBCL)

Aşağıda çocukları tanımlayan maddelerin bir listesi bulunmaktadır. Her bir madde çocuğun, **şu andaki ya da son 6 ay** içindeki durumunu belirtmektedir. Bir madde çocuk için **çok ya da sıklıkla doğru ise 2, bazen ya da biraz doğru ise 1, hiç doğru değilse 0** sayılarını yuvarlak içine alınız.

	Doğru Değil	**Biraz Doğru**	**Çok Doğru**
1. Çok tartışan bir çocuktur.	0	1	2
2. Başkalarına kötü davranır, kabadayılık eder.	0	1	2
3. Hep dikkat çekmeye çalışır.	0	1	2
4. Eşyalarına zarar verir.	0	1	2
5. Ailesine ya da başkalarına ait eşyalara zarar verir.	0	1	2
6. Evde söz dinlemez.	0	1	2
7. Okulda söz dinlemez.	0	1	2
8. Çok kavga çıkarır, kavgaya karışır.	0	1	2
9. İnsanlara vurur, fiziksel saldırıda bulunur.	0	1	2
10. Çok bağırır.	0	1	2
11. İnatçı ve huysuzdur.	0	1	2
12. Ruhsal durumu ya da duyguları çabuk değişir.	0	1	2
13. Çok sık küser.	0	1	2
14. Şüphecidir, kuşku duyar.	0	1	2
15. Başkalarına rahat vermez, onlara sataşır, onlarla çok dalga geçer.	0	1	2
16. Öfke nöbetleri vardır, çabuk öfkelenir.	0	1	2
17. İnsanları tehdit eder.	0	1	2
18. Çok gürültücüdür.	0	1	2
19. Hatalı davranışından dolayı suçluluk duymaz, oralı olmaz, aldırmaz.	0	1	2
20. Ev, okul ya da diğer yerlerde kurallara uymaz, karşı gelir.	0	1	2
21. Başı belada olan kişilerle dolaşır.	0	1	2
22. Yalan söyler, hile yapar.	0	1	2
23. Kendinden büyük çocuklarla vakit geçirmeyi tercih eder.	0	1	2
24. Evden kaçar.	0	1	2
25. Yangın çıkartır.	0	1	2

Appendix K: The Child Behavior Checklist (continued)

	Doğru Değil	**Biraz Doğru**	**Çok Doğru**
26. Evden bir şeyler çalar.	0	1	2
27. Ev dışındaki başka yerlerden bir şeyler çalar.	0	1	2
28. Küfürlü konuşur.	0	1	2
29. Okuldan kaçar, dersini asar.	0	1	2
30. Sağlık sorunu olmadığı halde madde kullanır. (Lütfen hangi madde olduğunu yazınız, içki ve sigarayı katmayınız) :----------	0	1	2
31. Çevresindeki kişi ve eşyalara kasıtlı olarak zarar verir, zorbalık eder.	0	1	2

Appendix L: Inventory of Callous-Unemotional Traits

Sevgili Anneler,

Lütfen aşağıdaki her bir cümleyi dikkatlice okuyunuz ve çocuğunuzu en iyi tanımlayan seçeneği işaretleyiniz. Hiçbir maddenin boş kalmadığından emin olunuz. Anlamadığınız yer olursa araştırmacıyı telefonla arayarak sorabilirsiniz.

	Tamamen Yanlış	**Yanlış**	**Doğru**	**Çok Doğru**
1.Duygularını açıkca ifade eder.	**1**	**2**	**3**	**4**
2. Doğruyu yanlışı ayırt edemez.	**1**	**2**	**3**	**4**
3. Derslerini ve ödevlerini önemser.	**1**	**2**	**3**	**4**
4. Birilerinin canını yakmak pahasına da olsa istediğini alır.	**1**	**2**	**3**	**4**
5.Yanlış bir şey yaptığında kendini kötü ya da suçlu hisseder.	**1**	**2**	**3**	**4**
6. Başkalarına duygularını göstermez.	**1**	**2**	**3**	**4**
7. Bir işi zamanında bitirmeyi veya söz verdiği yere saatinde gitmeyi umursamaz.	**1**	**2**	**3**	**4**
8. Başkalarının duygularını önemser.	**1**	**2**	**3**	**4**
9.Başının belada olması umrunda değildir.	**1**	**2**	**3**	**4**
10. Duygularının kendisini kontrol etmesine izin vermez.	**1**	**2**	**3**	**4**
11. Yaptığı bir şeyin iyi olmasını önemsemez.	**1**	**2**	**3**	**4**
12.İnsanlara karşı soğuk, uzak, duygusuz ve umursamazdır.	**1**	**2**	**3**	**4**
13. Bir hata yaptığında bunu kolaylıkla kabul eder.	**1**	**2**	**3**	**4**
14. Nasıl ve neler hissettiğini kolaylıkla ifade eder.	**1**	**2**	**3**	**4**
15. Her zaman her şeyin en iyisini yapmaya çalışır.	**1**	**2**	**3**	**4**
16.Üzdüğü insanlardan özür diler.	**1**	**2**	**3**	**4**
17.Başkalarının duygularını incitmemeye çalışır.	**1**	**2**	**3**	**4**
18. Yanlış bir şey yaptığında pişman olmaz.	**1**	**2**	**3**	**4**

Appendix L: Inventory of Callous-Unemotional Traits (continued)

	Tamamen Yanlış	Yanlış	Doğru	Çok Doğru
19. Çok duygusaldır, duygularını şiddetli/abartılı bir şekilde ifade eder.	**1**	**2**	**3**	**4**
20. Bir şeyleri iyi yaomak için zaman harcamaz, çaba göstermez.	**1**	**2**	**3**	**4**
21. Başkalarının hisleri onun için önemsizdir.	**1**	**2**	**3**	**4**
22.Duygularını başkalarından saklar.	**1**	**2**	**3**	**4**
23. Çalışkandır.	**1**	**2**	**3**	**4**
24. Başkalarını iyi hissettirmek için bir şeyler yapar.	**1**	**2**	**3**	**4**

Appendix M: My Child Questionnaire

Sevgili Anneler, lütfen aşağıdaki her bir cümleyi dikkatlice okuyunuz ve çocuğunuzu en iyi tanımlayan seçeneği işaretleyiniz. Hiçbir maddenin boş kalmadığından emin olunuz. Anlamadığınız yer olursa araştırmacıyı telefonla ararak sorabilirsiniz.

