THE EFFECT OF MATERNAL GATEKEEPING ON SHARED PAST CONVERSATIONS THROUGH FATHER INVOLVEMENT

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

BY

İLKNUR ÇOBAN

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

SEPTEMBER 2017

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Tülin Gençöz
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

_____

Prof. Dr. H. Canan Sümer
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

_____	_____
Prof. Dr. Sibel Kazak Berument Co-advisor	Assist. Prof. Dr. Başak Şahin-Acar Supervisor

Examining Committee Members

Assist. Prof. Dr. Funda Kutlu	(Ufuk Uni, PSY)	_____
Assist. Prof. Dr. Başak Şahin-Acar	(METU, PSY)	_____
Assist. Prof. Dr. Ayça Özen Çıplak	(TOBB ETÜ, PSY)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : İlknur Çoban

Signature :

ABSTRACT

THE EFFECT OF MATERNAL GATEKEEPING
ON SHARED PAST CONVERSATIONS
THROUGH FATHER INVOLVEMENT

Çoban, İlknur
M.S., Department of Psychology
Supervisor: Assist. Dr. Başak Şahin-Acar
Co-Advisor: Prof. Dr. Sibel Kazak Berument

September 2017, 56 pages

The current study explored the relationship between maternal gatekeeping behavior and the characteristics of father-child memory conversations through the mediator role of father involvement. Father-child dyads reminisced about a shared past event, and both fathers' and children's level of elaborativeness in conversing about the shared past event was coded. Mothers filled out mother involvement and maternal gatekeeping scales, while fathers filled out father involvement and perceived maternal gatekeeping scale. Results revealed that maternal gatekeeping, perceived maternal gatekeeping, or mother involvement did not predict father involvement, or participants' elaborativeness. However, father involvement significantly predicted child elaborativeness in the shared past conversation. The overall mediation model was not significant. Further analyses showed effects of child's gender on some of the relationships in the model. Future directions and implications were discussed.

Keywords: Maternal gatekeeping, father involvement, father elaborativeness, child elaborativeness, shared past conversation.

ÖZ

ANNE BEKÇİLİĞİ DAVRANIŞI İLE ORTAK ANI GEÇMİŞİ
ARASINDAKİ İLİŞKİDE
BABA KATILIMININ
ARACI ROLÜNÜN İNCELENMESİ

Çoban, İlknur
Yüksek Lisans, Psikoloji Bölümü
Tez Danışmanı: Yrd. Doç. Dr. Başak Şahin-Acar
Tez Ortak Danışmanı: Prof. Dr. Sibel Kazak Berument

Eylül 2017, 56 pages

Çalışmada baba ile çocuk arasındaki ilişkiyi düzenleme davranışı olarak tanımlanan anne bekçiliği ile baba çocuk anı konuşmaları arasındaki ilişki incelenmiştir. Baba çocuk ikilileri birlikte yaşadıkları ve babanın belirlediği ortak bir anı üzerine konuşmuş, yazıya geçirilen bu konuşmalar anı detaylandırma özellikleri açısından kodlanmıştır. Anne katılımı ve anne bekçiliği ölçeği anneler tarafından, baba katılımı ve algılanan anne bekçiliği ölçeği babalar tarafından doldurulmuştur. Sonuçlara bakıldığında; anne bekçiliği, baba tarafından algılanan anne bekçiliği ve anne katılımı ile baba katılımı ve baba ve çocuk anı ayrıntılandırma arasında hiçbir ilişki bulunamamıştır. Sadece, baba katılımı ile çocuk anı ayrıntılandırma arasında negatif yönde anlamlı bir ilişki bulunmuştur. Hipotez edilen aracı model de anlamlı bulunmamıştır. Daha sonrasında yapılan analizlerde ise çocuğun cinsiyetinin değişkenler ve birbirleri ile olan ilişkileri üzerinde çeşitli etkileri gözlemlenmiştir. Çalışmanın sonuçları, uygulama ve yönlendirme açısından tartışılmıştır.

Anahtar kelimeler: Anne bekçiliği, baba katılımı, anı ayrıntılandırma, ortak anı konuşmaları.

To my parents & my little brother

ACKNOWLEDGMENTS

First, I would like to express my gratitude to my advisor Assist. Prof. Dr. Başak Şahin-Acar for her priceless guidance and presence. I should have known better that the thesis process was not easy to handle, however, with her patience and helpful ideas, this process could not be easier. Not only my thesis, but also all my academic career was shaped and organized with her directions, mentoring and friendship. I could not be here where I am today, if I have not met and worked with her. I would like to also thank to my co-advisor Prof. Dr. Sibel Kazak Berument. Her enlightened ideas and guidance was a light in the dark when I run into a trouble. I thank her because of becoming one of my role models with her discipline and image as a professor. In addition, I should also express my special thanks to my thesis committee members Assist. Prof. Dr. Funda Kutlu and Assist. Prof. Dr. Ayça Özen Çıplak for their priceless and helpful suggestions and comments.

I am also grateful to have a family where I can feel their support and love every time and everywhere. I want to thank to my parents M. Sıddık and Ayfer, and my little brother Batuhan, for being there for me and for standing me as I am the lunatic in the family. I am a very lucky child to know that I am never alone.

I would like to express my thanks and gratitude to my partner in crime Elif Bürümlü. I cannot say enough about her patience, support, and love. She was there for me even if the times that I could not ask. I appreciate the times we spend together as academic partner and as a friend, and all the feelings that we shared. I am very pleased to say that I could not achieve my dreams if she was not there for me.

I also want to thank to my best friend and my soul sister Eda Kayadibinlioğlu. Whenever I was overwhelmed with my life, she was an escape door for me. Although I know her only for 10 years, it feels like a lifetime with her indescribable friendship. I feel blessed to have her in my life.

I would like to also state my gratitude for my friends: Seçil Karakaya, Buse Tığoğulları, İlkim Arıbaş, Seda Yorgun, and İbrahim Öztürk. We started this journey together, we spend the most stressful and joyful times together, and even though none

of us were the same that we were used to, we are still together because we grew up together. I am also very grateful to my friends Aslı Alkan and Orhun Demiralp, for their presence in my life.

Last but not least, I want to express my special thanks to my friends: Arda Özdöl, Emre Kaya, Mert Güven, Deniz Şengül, Ali Düdük, Baran Mert, and Doğancan Demir. I could not thank enough since they were my mentors in very step I take, and every decision I made. I am the luckiest person in the whole world to win their friendship.

Finally, I would like to thank METU, the place makes me feel home now and always, with all the experiences and precious times.

TABLE OF CONTENTS

PLAGARISM..... iii

ABSTRACT..... iv

ÖZ..... v

DEDICATION..... vi

ACKNOWLEDGMENTS..... vii

TABLE OF CONTENTS..... ix

LIST OF TABLES..... xi

CHAPTER

1. INTRODUCTION..... 1

1.1. Overview..... 1

1.2. Maternal Gatekeeping..... 3

1.3. Father Involvement..... 5

1.4. Mother Involvement & Perceived Maternal Gatekeeping..... 6

1.5. Memory Characteristics: Elaborativeness..... 7

1.6. Current Study and Hypotheses..... 9

2. METHOD..... 11

2.1. Participants..... 11

2.2. Measurements..... 11

2.2.2. Perceived..... 11

2.3. Procedure..... 14

2.4. Coding..... 15

3. RESULTS..... 16

3.1. Data Screening..... 16

3.2. Descriptive Statistics 16
3.3. Interrater Reliability 17
3.4. Correlations 18
3.5. Model Testing 20
3.7. Split Data Analyses 21
4. DISCUSSION 26
4.1. Overview 26
1.1. Father Involvement and Child Elaborativeness 26
1.2. Maternal Gatekeeping and Father Involvement 27
1.3. Gender 28
1.4. Limitations and Future Directions 29
1.5. Conclusion 29
REFERENCES 31
APPENDICES
APPENDIX A: Demografik Bilgi Formu 38
APPENDIX B: Perceived Maternal Gatekeeping Scale 39
APPENDIX C: Single Item Question 40
APPENDIX D: Maternal Gatekeeping Scale 41
APPENDIX E: Mother & Father Involvement Scale 42
APPENDIX F: Ethical Permission 44
APPENDIX G: Informed Consent Form 45
APPENDIX H: Turkish Summary 47
APPENDIX I: TEZ FOTOKOPİSİ İZİN FORMU 56

LIST OF TABLES

Table 1 Means, Standard Deviations, and Minimum-Maximum Scores of Continuous Study Variables ……..16

Table 2 Frequencies and Percentiles of Categorical Study Variables……..……..17

Table 3 Correlations between Variables..……...19

Table 4 Correlations between Variables for Girls……..……23

Table 5 Correlations between Variables for Boys….…….…24

Table 6 Hierarchical Regression Summary for Father Elaborativeness……....25

Table 7 Hierarchical Regression Summary for Child Elaborativeness……..25

CHAPTER 1

1. INTRODUCTION

1.1.Overview

Personal life stories and memories individuals tell is a way of defining themselves within families, contexts, and cultures (Fivush, 2007). As early as 3 years of age, children's autobiographical memory system becomes active and they begin to construct and remember their personal memories and reminisce in a temporal fashion, and *over long durations*. Memory conversations about shared and unshared past events have a critical role in their cognitive development in terms of recognition, remembering, and narrating (Fivush, 1998). In addition, reminiscing about shared and unshared memories with significant others lead children to adopt a particular narrative style, that was theorized to remain stable over life span. These significant others, who converse about shared and unshared past, are usually parents. Both mothers and fathers converse about past with their children, yet it is mostly mothers who converse about past with their children (Haden, Haine, & Fivush, 1997), and the frequency of fathers' conversing about past depends on their individual characteristics, one of which might be their overall level of involvement in child-rearing.

In previous research about reminiscing style that parents and children develop and share, parent involvement has been generally referred to as mother involvement, and only a few studies examined fathers' contribution in these conversations (Downer, Campos, McWayne, & Carter, 2008). This lack of research on fathers' role might be due to mothers' attributed role as the main caregiver. There is a line of research focusing on the role of fathers' involvement on child development across different areas of social sciences (Uludağlı, 2017), yet compared to the research on the role of mothers on child development, this line of research is more limited. In the related literature, one of the reasons for the comparatively fewer research on father involvement was provided as a result of the difficulty in reaching fathers as participants (Caldera, 2004). However, with the changing gender roles in terms of father involvement in child-rearing, and the increase in understanding the importance

of fathers on child development, this pattern has been slowly changing (Lewis & Lamb, 2003).

Parents' conversations about shared and unshared past with their children have been presented as one of the salient factors in children's development of autobiographical memory system (Pillemer, 1998; Leichtman, Wang, Pillemer, Koreishi, & Han, 2000). Especially parent-child conversations about *shared past events* are theorized to be channels, through which parents provide their children with a cognitive framework, that lead children to learn and internalize how to reminisce and narrate about their personal past (Pillemer, 1998; Wang, 2001). Parents teach their children how to reminisce through daily conversations about personal memories and this reminiscing style might differ due to which parent has been conversing with the child (whether child's mother or father), and also due to the gender of the child in these conversations (Haden, Haine, & Fivush, 1997). Previous literature explored father-child reminiscing with a few studies, demonstrating father's role in these conversations. Yet, most of the previous research about parent-child reminiscing styles focused on mothers' role.

Due to the lack of fathers' role in parent-child past conversations and the development of autobiographical memory system, there is a need for exploring their role on their children's memory development. However, more dominant, and traditional role of mothers on child development, one should also consider the potential factors that might affect fathers' involvement in child-rearing, and as an extension in father-child past conversations. One of the factors that might affect how fathers converse with their children about past events, might be fathers' level of involvement in child-rearing practices. Another potential reason that might affect the characteristics of father-child dyads' memory conversations might be related with the kind of role that mothers adopt (Caldera, 2004), and their dominance on child-rearing, leading to maternal gatekeeping. Previous literature focused on mothers' individual characteristics, such as their attachment styles (Fivush & Vasudeva, 2002), or type of self-construals (Şahin-Acar & Leichtman, 2015) on their children's memory development, yet to the best of our knowledge, there are no studies that explored whether the regulatory role of mother between her child and her husband would have an effect on how and what fathers converse with their children. Overall, it would be worthwhile to examine the role of maternal gatekeeping, through the mediating role of father involvement, on how fathers converse with their children about past events.

1.2.Maternal Gatekeeping

Maternal gatekeeping is conceptualized as mothers' tendency to restrict fathers' involvement with children (Puhlman & Pasley, 2013). It can also be referred to as control and restriction of fathers' physical access to a child, especially in divorced families or families with high level of marital conflict (Frascaralo & Favez, 2010), where the family system is mostly disrupted or dysfunctional. It is currently redefined with new research which agreed on the idea that gatekeeping behavior includes more complex interactions, where mother influences relationships between every member of the family through controlling, facilitative, and restrictive behaviors (Puhlman & Pasley, 2013; Frascaralo & Favez, 2010). Another perspective on maternal gatekeeping views this notion as a way of gender role ideology (Kulik & Tsoref, 2010). It was argued that maternal gatekeeping occurs when mother wants to validate maternal identity via her social and cultural standards, where households and child rearing are respected (Makusha & Richter, 2016). Depending on the culture, mothers own the right to regulate the relationship between their children and others, especially when they behave in a possessive manner about their children. When mothers choose to maintain and govern power on their own territory, they validate their power by showing negative attitudes toward fathers (Allen & Daly, 2007) in terms of fathers' adoption of parenting roles. For those reasons, mothers who define themselves as gatekeepers reported working five hours more per week, and have less equal divisions of labor at home, compared to their spouses (Allen & Hawkins, 1999).