	Çok Yanlış	**Yanlış**	**Doğru**	**Çok Doğru**
1. Söylenmese bile oyuncaklarını kendiliğinden toplar.	1	2	3	4
2. Bir şeyi yanlış yaptığında kendiliğinden özür diler.	1	2	3	4
3. Yanlış bir şey yaptığında kanıtlarla yüzleştirilse (delil gösterilse) bile inkar eder.	1	2	3	4
4.Sıkıcı bir şey yapması istendiğinde (oyuncaklarını toplamak gibi) bir daha söyletmeden kendiliğinden işi tamamlar.	1	2	3	4
5. Özellikle söylenmezse kendiliğinden özür dilemez.	1	2	3	4
6. Yeni alınmış bir oyuncağını kırdığında üzülmüş görünmez.	1	2	3	4
7. Özür dilemesi için başkalarının ona bunu hatırlatması gereklidir.	1	2	3	4
8. Oyun arkadaşını incittiğinde ona oyuncaklarını ya da çok sevdiği şeyleri vererek gönlünü almaya çalışır.	1	2	3	4
9. Süslü püslü paketlenmiş hediyeler ortalıkta olsa bile onları elleyip karıştırmaz.	1	2	3	4
10. Etrafta bir büyük olmasa bile önceden yasaklanan/yapmaması söylenen şeyleri yapmaz.	1	2	3	4
11. Sebep olduğu bir zararı düzeltmesine imkan verilirse rahatlamış görünür.	1	2	3	4
12. Bir şey bir kez yasaklandığında onu yalnız kaldığında bile yapmaz	1	2	3	4
13. Yaramazlık (yapmaması gereken bir şey) yaptığı ortaya çıkmayacak olsa bile bunu itiraf eder.	1	2	3	4

Appendix M: My Child Questionnaire (continued)

	Çok Yanlış	Yanlış	Doğru	Çok Doğru
14. Eğer etrafı batırmışsa toplamak ve temizlemek için istekli değildir.	1	2	3	4
15. Bir şeyi yanlış yaptığında bunu bir daha yapmayacağına dair kendisine söz verir.	1	2	3	4
16. Onun hoşuna giden ama yasaklanmış olan şeyleri/oyunları kendi başına kaldığında yapar.	1	2	3	4
17. Kötü bir şey yaptığında başkalarının ona "Özür dilemelisin." diye hatırlatmasına gerek yoktur.	1	2	3	4
18. Anne babası etrafta değilken onların koyduğu kuralları çiğner.	1	2	3	4
19. Evde bir iş yapması istendiğinde (örneğin; masayı hazırlamaya yardım) bunu bir daha söyletmez.	1	2	3	4
20. Yasaklana bir şeyi tam yaparken bir büyüğü uyarmasa bile kendiliğinden durabilir.	1	2	3	4
21. Yeri geldiğinde arkadaşından ya da kardeşinden kendiliğinden özür diler.	1	2	3	4
22. Evde ona verilen işleri yaparken eğer etrafta biri yoksa bu işleri baştan savma yapar.	1	2	3	4
23. Evdeki dağınıklıkları ona söylenmeden kendiliğinden toplamaz.	1	2	3	4
24. Bir işi iyi yaptığında (ev işi, ödev gibi) birisi ona "Aferin, ne güzel yapmışsın!" demese bile kendisi bu işi yaptığı için mutlu olur.	1	2	3	4
25. Hata ya da kabahatini kendiliğinden kabul eder (kimsenin zorlaması olmadan).	1	2	3	4
26. Bir iş yaparken elinden gelenin en iyisini yapmaya çalışır.	1	2	3	4
27. Ondan bir şey yapması istendiğinde eğer ona tekrar hatırlatılmazsa bu işi bitirmez.	1	2	3	4

Appendix M: My Child Questionnaire (continued)

	Çok Yanlış	Yanlış	Doğru	Çok Doğru
28. Yaptığı yanlışı ya da yaramazlığı affettirmek için bir şeyler yapmaya heveslidir.	1	2	3	4
29. Neden olduğu ufak kaza ya da zararlara ebeveynlerinin dikkatini çeker (Örneğin; "Çizildi.", "Kırıldı.").	1	2	3	4
30.Bir şeyi kırdığında, bu zararı telafi etmek pek de umrunda değildir.	1	2	3	4
31. Dokunması/karıştırması istenmeyen şeyleri iyice saklamak gerekir çünkü yalnız kaldığında bunları karıştırır/eller.	1	2	3	4
32. Yasaklanan bir şeyi yaparken ortalıkta onu görecek kimse olmasa bile çok tedirgin görünür.	1	2	3	4
33. Yanlış davranışını/kabahatini itiraf ettikten sonra rahatlamış görünür.	1	2	3	4
34. Bir zarara sebep olduğunda (örneğin, bir şeyi döktüğünde, düşürüp kırdığında) etrafı temizlemeye/silmeye ya da parçaları birleştirmeye çalışır.	1	2	3	4
35.Oynarken oyuncağını kırarsa hiçbir şey olmamış gibi başka oyuncaklarla oynamaya başlar.	1	2	3	4
36. Bir şeyi yanlış yaptığını söylerken bunu itiraf etmeye kendini zorunlu hissetmiş gibidir.	1	2	3	4
37. Bir şeyi kırdığında bunu ebeveynlerine söylemeyebilir.	1	2	3	4
38. Etrafta bir yetişkin yoksa yaramazlık yapar.	1	2	3	4
39. Sevmediği sıkıcı bir işi birçok kez uyarılmadan bitirmez.	1	2	3	4
40. Etrafta bir büyük olmasa bile tam yapmaması gereken bir şey yapacakken kendini durdurabilir.	1	2	3	4

Appendix M: My Child Questionnaire (continued)

	Çok Yanlış	Yanlış	Doğru	Çok Doğru
41. Misafirler gelene kadar beklemesi/ ellememesi söylendiğinde en sevdiği tatlı, pasta, börek ortalıkta bırakılabilir; çünkü söz dinleyip dokunmaz.	1	2	3	4
42. Bir şeyi kırıp döktüğünde önemsemez (örneğin; "Ne olacak ki kendi kendine kurur", der).	1	2	3	4

Appendix N: Debriefing Form

Bu çalışma, ODTÜ Psikoloji Bölümü Yüksek Lisans öğrencisi Gizem Koç tarafından Prof. Dr. Sibel Kazak-Berument danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Çalışmanın amacı annelerin ebeveynlik özelliklerinin ve çocukların mizaç özelliklerinin çocukların davranışsal problemlerine etkisini incelemektir.

Bu konuda daha önce yapılmış olan çalışmalar, olumlu ebeveynlik özellerinin (sıcaklık, sevecenlik) çocuklardaki saldırganlık gibi davranışsal problemleri azalttığını göstermektedir. Bu çalışmada ise kültüre özgü olduğu düşünülen ebeveynlik özelliklerinin (karşılaştırma) çocukların davranış problemleri üzerine etkisinin incelenmesi planlanmaktadır. Çalışma kapsamında, ebeveynlik özelliklerinin doğrudan çocuğun davranış problemlerine etkisi ve çocuğun mizacının bu ilişkiye etkisi incelenecektir ve Türkiye'deki gelişimsel psikoloji literatüründeki eksikliği kapatması açısından büyük bir önem taşımaktadır.

Bu çalışma tüm bu ilişkiler konusunda detaylı sonuçlar bulmayı ve bu sonuçları paylaşmayı hedeflemektedir. Çalışmadan alınacak verilerin Eylül 2016 sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sonuçlarını öğrenmek ya da bu araştırma hakkında daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz. Araştırmanın sonuçlarını öğrenmek ya da daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz.