Another line of research argued that for mothers, good mothering is distinct from good parenting conceptually, and it mainly concerns *attention to detail* (Pedersen, 2012), which may lead to maternal gatekeeping behavior. In other words, mothers believe that only they can take care of and consider their children's needs in the way they deserve to be attended. Those attitudes are argued to affect the nature of the relationships in family context, including children's adjustment and father involvement. Especially in the case of restrictive gatekeeping, parents usually experience conflict, which in turn affects child adjustment (Austin, Pruett, Kirkpatrick, Flens, & Gould, 2013). Overall, gatekeepers lead the other parent to drop their responsibilities and involvement as a parent, and previous research showed that mothers usually demonstrate gatekeeping behaviors (Allen & Hawkins, 1999).

In previous literature, researchers developed measures that aim to capture the level of parents' gatekeeping behavior, but these scales were mostly used to measure maternal gatekeeping and these are comparatively new measures in developmental research. The first maternal gatekeeping scale was developed by Allen and Hawkins (1999) at the end of nineties. Fagan and Barnett (2003) developed another maternal gatekeeping scale by referring to Allen and Hawkins (1999) with additional few questions, and this scale has been used for the current study. Other than questionnaires, previous studies also used observational method to code gatekeeping behaviors. For instance, some studies have used maternal gatekeeping as a behavioral component and code maternal warmth and other attitudes in dyadic relationships. In one study, researchers coded maternal and paternal warmth, and investments separately (Szabo et al., 2011). Warmth was introduced as overt signs of affection, enjoyment, and active participation during interactions with child, where mother smiled, showed humor, maintained eye and physical contact, while investment was defined as parents' level of involvement in terms of being present for the child (for example, attention). In addition, they also coded maternal gatekeeping as a way of *competition*, where mother actively interfered with or sabotaged father's initiatives and interventions with the child. In another study that was conducted with infants and their parents, maternal gatekeeping was defined and coded as *maternal negative control*, where mother attempted to limit father's access to child (Cannon, Schoppe-Sullivan, Mangelsdorf, Brown, & Sokolowski, 2008).

As shown by the previous literature, maternal gatekeeping was perceived as a way of intentionally or unintentionally limiting father's access and involvement in child rearing. Previous literature argued that when mothers show those kinds of maternal gatekeeping behaviors and restrict fathers, fathers might sit back and let the mother hold the responsibility about child rearing. In those situations, as mentioned above, mothers might reduce involvement and interaction of the father with the child with or without any intentions, which in turn, might lead to lower levels of father involvement, and less affectionate and deeply seated father-child relationship. In these terms, children benefit less from the emotional and cognitive resources that fathers would offer, which usually lead to poorer child outcomes. Previous literature showed that children benefit from multiple resources in terms of the adults who actively participate in child rearing and end up with better child outcomes, especially in terms of social

and cognitive outcomes (Uludağlı, 2017; Kail, 2012). In this respect, father involvement would be expected to lead to more elaborative style in reminiscing context, and it would be more effective if there are lower levels of maternal gatekeeping from mother's side, or at least if fathers perceive lower levels of maternal gatekeeping.

1.3.Father Involvement

Father involvement is defined as the relationship consisted of quantity of time, physical activities, fathers' attitude towards interaction with children, time spent on other activities and conflicts related to time spent (Halme, Astedt-Kurki, & Tarkka, 2009). Children's development including managing behaviors such as tantrums, aggression, non-compliance, over-activity, and destructive behavior; and internalizing behaviors, such as social withdrawal, fears, sadness, and somatic concerns are influenced by the amount of father involvement, and that is the reason high father involvement is significant and desirable (Wilson & Prior, 2011). Children of fathers, who were more involved, achieve higher scores in cognitive growth fostering (Boechler, Harrison, & Magill-Evans, 2003). To sum up, father involvement has been shown to foster positive child outcomes in terms of cognitive, social, and emotional development of their children.

Although father involvement is shown to foster positive child outcomes, there are only a few studies that focused on the individual and environmental factors influencing father involvement (Castillo, Welch, & Sarver, 2011). One of these factors was shown to be maternal attitudes towards father involvement in child rearing. In other words, father involvement is affected by maternal behaviors that are directed towards fathers (Sary & Turnip, 2015). Higher levels of maternal encouragement lead to higher levels of father involvement in child rearing (Schoppe-Sullivan, Brown, Cannon, Mangelsdorf, & Sokolowski, 2008), and on the contrary, maternal gatekeeping might lead to decrease in father involvement, and fathers might end up sharing less amount and quality of time with their children. Some research reported that maternal gatekeeping behavior is not related with parenting skills, however it has a negative correlation with father involvement (Barry, Smith, Deutsch, & Perry-Jenkins, 2011). The standards and responsibilities of gatekeeping predict father involvement in childcare and rearing (Gaunt, 2008); for instance, it reduces father competence during

play (Cannon, Schoppe-Sullivan, Mangelsdorf, Brown, & Sokolowski, 2008) and relative weekend involvement (Gaertner, Spinrad, Eisenberg, & Greving, 2007).

As family system theory proposed, members of the same family and their attitudes towards one another affect the overall familial atmosphere of relationships. In those terms, if mothers hold and present negative attitudes toward fathers, fathers also adopt negative attitude toward their relationship and presence in their family system (Sary & Turnip, 2015). Father's lack of confidence, and especially lack of positive feedback in child rearing activities, might lead to this pattern. When fathers have sufficient number of opportunities to earn capabilities in child caring, mothers and fathers usually do not differ (Lamb, 2000) in terms of child rearing capabilities. One may infer that if mothers hold the whole responsibility for the child caring and rearing responsibilities, then they might reduce the effectiveness of fathers as caregivers, through the role of which fathers might also play an important role in their child's life and child rearing practices. With this interference, mothers not only might risk a healthy relationship between father and child, but also, they create an environment where they involve more than they are needed, and mostly hold higher levels of criticism towards fathers' fathering practices. In these terms, for a healthy family system, not only father's involvement, but also mother's attitude towards father's involvement is important.

1.4.Mother Involvement & Perceived Maternal Gatekeeping

Not only maternal gatekeeping affects the attitude and the involvement of the father in childcare, but also mother's maternal identity and gatekeeping behavior are significant in terms of father-child relationship (Gaunt, 2008). Although mother involvement is defined same as the fathers', additionally, it holds gender roles, and primary caregiver attitudes. From this perspective, it separates itself from maternal gatekeeping behavior, since mother involvement includes emotional attachment and attitudes towards their children. In previous literature, it is reported that mother involvement holds a place mainly for children's educational involvement (Downer, Campos, McWayne, & Gartner, 2008). While fathers spend time in play activities, mothers spend most of their time with functional and work-related activities (McBride & Mills, 1993), where they can validate their maternal identity more actively. Those maternal functional activities in terms of childcare affect the quality of the other parent's relationship and involvement with the child (Austin et al., 2013). The previous

literature suggested that those parenting behaviors are deeply gendered, and perceptions about positive parenting behaviors are different for mothers and fathers (Hauser, 2012). In a study conducted by McBride and his colleagues (2005), it was reported that the relationship between fathers' own perceived investments in parenting and actual father involvement was moderated by mothers' beliefs and attitudes about the role of fathers. This could be the evidence demonstrating that father involvement might be affected by actual maternal gatekeeping behavior that mothers' show, as well as fathers' own beliefs about mothers' gatekeeping. From this perspective, fathers' perception of maternal gatekeeping matters in terms of their relationship with their children, as much as mothers' self-reported maternal gatekeeping behavior. If father involvement is a significant predictor for child outcomes, fathers' perception of family dynamics, especially mothers' attitude -which influences relative involvement-, should also be included in the picture. Previous literature discussed that less perceived support and more perceived undermining co-parenting affect the relationship between father and the child -for example during play in terms of co-parenting (Buckley & Schoppe-Sullivan, 2010). Fathers' beliefs about family dynamics reduce the barriers of mothers, which in turn result in higher quality parenting behaviors (Freeman, Newland, & Coyl, 2008). In addition, fathers' confidence in their own parenting, which is affected from maternal gatekeeping behavior, is a significant predictor for their relationship with children (McBride & Rane, 1998).

All together, these negative attitudes, created by both parents and feeding each other, might affect the quality of the relationship between father and the child via less father involvement. This restricted father-child relationship might influence all socialization outlets, including daily conversations including past conversations. Fathers might prefer to keep their behaviors within boundaries, and in turn, they might not frequently talk with their children about their daily experiences or personal past, and when they do, they usually do not reminisce with their children in a detailed manner.

1.5.Memory Characteristics: Elaborativeness

Daily conversational routines, especially when higher in terms of the frequency and quality of those conversations, have a positive effect on children's cognitive development. Parents who frequently converse with their children about shared past events, and their children, elaborate more on the time, place, validation of emotions

(evaluations), people and meaning included in the shared past events in more detail (Pillemer, 1998; Şahin-Acar & Leichtman, 2015; Wang, 2006). Children usually discuss their daily experiences with significant others, mainly with their parents. The way children share their memories with their parents and how their parents respond to children in terms of elaborating the details of their personal experiences -how they reminisce with their children about past events- provide a reminiscing style (working as a cognitive schema) for their children. In other words, children adopt the way their parents reminisce with them about past events, they specifically learn from their parents what is worthwhile to remember, focus on, and reminisce about, and usually carry this reminiscing style into their adulthood (Pillemer, 1998; Wang, 2001). When parents discuss the past in an elaborated manner, which is emotionally and contextually rich, and high in collaboration, children have higher autobiographical skills in addition to language and socioemotional skills (Salmon & Reese, 2016).

Children with parents who have elaborated personal memories and narratives, provide more detailed and coherent personal narratives including detailed questions, context statements and evaluations, and showed more differentiated and coherent sense of self in preschool age (Fivush, Habermas, Waters, & Zaman, 2011). Parents construct a remembering and reminiscing style for their children with the supervision and inheritance of their own memories, and teach them what is worthwhile to remember by discussing about daily or past experiences of their children, through challenging their language skills, putting these personal past experiences into words and sentences, and signifying which parts of a personal memory to remember (Salmon & Reese, 2016). Children, whose parents are more elaborative in terms of reminiscing about shared and/or unshared memories, are more elaborative in narrating or reminiscing about their personal past, and they also show more positive child outcomes. For instance, children who have mothers with elaborative narrative style were reported to have more secure attachment (Fivush & Vasudeva, 2002). These children also have higher language and literacy skills, better understanding of self, other, mind (Fivush, Haden, & Reese, 2006), and emotion knowledge (Bergen & Salmon, 2010). That is why high parental involvement results in high quality *autobiographical memory characteristics* and, in turn, more positive child outcomes in terms of memory characteristics in past conversations, as an extension and indication of better cognitive skills.

In addition to the effect of parental involvement and the reminiscing style that parents teach their children on children's narrative styles, the autobiographical memory literature suggested gender differences in the way daughters and sons, in addition to their parents respectively, would converse about shared past events. Previous literature showed that parents talk differently with their daughters and sons (Reese, Haden, & Fivush, 1996). For example, they refer more emotional words with their daughters compared to sons (Adams, Kuebli, Boyle, & Fivush, 1995). Girls' autobiographical narratives are more detailed (Buckner & Fivush, 1998), while parents narrate also more detailed with their daughters (Buckner & Fivush, 2000). When considering cultural difference, the same pattern exists in favor of girls. Regardless of culture, daughters who have mothers with high elaborativeness also have high elaborativeness; and mothers use repetitiveness less with their daughters compared to their sons (Şahin-Acar & Leichtman, 2015).

To sum, limited number of studies have shown that positive child outcomes are influenced by many factors. One of the significant factors is that attitudes of parents with whom child shares and discusses the most frequently, in addition to the gender of the child and the parent whom the child talks to. The regulations and interactions between both parents toward each other create either a friendly, or a hostile environment for the relationships within family. With the effect of gender roles, when mothers think less of fathers as caregivers and block their involvement, this gatekeeping attitude and behaviors might create an environment where child can be possessed by only one parent, mainly the mother. In other words, with maternal gatekeeping behaviors, mother might reduce the involvement of the father, while father could have been beneficial in terms of positive child outcomes. In this way, mother might also keep the gate for sharing time as father and child, such as plays, sightseeing, dyadic conversations, through which father and the child can share an exclusive moment with each other. From this point of view, frequency of daily conversations –including shared and unshared past events- should be affected by maternal gatekeeping behavior.