Gizem Koç (Tel: +90 539 846 11 54; E-posta: kocgizem@yahoo.com.tr)

Prof. Dr. Sibel Kazak Berument (Tel: +90 312 210 31 84; e-posta: sibel@metu.edu.tr)

Appendix O: METU Ethical Committee Approval

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
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ueam@metu.edu.tr

Sayı: 28620810/355

04 MART 2016

Gönderilen: Prof.Dr. Sibel KAZAK BERUMENT
Psikoloji Bölümü

Gönderen: Prof. Dr. Canan SÜMER
İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onayı

Sayın Prof.Dr. Sibel KAZAK BERUMENT'in danışmanlığını yaptığı yüksek lisans öğrencisi Gizem KOÇ'un "Kültüre Özgü Ebeveynlik Davranışlarının Dezavantajlı Ortamda Yaşayan Çocukların Dışsallaştırıcı Davranış Problemlerine Etkisi" başlıklı araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay **2016-SOS-006** protokol numarası ile **01.03.2016-01.07.2016** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
Uygulamalı Etik Araştırma Merkezi
İnsan Araştırmaları Komisyonu Başkanı

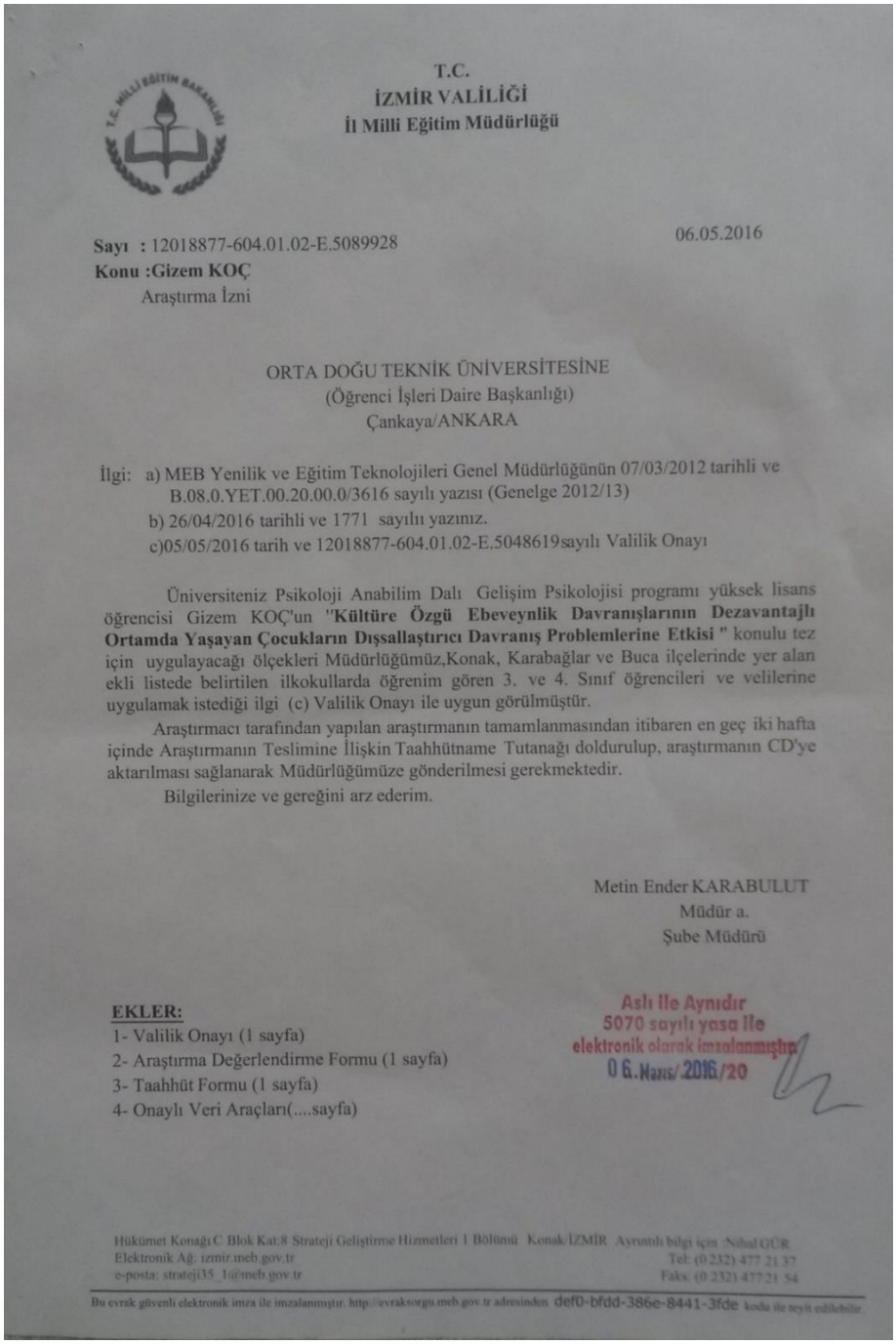
Prof. Dr. Meliha ALTUNIŞIK
İnsan Araştırmaları Komisyonu
Üyesi

Prof. Dr. Aydan BALAMİR
İnsan Araştırmaları Komisyonu
Üyesi

Prof. Dr. Mehmet UTKU
İnsan Araştırmaları Komisyonu
Üyesi

Prof. Dr. Ayhan SOL
İnsan Araştırmaları Komisyonu
Üyesi

Appendix P: Approval from Ministry of Education, Branch of İzmir



T.C.
İZMİR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 12018877-604.01.02-E.5089928
Konu :Gizem KOÇ
Araştırma İzni

06.05.2016

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)
Çankaya/ANKARA

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 07/03/2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı yazısı (Genelge 2012/13)
b) 26/04/2016 tarihli ve 1771 sayılı yazınız.
c)05/05/2016 tarih ve 12018877-604.01.02-E.5048619sayılı Valilik Onayı

Üniversiteniz Psikoloji Anabilim Dalı Gelişim Psikolojisi programı yüksek lisans öğrencisi Gizem KOÇ'un **"Kültüre Özgü Ebeveynlik Davranışlarının Dezavantajlı Ortamda Yaşayan Çocukların Dışsallaştırıcı Davranış Problemlerine Etkisi "** konulu tez için uygulayacağı ölçekleri Müdürlüğümüz,Konak, Karabağlar ve Buca ilçelerinde yer alan ekli listede belirtilen ilkokullarda öğrenim gören 3. ve 4. Sınıf öğrencileri ve velilerine uygulamak istediği ilgi (c) Valilik Onayı ile uygun görülmüştür.

Araştırmacı tarafından yapılan araştırmanın tamamlanmasından itibaren en geç iki hafta içinde Araştırmanın Teslimine İlişkin Taahhütname Tutanağı doldurulup, araştırmanın CD'ye aktarılması sağlanarak Müdürlüğümüze gönderilmesi gerekmektedir.

Bilgilerinize ve gereğini arz ederim.

Metin Ender KARABULUT
Müdür a.
Şube Müdürü

EKLER:
1- Valilik Onayı (1 sayfa)
2- Araştırma Değerlendirme Formu (1 sayfa)
3- Taahhüt Formu (1 sayfa)
4- Onaylı Veri Araçları(....sayfa)

Aslı ile Aynıdır
5070 sayılı yasa ile
elektronik olarak imzalanmıştır
06.Nisan/2016/20

Hükümet Konağı C Blok Kat:8 Strateji Geliştirme Hizmetleri 1 Bölümü Konak/İZMİR Ayrıntılı bilgi için :Nihal GÜR
Elektronik Ağ: izmir.meb.gov.tr
e-posta: strateji35_1@meb.gov.tr
Tel: (0 232) 477 21 37
Faks: (0 232) 477 21 54

Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden def0-bfdd-386e-8441-3fde kodu ile teyit edilebilir.

Appendix R: Turkish Summary/ Türkçe Özet

KÜLTÜRE ÖZGÜ EBEVEYNLİK DAVRANIŞLARININ DEZAVANTAJLI ORTAMDA YAŞAYAN ÇOCUKLARIN DAVRANIM BOZUKLUĞU VE KURALLARI İÇSELLEŞTİRMELERİ İLE İLİŞKİSİ

1. GİRİŞ

1.1. Çocuklarda Davranım Bozukluğu

Davranım bozukluğu çocukların kurallara karşı gelen, saldırgan, zorbalık içeren davranışlarına karşılık gelmektedir (Amerika Psikiyatri Birliği, 2013). Davranım bozukluğu olan çocuklar bunu çocukluk süresince öfke krizleri, saldırgan davranışlar ve karşı koyma davranışlarıyla gösterirken ergenlik döneminde daha çok zorbalık ve suç işleme davranışları olarak gösterirler (Calkins ve Keane, 2009). Bu problemli davranışlar genel olarak başkalarının temel haklarını ihlal etme içerir. Çocukluk dönemi davranım bozuklukları ciddi bir problem olup toplumda % 5 ile % 14 arasında değişen sıklıkta görülmektedir (Achenbach, 1991). Antisosyal davranışlar, yıkıcı davranım bozukluğu, davranış bozukluğu ve davranım bozukluğu alanyazında eşanlamlı olarak kullanılmaktadır.

Alanyazında görece yeni bir kavram olarak, katı-duygusallıktan yoksun özellikler davranım bozukluğu çalışmalarında incelenmeye başlamıştır çünkü çalışmalar onun antisosyal davranışları belirleyen ayırt edici bir özellik olduğunu göstermiştir (Frick ve White, 2008). Katı-duygusallıktan yoksun özellikler empati göstermeme, aldatıcı ve yönlendirici olma, yanlış davranıştan sonra suçluluk ya da pişmanlık duymama gibi özelliklere karşılık gelmektedir (Frick, 2004; Frick, Ray, Thornton ve Kahn, 2014). Tanı almış davranım bozukluğuna sahip çocukların % 25 ile % 50 arasında değişen bir oranı aynı zamanda yüksek seviyede katı-

duygusallıktan yoksun özelliklere sahiptir (Frick ve Dickens, 2006; Waschbusch, Carrey, Willough, King ve Andrade, 2007).

Çalışmalar, katı-duygusallıktan yoksun özelliklere sahip çocukların davranım bozukluğu sorunlarında daha ciddi seyirde devam ettiğini ve daha erken yaşlarda suç işleme davranışları olduğunu göstermiştir (Fontaine, McCrory, Boivin, Moffitt ve Viding, 2011; Frick ve ark., 2003). Ayrıca, hem davranım bozukluğu hem de katı-duygusallıktan yoksun özelliklerin hayat boyu sabit seviyelerde kalma eğiliminde olduğu bulunmuştur (Petitclerc ve ark., 2009; Blonigen, Hicks, Kruger, Patrick ve Iacono, 2006; Fontaine ve ark., 2010; Viding, Blair, Moffitt ve Plomin, 2005).

Davranım bozukluğu ve katı-duygusallıktan yoksun özelliklerin ciddi olumsuz sonuçları ve hayat boyu seyir sürmesi nedeniyle koruyucu ve risk faktörlerini belirlemek gelecekteki önlem ve müdahale çalışmaları için önem arz etmektedir. Teorik açıdan, bu faktörler ekolojik teori çerçevesinde incelenebilir (Bronfenbrenner, 1977; Bronfenbrenner, 1989). Bu teoriye göre, çocuk gelişimi beş katmandan oluşan çevre şartlarından etkilenir. Çalışmalar, teoriyle göre özde yer alan bazı genetik ve mizaç özelliklerinin bu problemli davranışlar için risk veya koruyucu etken oluşturduğunu göstermiştir. Mikrosistemde yer alan ebeveynlik ise hem risk hem koruyucu faktör olabilmektedir. Bu çalışma için, özellikle kültüre özgü evebeynlik özelliklerinin koruyucu ve risk faktörlerini tanımlamada önemli katkıları olacağı düşünülmektedir. Son olarak, makrosistemde yer alan düşük sosyoekonomik durum (SED) ve komşuluk kalitesi de bu sorunlar için risk olabilmektedir. İlerleyen bölümlerde bu etkenler ile problemli davranışlar ve kuralları içselleştirme arasındaki ilişkiden bahsedilecektir.

1.1.1 Biyolojik etkenler

Alanyazındaki çalışmalar azalmış seviyelerdeki dopamin ve serotonin ile azalmış otonom uyarımının problem davranışlar için risk faktörü olduğunu göstermiştir (Dodge ve Pettit, 2003; Eme 2013; Schmidt ve ark., 2000). Bir meta-

analizi çalışması ise istirahat sırasındaki kalp atışının düşük seviyelerde olmasıyla farklı yaşlardaki insanların davranım bozukluğu ile doğrudan ilişkisini göstermiştir (Portnoy ve Farrington, 2015).

Düşük seviyelerdeki kaygı, artan seviyelerdeki korkusuzluk ve cezaya duyarsızlık ise katı-duygusallıktan özellikler ile doğrudan ilişkili bulunmuştur (Blair, Colledge, Murray ve Mitchell, 2001; Frick ve White, 2008). Ayrıca, deri iletkenliği tepkiselliği ile katı-duygusallıktan özellikler arasında ters yönde bir ilişki olduğu gösterilmiştir (Kimonis ve ark., 2008).

1.1.2 Çevresel Etkenler

1.1.2.1 Ebeveynlik

Olumlu ebeveynlik özellikleri doğrudan problem davranışlar ile ilişkiliyken olumsuz ebeveynlik özellikleri ise zıt yönde ilişkilidir. Birçok çalışma sevecenlik ve izlemenin çocukların davranım bozukluğu ile ters ilişkisini bulmuştur (Brown, Granero ve Ezpeleta, 2016; Burlaka, 2016; Cenkseven-Önder ve Yurtal, 2008; Loeberg ve Farrington, 2000; Pinquart, 2017; Reuben ve ark., 2015). Çocukların anne ve babaları tarafından ne kadar önemsendiğini düşünmeleri de onların davranışssal gelişimini etkilemektedir ve önemsenme ile davranım bozukluğu arasında ters bir ilişki bulunmuştur (Rosenberg ve McCullough, 1981). Tam tersine, olumsuz ebeveymnlik özellikleri olarak psikolojik kontrol ve tutarsız disiplin davranım bozukluğunu doğrudan yordamıştır (Kındap, Sayıl ve Kumru, 2008; Lengua ve Kovacs, 2005; Pettit, Laird, Dodge, Bates ve Criss, 2001; Pinquart, 2017).