1.6.Current Study and Hypotheses

The main aim of the current study was to explore the relationship between maternal gatekeeping behavior and father-child conversational style about shared past. The

mediator effect of father involvement was examined within the dynamics of this relationship. In addition, the role of fathers' perception of mothers' gatekeeping behavior and mother involvement was investigated in the current model. It was hypothesized that mothers' own reports on maternal gatekeeping and mother involvement, and perceived maternal gatekeeping reported by fathers would negatively predict father involvement. On the other hand, father involvement would positively predict child and father elaborativeness in shared past conversation. It was expected that father involvement would mediate the relationship between mothers' own report about maternal gatekeeping, perceived maternal gatekeeping reported by fathers, mother involvement; and both fathers' and children's elaborativeness in shared past conversation.

To the best of our knowledge, this is the very first study combining different dynamics of father involvement together with maternal gatekeeping, perceived maternal gatekeeping, and mother involvement, and measure in which ways these variables would predict fathers' and their children's elaborativeness in past conversations. It is important to understand the relationship between father involvement and maternal gatekeeping behaviors, and how this dynamic affects father-child dyads' memory characteristics in shared past conversations.

CHAPTER 2

2. METHOD

2.1.Participants

Children aged between 60 to 78 months (M_{age} = 69,18 months, *SD* = 6,78) and their parents participated in the current study. We recruited children who are currently attending a preschool at the time of participation. 62 (34 girls, 28 boys) families from middle and upper-middle socioeconomic backgrounds living in different regions of Ankara were invited to Child and Adolescent Development Lab at METU.

2.2.Measurements

All measures were completed by filling out an online questionnaire via Qualtrics in the lab. They listened to white noise while filling out the online questionnaire to keep the outer voice out and to avoid hearing any other ongoing conversation or task in progress.

2.2.1. Demographic Information Form

Each parent was given a demographic information form to fill out individually, and answered questions about family members' personal information including ages, gender of the child, sibling status, preschool education history and pre-existing/existing mental and physical health status of the children, educational status of each parent, family size (number of people living in the family), and perceived socioeconomic status. If for the identical questions where mothers and fathers provided different answers (e.g. socioeconomic status), their scored were averaged (see Appendix A).

2.2.2. Perceived Maternal Gatekeeping

This scale aims to measure father' attitudes about mothers' perception of taking care of their children. This was originally developed by

Fagan and Barnett (2003) as "Maternal Gatekeeping Scale". The Turkish adaptation of this scale (Anne Bekçiliği Ölçeği) has been done by Karabulut and Şendil (2017) and found as valid and reliable measure, with Cronbach's alpha of .82 and .89 in the current study for measuring perceived maternal gatekeeping. Sample items include "*If my child needs to be disciplined, my wife thinks that she is the one to make the decision, not me*" and "*If an adult need to talk to my child about his/her behavior, my wife think that she is the one to do the talking, not me*". It is a 5 points Likert-type scale with choices of 5 for strongly disagree and 1 for strongly agree. In the Turkish version, we reversed the direction of the choices as 1 to strongly disagree and 5 to strongly agree, for the purpose of ease in use (see Appendix B).

In addition to Perceived Maternal Gatekeeping Scale, a single item question was given to fathers to obtain a better understanding about the perspective of fathers to mother-father dynamics. The question was "To Whom do you think your child belongs to?" (Sizce çocuğunuz hanginize aittir?), and fathers were asked to rate this question on a scale with an indicator. The answer was added to the perceived maternal gatekeeping score (see Appendix C).

2.2.3. Maternal Gatekeeping Scale

It is the same scale developed by Fagan and Barnett (2003) with the Cronbach's alpha of .93. Although Turkish adaptation of Perceived Maternal Gatekeeping already exists, for adaptation of Maternal Gatekeeping Scale additional data was recruited from mothers (N = 128) via online questionnaire. A factor analysis was performed, the Kaiser-Meyer-Olkin measure of sampling adequacy was .89, and Bartlett's test of sphericity was significant ($\chi 2$ (36) = 464.60, $p < .001$). All items were loaded into factor and explained 68.72 % of the variance. After, a reliability analysis has been performed and scale was found as reliable with Cronbach's alpha value of .94. It includes nine items, each addressing mothers' preferences for carrying out various child care tasks rather than fathers. Sample items include "*If my child needs to be*

disciplined, I think that I am the one to discipline him/her, not the father" and "*If an adult need to talk to my child about his/her behavior, I think that I am the one to do the talking, not the father.*" It is a 5-point Likert-type scale with choices of 5 for strongly disagree and 1 for strongly agree. In the Turkish version, we reversed the direction of choices as 1 to strongly disagree and 5 to strongly agree, for the purpose of ease in use. Finally, this scale was given to the mothers of children (see Appendix D).

In addition to Maternal Gatekeeping Scale, the same single item question as given to fathers was also given to mothers to obtain a better understanding about the perspective of mothers to father-child relationship. The question was "*To Whom do you think your child belongs to*?" (Sizce çocuğunuz hanginize aittir?), and mothers were asked to rate this question on a scale with an indicator. The answer was added to the maternal gatekeeping score.

2.2.4. Father Involvement Scale

Father Involvement Scale (Baba Katılım Ölçeği) was developed by Sımsıkı and Şendil (2014). The scale is developed by recruiting fathers, who have at least one 3-6-year-old child. This scale consists of 37 items with subscales of three dimension. Each item is evaluated on a 5-point Likert type scale, 1 being never and 5 being always. It is a valid and reliable measure with Cronbach's alpha of .89 for Arbitrary Occupation, .83 for Primary Care, .85 for Attention and Closeness, and .92 for total in the original study, and .79 for Arbitrary Occupation, .78 for Primary Care, .71 for Attention and Closeness, and .85 for total in the current study. Sample items include "*I read books to my children*" and "*I listen to music with my children*" for *Arbitrary Occupation* subscale; "*I tell my children that I love them*" and "*I comfort my children when they fell down*" for *Attention and Closeness* subscale; "*I bath my children*" and "*I care about whether they brush their teeth*" for *Primary Car*e subscale. This scale was filled out by fathers (see Appendix E).

2.2.5. Mother Involvement Scale

Mother version of the father involvement scale was given to mothers to measure mother involvement. Mother Involvement Scale (Anne Katılım Ölçeği) was developed by Sımsıkı and Şendil (2014). The scale is developed by recruiting fathers, who have at least one 3-6-year-old child, but in the current study also used to measure mother involvement. This scale consists of 37 items with subscales of three dimension. Each item is evaluated on a 5-point Likert type scale, 1 being never and 5 being always. It is a valid and reliable measure with Cronbach's alpha of .89 for Arbitrary Occupation, .83 for Primary Care, .85 for Attention and Closeness, and .92 for total in the original study, and .84 for Arbitrary Occupation, .59 for Primary Care, .68 for Attention and Closeness, and .88 for total in the current study. Sample items include "*I read books to my children*" and "*I listen to music with my children*" for *Arbitrary Occupation* subscale; "*I tell my children that I love them*" and "*I comfort my children when they fell down*" for in *Attention and Closeness* subscale; and "*I bath my children*" and "*I care about whether they brush their teeth*" for *Primary Car*e subscale. This scale was filled out by mothers.

2.3.Procedure

Ethical permissions were driven from the Ethical Committee at METU. Participants were invited to Child and Adolescent Development Lab at METU, where an audio-recorder was set to record the conversations, which were transcribed verbatim. Fathers and mothers were given separate informed consent forms, and a verbal consent was obtained from child. Mothers filled out an online questionnaire including Maternal Gatekeeping Scale, Mother Involvement Scale, and the demographic information form. While completing the online questionnaire, mothers simultaneously listened to white noise to avoid external distractors. Meanwhile, father-child dyads continued with the procedure of the study.

Researcher asked the father to choose a shared memory happened within a month and write down keywords that would help to remind the memory assuring that the

conversation would continue smoothly. After deciding the memory to reminisce about, they discussed about that memory approximately for 5 minutes. Their conversation was audio-recorded. If mothers finished answering the questions earlier than expected, they were asked to continue to wear the headphones and listen to white noise until the father-child task was completed.

When father-child past conversation was over, fathers also filled out an online questionnaire, including Father Involvement Scale, Perceived Maternal Gatekeeping, and the demographic information form. Meanwhile, for the purpose of another ongoing research, mother-child dyads participated in another task. A brief feedback about positive attitudes of parents (e.g. you smile and nod while your child is conversing with you) and debriefing were given at the end of the procedure. Parents were also given a brief brochure including few points about parenthood, and child was given a representational diploma as a thank-you-gift.

2.4.Coding

Fathers' and children's shared memory conversation were transcribed separately. Each transcription was coded in terms of elaborativeness, which is a composite score, by two trained researchers. Coding schemes were adapted from Fivush, Haden, and Adam (1995), Fivush and Vasudeva (2002), Leichtman, Pillemer, Wang, Koreishi, and Han (2000), Leichtman, Wang, and Pillemer (2003) and Reese and Fivush (1993) as in the research has been conducted by Şahin-Acar and Leichtman in 2015. For elaborativeness; memory/elaborative questions (e.g. what did we do in there), yes/no questions (e.g. did you do it), context statements (e.g. she really looked cute), and evaluations (e.g. you are correct) were coded as composite scores. On the other hand, for repetitiveness; memory/elaborative question repetitions (e.g. what are some of the things you did at there), yes/no question repetitions (e.g. did you do it or not), and context statement repetitions (e.g. she certainly was cute) were coded as composite scores. This repetitiveness score was used for calculation of elaborativeness, since elaborativeness was calculated as the unique score of elaborativeness divided by the sum of elaborativeness and repetitiveness (Fivush & Vasudeva, 2002).

CHAPTER 3

3. RESULTS

3.1.Data Screening

64 triads including mother, father and child were participated in the current study. One family were excluded from the analysis, because mother later in the process reported to be the step-mother and one family's transcription could not be coded because of a technical problem in the audio-recorder (N = 62). There was only one question missing in Father Involvement Scale since the questions were made obligatory to answer as a function of Qualtrics, and the answer were corrected. To understand the data better, frequency tables of all variables were examined. It was revealed that all variables were close to normal distribution, and not skewed. The data has high variance. All analyses have been made using SPSS, and LISREL.

3.2.Descriptive Statistics

34 girls and 28 boys (M_{age} = 69,18 months, SD = 6,78) participated in the present study with their mothers (M_{age} = 35,84, SD = 4,62), and their fathers (M_{age} = 39,13, SD = 4,44, see Table 1 and Table 2).

Table 1

Means, Standard Deviations and Minimum-Maximum Scores of Continuous Study Variables

Variables	*M (N = 62)*	*SD (N = 62)*	*Minimum-Maximum (N = 62)*
Child Variables			
Age (months)	69.69	6.78	52-83
Sibling Number	0.68	0.57	0-2
Maternal Variables			
Age (years)	35.84	4.62	24-48
Paternal Variables			
Age (years)	39.13	4.44	29-53

Table 2

Frequencies and Percentiles of Categorical Study Variables

Variables	*Children (N = 62)*		*Mothers (N = 62)*		*Fathers (N = 62)*	
	f	*%*	*f*	*%*	*f*	*%*
Child Gender						
Female	34	54.8				
Male	28	45.2				
Child Preschool Education Status						
Having Education	58	93.5				
No Education	4	6.5				
Child Health Status						
Having A Disorder	6	9.7				
No Disorder	56	90.3				
Parental Education Status						
Primary School Degree			4	6.5	1	1.6
Secondary School Degree			1	1.6	1	1.6
High-School Degree			15	24.2	12	19.4
Bachelor's Degree			33	53.2	38	61.3
Graduate Degree			9	14.5	10	16.1
Perceived SES						
Low			1	1.6	0	0
Low-Middle			0	0	0	0
Middle			41	66.1	35	56.5
Middle-Upper			19	30.6	23	37.1
Upper			1	1.6	4	6.5

3.3.Interrater Reliability

All transcribed conversations of fathers and children (N = 62) were coded for elaborativeness, repetitiveness, and total elaborativeness by the author and 30% of all transcribed conversations (N = 18) were coded by a trained second coder. The interrater reliability for fathers was ranged between .77-.94 and for children was ranged between .76-.91.

3.4.Correlations

A correlation analysis was performed before continuing with the model testing. Mothers' age was found to be positively correlated with mothers' ($r(60) = .40$, $p < .001$), and fathers' educational status ($r(60) = .25$, $p < .05$); and negatively correlated with total perceived maternal gatekeeping score including single item question answered by fathers ($r(60) = -.33$, $p < .01$). Fathers' age was found to be negatively correlated with total father involvement score ($r(60) = -.28$, $p < .05$). Children's age was positively correlated with child total elaborativeness ($r(60) = .33$, $p < .01$). Mothers' educational status was positively correlated with both SES reported by mothers' ($r(60) = .32$, $p < .05$) and fathers ($r(60) = .33$, $p = .01$). Fathers' educational status was positively correlated with SES reported by fathers ($r(60) = .27$, $p < .05$), and total mother involvement score ($r(60) = .32$, $p < .05$). Total father involvement was negatively correlated with total child elaborativeness ($r(60) = -.26$, $p < .05$). Total mother involvement score was negatively correlated with total maternal gatekeeping score including single item question answered by mothers ($r(60) = -.32$, $p < .05$). Lastly, fathers' total elaborativeness score, which was calculated as elaborativeness divided by sum of elaborativeness and repetitiveness was positively correlated with child elaborativeness ($r(60) = .36$, $p < .01$, see Table 3).