Benzer şekilde, sevecenlik, dahil olma ve izleme katı-duygusallıktan yoksun özellikleri ters yönde yordamıştır (Childs, Fite, Moore, Lochman ve Pardini, 2014; Hawes, Dadds, Frost ve Hasking, 2011; Muratori ve ark., 2016a; Muratori ve ark., 2016b; Pardini, Lochman ve Powell, 2007). Tutarsız, katı ve müdahaleci disiplin ile fiziksel ceza yüksek seviyelerde katı-duygusallıktan yoksun özellikler yordamıştır (Childs ve ark., 2014; Mills-Koonce, Willoughby,

Garrett-Peters, Wagner ve Vernon-Feagans, 2016; Willoughby, Mills-Koonce, Propper ve Waschbusch, 2013).

Kültürel norm ve değerler ebeveynliği etkilemektedir (Chao, 2000; Kim ve Wong, 2002). Örneğin, birçok çalışma fiziksel ceza ile davranım bozukluğu arasında kültürden bağımsız olarak olumlu bir ilişki bulmuştur (Hecker, Hermenau, Isele ve Elbert, 2014; Ma, Han, Grogan-Kaylor, Delva ve Castillo, 2012). Eğer fiziksel ceza bir kültürün içindeki norma uygun bir ebeveynlik davranışıysa bu olumlu ilişkinin gücü o kültür için zayıflamaktadır (Lansford, Deater- Deckard, Dodge, Bates ve Pettit, 2004; Lansford ve ark., 2005). Benzer şekilde, otoriter ebeveynlik (düşük sevecenlik ve yüksek istek) eğer bir kültürün anne ve babadan beklediği ebeveynlik şekli ise bu ebeveynlik stili ile davranım bozukluğu arasındaki ters ilişki o kültür için zayıflamaktadır (Deater-Deckard, Dodge ve Sorbring, 2005; Steinberg, 2001).

Kültürün bireyci veya kolektivist özellikleri de ebeveynliği etkilemektedir. Kolektivist bir kültür olan Çin kültürü kişiler arası bağımlılık, dayanışma ve minimum derecede uyuşmazlığı vurgular (Abou-ezzeddine ve ark. 2007). Eğer Çinli ergenler bu değerleri benimsemişlerse daha düşük seviyelerde saldırgan davranışlar gösterirler (Li, Wang, Wang ve Shi, 2010). Bunun yanısıra, Batı kültürleriyle karşılaştırıldığında, Doğu kültürlerinin daha sık kontrol kullandıkları ve bunun da saldırgan davranışları doğrudan yordadığı bulunmuştur (Barber ve ark., 1994). Fakat anneler aynı zamanda yüksek seviyelerde sevecenlik de gösterirlerse bu olumsuz ilişki ortadan kalkabilir (Chen ve ark., 2000) ve bu ilişki zinciri Türk kültüründe de gözlemlenmiştir (Akçınar, 2009). Ayrıca, Doğu kültürlerindeki ebeveynler terk etme tehdidi, olumsuz sosyal karşılaştırma gibi davranışları Batı kültürlerine kıyasla daha sık yapmaktadır (Camras, Sun, Li ve Wright, 2012). Olumsuz ve yargılayıcı karşılaştırma yapma Türk kültüründe de sıklıkla gözlemlenen bir davranıştır (Sümer ve ark., 2009). Türk ebeveynler sıklıkla çocuklarını başka çocuklarla karşılaştırarak başka çocuklar yapabiliyorsa kendi çocuklarının daha iyisini yapabileceğini vurgular.

Türk kültüründe yaygın olduğu düşünülen karşılaştırma, kandırma ve geçiştirme gibi ebeveynlik davranışları vardır. Alanyazına bakıldığında ise bu konularla ilgili çalışma eksikliği olduğu tespit edilmiştir. Sadece bir çalışma karşılaştırmayı incelemiş ve karşılaştırma ile çocukların duygusal problemleri arasında pozitif bir korelasyon bulmuştur (Sümer et al., 2009). Bu yüzden bu çalışmanın ilk amacı Türk kültürüne özgü olan özellikleri de katarak ebeveynlik ile problemli davranışlar arasındaki ilişkiyi incelemektir.

1.1.2.2 SED ve Komşuluk

Düşük sosyoekonomik durumda yaşamak düşük aile geliri, fakirlik, düşük komşuluk kalitesi, suç oranı yüksek okullar ve suç oranı yüksek komşuluk çevresi ile yakından ilişkilidir (Evans, 2004; Farrington, 2005; Leventhal ve Brooks-Gunn, 2003). Bu yüzden çalışmalar sosyoekonomik ve komşuluk ortamlarının düşük kalitede olmasının davranım bozukluğu ve katı-duygusallıktan yoksun özellikleri doğrudan yordadığını bulmuştur (Beyers, Loeber, Wikström ve Stouthamer-Loeber, 2001; Ingoldsby, 2002; Ingoldsby ve Shaw, 2002; Leventhal ve Brooks-Gunn, 2000). Bu çalışmalarla ilişkili olarak, güncel çalışmanın ikinci amacı komşuluk özelliklerinin düşük sosyoekonomik durumda olan çocukların davranım bozukluğu ve katı-duygusallıktan yoksun özellikleriyle ilişkisini incelemektir.

1.1.3 Mizaç

Çocuklar kendilerine özgü genetik özellikleriyle doğar ve gelişimleri bu genetik özellikleri ile çevre şartlarının etkileşimi sonucu ortaya çıkar. Mizaç gibi bireysel özellikler de bu gen çevre etkileşiminde düzenleyici rol oynayabilmektedir. Bu etkileşimi inceleyen teorilerden biri de farklılaşan hassasiyet teorisidir. Bu teoriye göre çocuklar olumlu ve olumsuz olaylardan kendi hassasiyetlerine göre farklı şekillerde etkilenirler ve bu hassasiyetleri kendi gelişimlerinin daha iyi veya daha kötü olmasına yol açabilir (Belsky, 1997; Belsky ve Pluess, 2009). Bu teori genetik, kardiyovasküler tepkisellik ve mizaç

olmak üzere üç şekilde test edilebilir (Hygen ve ark., 2015; Belsky ve Pluess, 2009).

Mizaç, davranım bozuzkluğu ile yakından ilişkilidir (Brennan, Hall, Bor, Najman ve Williams, 2003; Caspi, 2000; Hubbard ve ark., 2002). Yüksek seviyelerdeki tepkisellik ve düşük seviyelerdeki engelleme denetimi doğrudan davranım bozukluğu ile ilişkilidir (Frick ve ark., 2003; Fowles ve Dindo, 2009; Schepe ve ark., 2017). Algısal hassasiyet ise yeni incelenmeye başlanan bir mizaç özelliği olarak az çalışmada incelenmiştir. En az orta SED'de yaşayan koruyucu aile yanında kalan çocuklarla karşılaştırıldığında, algısal hassasiyet düşük SED'de yaşayan çocukların davranım bozukluğunu olumsuz yönde yordamıştır (Memişoğlu, 2015). Diğer yandan yüksek seviyelerdeki korkulu mizaç kuralları içselleştirmeyle ilgili olan suçluluk duygusuyla doğrudan ilişkili olduğu bulunmuştur (Kochanska, Gross, Lin ve Nichols, 2002).