Table 3

Correlations between Variables

	Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
1	Child's Age (Month)	1													
2	Mother's Age (Year)	-.172	1												
3	Father's Age (Year)	.122	.585**	1											
4	Child's Gender (1=Girl, 2=Boy)	-.009	.067	.058	1										
5	Mother's Education Status	-.180	.397**	.115	.035	1									
6	Father's Education Status	-.193	.253*	.134	-.298*	.174	1								
7	Perceived SES by Mothers	-.125	.189	.072	-.143	.319*	.228	1							
8	Perceived SES by Fathers	-.127	-.056	-.081	.158	.326**	.265*	.157	1						
9	Father Involvement	-.023	-.195	-.279*	.047	.005	-.159	-.126	.078	1					
10	Perceived Maternal Gatekeeping	-.008	-.331**	-.241	-.098	-.145	-.244	.030	-.154	-.078	1				
11	Mother Involvement	-.142	-.006	-.032	.022	.162	.321*	.049	.095	-.208	-.140	1			
12	Maternal Gatekeeping	.025	.116	.088	-.138	-.159	.020	.116	-.0336	.075	.134	-.315*	1		
13	Father Elaborativeness	.140	.183	.218	-.171	.129	.070	-.024	-.150	-.070	-.101	.187	-.104	1	
14	Child Elaborativeness	.333**	.040	.103	.007	.000	.018	-.120	-.112	-.261*	-.083	.184	-.140	.363*	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

3.5.Model Testing

For the main purpose of the study, a model testing was performed. The effects of maternal gatekeeping, perceived maternal gatekeeping, and mother involvement on father and child elaborativeness with mediation of father involvement were tested. Only the path between father involvement and child elaborativeness was found to be significant (β = - .26, p < .05). The overall model did not fit the data ($\chi 2$ (7, 62) = 12.20, p = ns, *RMSEA* = .113, *CFI* = .633, *GFI* = .937, *AGFI* = .812, *NNFI* = .214, see Figure 1).

Figure 1

The Hypothesized Mediation Model

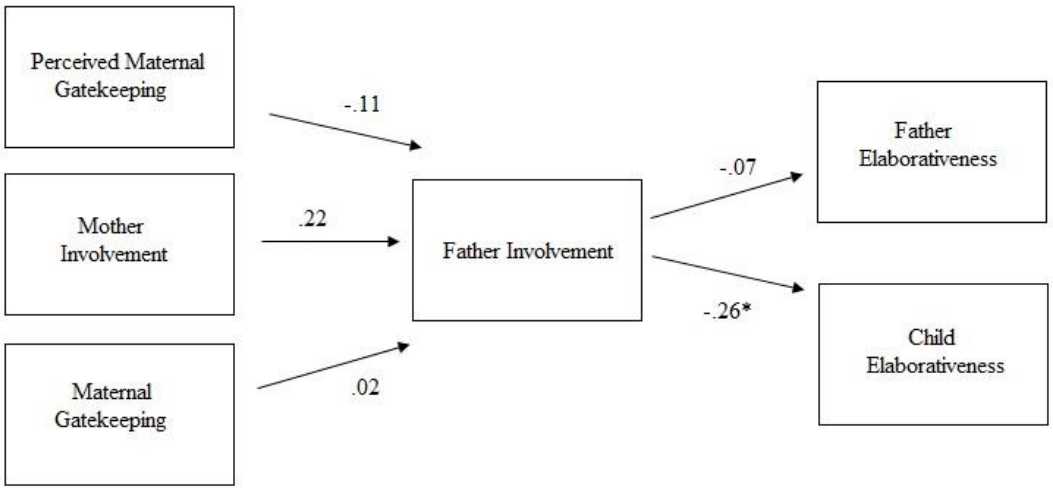

Figure 1. The model included mediation role of father involvement between maternal gatekeeping, perceived maternal gatekeeping, and mother involvement; and father and child elaborativeness.

3.7.Split Data Analyses

The data were split into two according to gender, and an additional correlation matrix and two separate hierarchical regressions were performed according to gender for exploratory purposes.

According to the correlation results, some of the existed correlations were disappeared while some of them were revealed (see Table 4 and Table 5). *For girls*, mothers' age has been found to be positively correlated with mothers' educational status ($r(32) = .47$, $p = .005$). Mothers' educational status was positively correlated with SES reported by fathers ($r(32) = .35$, $p < .05$) and total mother involvement score ($r(32) = .37$, $p < .05$). SES reported by fathers was negatively correlated with total perceived maternal gatekeeping score ($r(32) = -.35$, $p < .05$). Total father involvement score was negatively correlated with total child elaborativeness ($r(32) = -.50$, $p < .005$). Total mother involvement score was positively correlated with total child elaborativeness ($r(32) = .39$, $p < .05$). *For boys*, mothers' age was negatively correlated with total perceived maternal gatekeeping score ($r(26) = -.54$, $p < .005$). Children's age was positively correlated with total child elaborativeness ($r(26) = .44$, $p < .05$). Mothers' educational status was positively correlated with SES reported by mothers ($r(26) = .44$, $p < .05$). Fathers' educational status was positively correlated with SES reported by fathers ($r(26) = .43$, $p < .05$), total mother involvement score ($r(26) = .50$, $p < .01$). Total mother involvement score was negatively correlated with total maternal gatekeeping score ($r(26) = -.37$, $p < .05$). And lastly, total father elaborativeness was positively correlated with total child elaborativeness ($r(26) = .44$, $p < .05$).

As a next step, two different hierarchical regressions were performed for both father and child elaborativeness (see Table 6 and Table 7). With the guidance of the model that was previously tested, in the first step, maternal gatekeeping, perceived maternal gatekeeping, and mother involvement, in the second step, father involvement, and as outcomes father and child elaborativeness were tested. The mediation model testing father elaborativeness were not significant in each step for either girls or boys. In terms of child elaborativeness none of the models were found significant *for boys.* However, *for girls*, the first model where mother involvement, maternal gatekeeping, and perceived maternal gatekeeping was not found significant, although only mother involvement was marginally significant ($\beta = .42$, $p < .05$, 95% CI = [.000, .005]). The

second model where father involvement was tested while controlling other variables explained 25% of variance (R^2_{adj}= .25) and was found significant $F(4, 29) = 3.79$, $p < .05$. Father involvement significantly predicted child elaborativeness in a negative way (β= -.43, $p < .01$, 95% CI = [-.002, .000]), while mother involvement continued to predict child elaborativeness marginally (β= .31, $p = .06$, 95% CI = [.000, .002]).