Ebeveynlik ve mizaç özellikleri birbirleriyle etkileşime girerek de çocukların problem davranışlarını yordayabilmektedir. Örneğin; zor mizaca sahip çocukların olumsuz disipline daha hassas oldukları bu yüzden de daha çok davranım bozukluğu gösterdikleri bulunmuştur (Van Zeijl ve ark., 2007). Ayrıca, algısal hassasiyet sadece niteliksel ebeveynlikten yoksun çocuklar için duygusal ve davranışsal düzenleme problemlerini olumlu yönde yordamıştır (Scott ve O'Connor, 2012). Buna ek olarak, davranışsal olarak engellenmemiş çocuklar için, tutarlı ebeveyn disiplini olumlu yönde ahlak gelişimini yordamıştır (Cornell ve Frick, 2007). Bu çalışmalarla ilişkili olarak, güncel çalışmanın üçüncü amacı ise mizacın problem davranışlarına ana etkisini, ve mizacın ebeveynlik ve problem davranış arasındaki düzenleyici ilişkisini incelemektir.

1.2. Kuralları İçselleştirme

Çocuklarda problem davranışların görülmesinin bir sebebi de kuralları içselleştirememeleri olabilir. Kuralları içselleştirmeleri yüksek olan çocuklarda daha az davranım bozukluğu ve katı-duygusallıktan yoksun özellikler görülmüştür (Arsenio ve Ramos-Marcuse, 2014; Kochanska, Padavich ve Koenig, 1996). Bu konudaki çalışmalar sevecenlik, hassasiyet, akıl yürütme gibi ebeveynlik özelliklerinin kuralları içselleştirme ve sonuçta daha düşük seviyelerde davranım

bozukluğunu yordadığını göstermiştir (Arsenio ve Ramos-Marcuse, 2014; Eiden, Edwards ve Leonard, 2007). Yine benzer şekilde, düşük seviyedeki tepkisellik çocukların kuralları içselleştirmesini olumsuz yönde yordamıştır (Kochanska, Devet, Goldman, Murray ve Putnam, 1994). Bu çalışmalarla ilişkili olarak, güncel çalışmanın dördüncü amacı ise ebeveynlik-problem davranışlar ilişkisinin ebeveynlik-kuralları içselleştirme ilişkisinin tam tersi olup olmadığını test etmektir.

1.3. Güncel Çalışma

Bugüne kadar, problemli davranışlar ve kuralları içselleştirme hakkındaki birçok çalışma sadece sevecenlik, kontrol gibi evrensel ebeveynlik özelliklerini incelemiştir. Fakat karşılaştırma dışında Türk kültürüne özgü ebeveynlik özellikleri incelenmediği tespit edilmiştir. Bu yüzden güncel çalışmanın asıl amacı ebevenylik problem davranışlar arasındaki ilişkiye Türk kültürüne özgü karşılaştırma, kandırma, geçiştirme gibi ebeveynlik özelliklerini de koyarak alanyazına katkıda bulunmaktır. Hipotezler şu şekildedir:

(1) Olumsuz komşuluk özellikleri davranım bozukluğu ve katı-duygusallıktan yoksun özellikleri doğrudan yordayacaktır.

(2) Yüksek seviyelerdeki sevecenlik ve önemsenme ile düşük seviyelerdeki sevgi esirgeme, suçlu hissettirme ve karşılaştırma; davranım bozukluğu ve katı-duygusallıktan yoksun özelliklerini olumlu yönde, kuralları içselleştirmeyi ise olumsuz yönde yordayacaktır.

(3) Kandırma ve geçiştirmenin problem davranışlara etkisi keşif niteliğinde test edilecektir.

(4) Çocukların yüksek seviyelerdeki tepkiselliği ile düşük seviyelerdeki algısal hassasiyeti davranım bozukluğu ve katı-duygusallıktan yoksun özellikleri olumlu yönde, kuralları içselleştirmeyi ise olumsuz yönde yordayacaktır.

(5) Çocuğun mizacı ebeveynlik ve çocukların davranışsal gelişimleri ilişkisinde düzenleyici rol oynayacaktır. Yüksek seviyelerdeki tepkisellik veya algısal hassasiyeti olan çocuklar arasında, suçlu hissettirme, sevgi esirgeme ve karşılaştırma ebeveynlik özelliklerini yüksek seviyelerde deneyimleyenler yüksek seviyelerde davranım bozukluğu ve katı-duygusallıktan yoksun özellikler ile düşük seviyelerde kuralları içselleştirme puanları göstermesi beklenmektedir.

2. YÖNTEM

2.1. Örneklem

Bu çalışmaya İzmir ilinden düşük SED'de yaşayan 359 anne çocuk çifti katılmıştır. Anne ve babadan en az biri üniversite mezunu ya da anne ve babadan en az birinin geliri 2500 TL'den yüksekse bu katılıcımlar çalışmaya alınmamıştır. Beş farklı okuldan 8-11 yaş aralığındaki çocuklar ve anneleri gönüllülük esasıyla bu çalışmaya katılmıştır.

2.2. Ölçekler

Bu çalışmada annelerden demografik bilgi formu, mahalle ölçeği, Orta Çocukluk Mizaç Ölçeği'nin *tepkisellik* ve *algısal hassasiyet* alt boyutları, Davranış Değerlendirme Ölçeği'nin *saldırganlık* ve *kurallara karşı gelme* alt boyutları, Katı-Duygusallıktan Yoksunluk Envanteri, Benim Çocuğum Anketi'nin *itiraf, telafi etme, özür dileme* ve *kuralları içselleştirme* alt boyutları'nı çözmesi istenmiştir. Çocuklardan ise sevecenlik, karşılaştırma, sevgi esirgenmesi, suçlu hissettirme, kandırma, geçiştirme ve önemsenme alt boyutları olmak üzere 7 ebeveynlik ölçeği çözmeleri istenmiştir. Türk kültürüne özgü olduğu düşünülen kandırma ve geçiştirme ölçekleri bu çalışma için yazar ve danışanı tarafından geliştirilmiştir.

3. SONUÇLAR

Ana analizden önce olumsuz ebeveynlik özellikleri olan sevgi esirgenmesi, suçlu hissettirme, karşılaştırma, kandırma ve geçiştirme; Katı-Duygusallıktan

Yoksunluk Envanteri ve Benim Çocuğum Anket'i için 3 farklı faktör analizi yapılmıştır. Olumsuz ebeveynlik faktörü karşılaştırma (comparison), kandırma (deceiving), duygu sömürüsü yapma (emotionally manipulating), suçlu hissettirme (guilt induction) ve sabırsız/çabuk kızan (impatient/easily frustrated) alt boyutlarını içermektedir. Katı-duygusallıktan yoksunluk faktörü orjinaliyle paralel olacak şekilde duyarsız/vurdumduymaz (callousness), umursamaz (uncaring) ve duygusuz davranışlar (unemotional behavior) alt boyutlarını içermektedir. Son olarak kuralları içselleştirme faktörü olan Benim Çocuğum Envanteri kendiliğinden olumlu davranış gösterme (internally well behaving), yetişkinm kontrolüne ihtiyaç duyma (externally controlled), ev işleri (housework) ve kendini kontrol edebilme (internalized self-control) alt boyutlarını içermektedir. Ev işleri alt boyutu çalışmanın amaçlarıyla ilişkisiz olduğu düşünüldüğünden ana analize katılmamıştır.

Çalışma kapsamın iki set hiyerarşik regresyon analizi yapılmıştır. İlk set analizde, ilk aşamada, komşuluk özellikleri; ikinci aşamada çocuğun cinsiyeti, anne eğitim seviyesi, baba geliri, evdeki çocuk sayısı gibi demografik özellikler; üçüncü aşamada algısal hassasiyet ve tepkisellik mizaç özellikleri; dördüncü aşamada olumlu ebeveynlik özellikleri olan sevecenlik ve önemsenme; beşinci aşamada olumsuz ebeveynlik özellikleri olan karşılaştırma, kandırma, duygu sömürüsü yapma, suçlu hissettirme ve sabırsız/çabuk kızan ebeveynlik özellikleri analize dahil edilmiştir. İkinci set analizde ise, yukarda bahsedilen analizden farklı olarak altıncı aşamada çocuk mizaç özellikleri ile ebeveynlik ikili etkileşimi analize dahil edilmiştir.

3.1. Saldırganlık

Çocukların saldırgan davranışlarını yordamaya bakıldığında; komşuluk çevresindeki stres, çocuğun tepkiselliği, annenin duygu sömürüsü yapması arttıkça çocuğun saldırgan davranışları artmaktadır. Çocuğun algısal hassasiyeti ve annenin sevecenliği arttıkça da çocuğun saldırgan davranışları azalmaktadır. Ayrıca mizaç düzenleyici değişken olarak alındığında; sadece algısal hassasiyeti yüksek çocuklar için, annenin suçlu hissettirmesi arttıkça çocukların saldırganlık davranışı da artmaktadır. Sadece tepkiselliği yüksek olan çocuklar içinse, annenin

duygu sömürüsü yapması arttıkça çocukların saldırganlık davranışları da artmaktadır.

3.2. Kurallara Karşı Gelme

Çocuğun erkek oluşu, tepkiselliği, annenin duygu sömürüsü yapması ve kandırması çocukların kurallara karşı gelmelerini olumlu yönde anlamlı bir şekilde yordamıştır. Babanın kazancı azaldıkça çocuğun kurallara karşı gelme davranışı ise artmıştır. Annenin ebeveynlik özellikleri ile çocuğun mizacının birbirleriyle etkileşim sonuçlarına bakıldığında ise sadece algısal hassasiyeti düşük olan çocuklar için, annenin karşılaştırması arttıkça çocukların kurallara karşı gelme davranışı da artmaktadır. Sadece tepkiselliği yüksek olan çocuklar içinse, annenin duygu sömürüsü yapması arttıkça çocukların kurallara karşı gelme davranışı da artmaktadır.

3.3. Umursamaz Özellikler

Çocuğun erkek oluşu umursamaz özellikleri olumlu yönde yordarken, algısal hassasiyet ve anne sevecenliği umursamaz özellikleri olumsuz yönde anlamlı bir şekilde yordamıştır. Ayrıca mizaç düzenleyici değişken olarak alındığında, sadece algısal hassasiyeti yüksek çocuklar için annenin suçlu hissettirmesi arttıkça çocukların umursamaz özellikleri de artmaktadır. Sadece tepkiselliği yüksek olan çocuklar içinse, annenin sevecenliği arttıkça çocukların umursamaz özellikleri de azalmaktadır.

3.4. Duyarsız/vurdumduymaz Özellikler

Çocuğun erkek oluşu, tepkiselliği ve annenin duygu sömürüsü yapması duyarsız/vurdumduymaz özellikleri olumlu yönde yordarken; algısal hassasiyet olumsuz yönde anlamlı bir şekilde yordamıştır. Ayrıca, sadece algısal hassasiyeti düşük olan çocuklar için, annenin karşılaştırması arttıkça çocukların duyarsız/vurdumduymaz özellikleri de artmaktadır. Sadece tepkiselliği yüksek olan çocuklar içinse, annenin duygu sömürüsü yapması arttıkça çocukların duyarsız/vurdumduymaz özellikleri de artmaktadır.

3.5. Duygusuz Davranışlar

Çocuğun erkek oluşu ve tepkiselliği duygusuz davranışları olumlu yönde yordarken; algısal hassasiyet olumsuz yönde anlamlı bir şekilde yordamıştır. Mizaç düzenleyici değişken olarak alındığında anlamlı bir sonuç bulunamamıştır.

3.6. Kendiliğinden Olumlu Davranış Gösterme

Çocuğun erkek oluşu ve ailedeki toplam çocuk sayısı kendiliğinden olumlu davranış göstermeyi olumsuz yönde yordarken; algısal hassasiyet olumlu yönde anlamlı bir şekilde yordamıştır. Sadece tepkiselliği yüksek olan çocuklar içinse, annenin sevecenliği arttıkça çocukların kendiliğinden olumlu davranış göstermeyi de artmaktadır.

3.7. Yetişkin Kontrolüne İhtiyaç Duyma

Çocuğun erkek oluşu ve tepkiselliği yetişkin kontrolüne ihtiyaç duymayı olumsuz yönde yordarken; algısal hassasiyet olumlu yönde anlamlı bir şekilde yordamıştır. Ayrıca mizaç düzenleyici değişken olarak alındığında, sadece algısal hassasiyeti düşük çocuklar için annenin karşılaştırması arttıkça çocukların yetişkin kontrolüne ihtiyaç duyması da azalmaktadır.

3.8. Kendini Kontrol Edebilme

Sadece çocuğun algısal hassasiyeti kendisini kontrol edebilmeyi olumlu yönde anlamlı bir şekilde yordamıştır. Mizaç düzenleyici değişken olarak alındığında anlamlı bir sonuç bulunamamıştır.

4. TARTIŞMA

4.1. Bulguların Değerlendirilmesi

Çalışmanın asıl amacı, komşuluk ve demografik faktörleri kontrol ettikten sonra ebeveynlik ve mizacın hem tek başlarına hem de birbirleriyle etkileşime girerek çocukların davranım bozukluğu, katı-duygusallıktan yoksun özellikler ve kuralları içselleştirmelerine etkisini incelemekti. Bununla ilişkili olarak birçok bulgu elde edilmiştir ve sonuçlar analize sokulan değişken sırasıyla değerlendirilecektir.

Analiz sonuçlarına göre, düşük SED'de yaşayan çocuklar için mahalle özelliklerinin onların problem davranışlarıyla ilişkisi görülmüştür. Örneğin,

mahalledeki stresin çocukların saldırgan davranışlarını arttırdığı bulunmuştur. Bu bulgu, düşük SED'in risk faktörü olduğunu söyleyen önceki çalışmları destekler niteliktedir (Ingoldsby ve Shaw, 2002).

Komşuluk özelliklerinin yanısıra, bulgular annenin ebevenylik özelliklerinin ve çocuğun mizaç özelliklerinin tek başlarına çocukların problem davranışları ve kuralları içselleştirmeleri üzerinde etkisi olmakla birlikte birbirleriyle etkileşimlerinin de yine bu bağımlı değişkenler üzerinde etkisinin olduğu göstermiştir. Örneğin, sadece tepkiselliği yüksek olan çocuklar için, annenin sevecenliği arttıkça çocukların umursamaz özelliklerinin de azaldığı bulunmuştur. Alanyazındaki çalışmalar çocuğun tepkiselliğinin onları çevredeki değişikliklere daha hassas hale getirdiğini göstermiştir (Blair, 2002). Bu bulgu ise çocukların hem olumlu hem olumsuz özelliklere karşı daha hassas olduğunu düşündürtmektedir. Bunun yanısıra; algısal hassasiyeti yüksek olan çocuklar için, annelerin suçlu hissettirmesi arttıkça çocukların saldırgan ve umursamaz davranışlarının arttığı görülmüştür. Bu bulgu algısal olarak hassas olan çocukların olumsuz ebeveynlik deneyimleri yaşadığında davranışsal problemlerin arttığını söyleyen önceki çalışmayla paralellik göstermektedir (Scoot ve O'Connor, 2012). Ayrıca, sadece tepkiselliği yüksek olan çocuklar için, annenin duygu sömürüsü yapması arttıkça çocukların saldırganlık, kurallara karşı gelme davranışları ile duyarsız/vurdumduymaz özelliklerinin arttığı gözlemlenmiştir. Önceki çalışmalar psikolojik kontrolün çocukların davranışsal gelişimlerini olumsuz yönde etkilediğini (Blair, 2002; Kındap ve ark., 2008) ve tepkisellik özelliklerinin çocukları çevresel etkenlere daha hassas hale getirdiğini göstermiştir (Blair, 2002). Mevcut çalışmanın bu bulgusu da önceki çalışmaları destekler niteliktedir.

Türk kültürüne özgü olan karşılaştırma davranışı düşünüldüğünde ise, annenin karşılaştırma yapması ile çocuğun algısal hassasiyetinin birbirleriyle etkileşimi anlamlı sonuçlar vermiştir. Sadece algısal hassasiyeti düşük olan çocuklar için annenin karşılaştırması arttıkça çocukların kurallara karşı gelme davranışı ve duyarsız/vurdumduymaz özelliklerinin arttığı gözlemlenmiştir. Önceki çalışmalar göstermektedir ki yapıcı eleştiri içermeyen karşılaştırma davranışına maruz kalan kişiler utanç duyguları yaşar (Fung ve Lau, 2009) ve bu

utanç duygusu saldırganlıkla yakından ilişkilidir (Aslund, Starrin, Leppert ve Nilsson, 2009). Güncel çalışmanın bu bulgusu karşılaştırma davranışının olumsuz sonuçlarını gösteren önceki çalışmayı destekler niteliktedir (Sümer ve ark., 2009). Ayrıca, annenin kandırma davranışları çocuğun kurallara karşı gelmesini olumsuz yönde etkilemiştir. Çocuğun itaati için annelerin kolayca kandırma yöntemlerini kullanması çocuğun kurallara uyma davranışını arttırdığı, Türk kültürüne özgü kandırma davranışının ise işlevsel olduğu görülmüştür.

Kuralları içselleştirme düşünüldüğünde, hipotezin aksine hiçbir ebeveynlik özelliğinin çocukların kuralları içselleştirme alt boyutlarını yordamadığı görülmüştür. Beklenmeyen bu sonucun bir nedeni Benim Çocuğum Anketi'nin faktör yapısının orjinalinden oldukça farklı bulunması olabilir. Bu anket uzun cümleler halinde çok sayıda madde içermektedir ve bu, cevapların kalitesini azaltmış olabilir.

4.2. Çalışmanın Katkıları

Bu çalışma ilk kez Türk kültürüne özgü olduğu düşünülen kandırma ve karşılaştırmanın çocukların problem davranışlarına ve kuralları içselleştirmelerine etkisini incelemiştir. Ayrıca, çalışma algısal hassasiyet ile katı-duygusallıktan yoksun özellikler arasındaki ilişkiyi incelemesi bakımından bir ilk teşkil etmektedir. Son olarak problem davranışlarla ilgili yapılacak olan müdahale çalışmaları için bu çalışma önemli öneriler içermektedir. Örneğin; problemli davranışlar gösteren çocuk aynı zamanda tepkiselse, ebeveynlik müdahale çalışmaları annenin sevecenliğine ve duygu sömürüsü yapmasına odaklanmalıdır.

4.3. Çalışmanın Sınırlılıkları:

Bu çalışma boylamsal bir desene sahip olmaması nedeniyle değişkenler arasında herhangi bir neden-sonuç ilişkisi kurulamamaktadır. Bu çalışmanın verilerinin sadece İzmir ilinin düşük SED çevrelerinden toplanmış olması çalışmanın sonuçlarının genellenebilirliğini sorgulatmaktadır. Katılımcılara kartopu örnekleme yöntemiyle ulaşılması sonuçları etkilemiş olabilir. Son olarak Benim Çocuğum Anketi'nin orjinalinden çok farklı bir faktör yapısı göstermesi analiz sonuçlarını etkilemiş olabilir.

4.4. Öneriler:

Bu çalışma boylamsal bir desenle Hiyerarşik Lineer Modelleme (HLM) analizi gibi daha farklı analiz teknikleri kullanılarak tekrarlanabilir. Ayrıca, davranım bozukluğu, katı-duygusallıktan yoksun özellikler ve kuralları içselleştirme gözlemsel yöntemlerle ölçülerek katılımcıların sonuçları etkileyebilecek önyargıları minimuma indirilebilir. Bu önyargıları azaltmak amacıyla çocuğun babası ve öğretmeninden de ayrıca veri alınabilir. Son olarak, Katı-Duygusallıktan Yoksunluk Envanteri ve Benim Çocuğum Anketi'nin Türkçe kullanımı için geçerlik ve güvenirlik çalışmaları yapılmalıdır.

Appendix N: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü	
Sosyal Bilimler Enstitüsü	X
Uygulamalı Matematik Enstitüsü	
Enformatik Enstitüsü	
Deniz Bilimleri Enstitüsü	

YAZARIN

Soyadı: Koç
Adı: Gizem
Bölümü: Psikoloji

TEZİN ADI (İngilizce): The Relationship between Culture Specific Parenting and Conduct Problems and Internalization of Rules of Children from Disadvantaged Backgrounds

TEZİN TÜRÜ: Yüksek Lisans [X] Doktora [ ]

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın. [ ]
2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullancılarının erişimine açılsın. [X]
3. Tezim bir (1) yıl süreyle erişime kapalı olsun. [X]

Yazarın imzası Tarih