Table 4

Correlations between Variables for Girls

	Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
1	Child's Age (Month)	1												
2	Mother's Age (Year)	.529**	1											
3	Father's Age (Year)	-.265	.059	1										
4	Mother's Education Status	.472**	.213	-.317	1									
5	Father's Education Status	.193	.107	-.263	.096	1								
6	Perceived SES by Mothers	.245	.289	-.122	.242	.164	1							
7	Perceived SES by Fathers	-.020	-.219	-.154	.346*	.172	.181	1						
8	Father Involvement	-.183	-.159	.046	-.001	-.192	.055	.151	1					
9	Perceived Maternal Gatekeeping	-.177	-.147	.145	-.230	-.279	-.168	-.351*	-.127	1				
10	Mother Involvement	.124	.061	-.264	.374*	.147	.183	.121	-.200	-.192	1			
11	Maternal Gatekeeping	.146	.210	.152	-.250	.124	.076	-.114	-.031	.214	-.270	1		
12	Father Elaborativeness	.279	.220	.008	.300	.060	.125	.106	-.081	-.170	.314	-.161	1	
13	Child Elaborativeness	-.045	.080	.243	-.007	.132	.010	.055	-.500**	.070	.389*	-.087	.304	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5

Correlations between Variables for Boys

	Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
1	Child's Age (Month)	1												
2	Mother's Age (Year)	.641**	1											
3	Father's Age (Year)	-.065	.193	1										
4	Mother's Education Status	.300	-.014	.011	1									
5	Father's Education Status	.371	.204	-.156	.307	1								
6	Perceived SES by Mothers	.158	-.122	-.134	.440*	.224	1							
7	Perceived SES by Fathers	-.107	.003	-.108	.328	.430*	.188	1						
8	Father Involvement	-.221	-.438*	-.007	.009	-.110	-.329	.003	1					
9	Perceived Maternal Gatekeeping	-.535**	-.358	-.228	.005	-.311	.248	.053	.010	1				
10	Mother Involvement	-.139	-.126	-.014	-.096	.502**	-.068	.073	-.222	-.076	1			
11	Maternal Gatekeeping	.104	-.048	-.155	-.002	-.177	.128	.079	.258	-.030	-.376*	1		
12	Father Elaborativeness	.148	.247	.247	.006	-.002	-.166	-.247	-.053	-.088	.118	-.115	1	
13	Child Elaborativeness	.136	.127	.441*	.008	-.079	-.258	-.257	.051	-.298	-.029	-.216	.436*	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6

Hierarchical Regression Summary for Father Elaborativeness

			Father Elaborativeness				
Girls							
Variables	*B*	*SE B*	*β*	CI		R^2_{adj}	*F*
Model 1						.026	1.296
Maternal Gatekeeping	.000	.001	-.065	-.002	.001		
Perceived Maternal Gatekeeping	.000	.001	-.103	-.002	.001		
Mother Involvement	.001	.001	.277	.000	.002		
Model 2						-.005	.956
Maternal Gatekeeping	.000	.001	-.067	-.002	.001		
Perceived Maternal Gatekeeping	.000	.001	-.110	-.002	.001		
Mother Involvement	.001	.001	.266	.000	.002		
Father Involvement	.000	.000	-.043	-.001	.001		
Boys							
Variables	*B*	*SE B*	*β*	CI		R^2_{adj}	*F*
Model 1						-.095	.220
Maternal Gatekeeping	-.001	.002	-.088	-005	.003		
Perceived Maternal Gatekeeping	-.001	.002	-.084	-.004	003		
Mother Involvement	.000	.001	.079	-.001	.002		
Model 2						-.142	.159
Maternal Gatekeeping	-.001	.002	-.085	-.005	.003		
Perceived Maternal Gatekeeping	-.001	.002	-.084	-.004	.003		
Mother Involvement	.000	.001	.077	-.002	.002		
Father Involvement	.000	.001	-.013	-.002	.002		

* $p < .001$

Table 7

Hierarchical Regression Summary for Child Elaborativeness

			Child Elaborativeness				
Girls							
Variables	*B*	*SE B*	*β*	CI		R^2_{adj}	*F*
Model 1						.173	2.008
Maternal Gatekeeping	.001	.001	.007	-.002	.002		
Perceived Maternal Gatekeeping	.001	.001	.151	-.001	.003		
Mother Involvement	.001	.001	.416*	.000	.003		
Model 2						.171	3.793
Maternal Gatekeeping	.000	.001	-.034	-.002	.002		
Perceived Maternal Gatekeeping	.000	.001	.082	-.001	.002		
Mother Involvement	.001	.001	.309*	.000	.002		
Father Involvement	-.001	.001	-.429**	-.002	.000		
Boys							
Variables							
Model 1						.162	1.542
Maternal Gatekeeping	-.002	.001	-.286	-.005	.001		
Perceived Maternal Gatekeeping	-.002	.001	-.319	-.005	.000		
Mother Involvement	-.001	.001	-.161	-.002	.001		
Model 2						.009	1.186
Maternal Gatekeeping	-.002	.001	-.307	-.005	.001		
Perceived Maternal Gatekeeping	-.002	.001	-.320	-.005	.001		
Mother Involvement	.000	.001	-.147	-.002	.001		
Father Involvement	.000	.001	.101	-.001	.002		

*$p < .05$

**$p < .01$

CHAPTER 4

4. DISCUSSION

4.1.Overview

The main aim of the current study was to understand the relationship between maternal gatekeeping behavior and father-child dyads' elaborativeness in shared past-conversation, through the mediation role of father involvement. It was hypothesized that lower levels of maternal gatekeeping, perceived maternal gatekeeping reported by fathers, and mother involvement would predict higher levels of father involvement, and in turn, higher levels of father involvement would predict higher levels of father's and child's elaborativeness in their shared past conversation. In addition, father involvement was hypothesized to mediate the relationship between maternal gatekeeping, and father and child elaborativeness. Results revealed that the overall mediation model was not significant. It was also found that only the relationship between father involvement and child elaborativeness was significant, however, the relationship was negative as opposed to the proposed hypothesis. When the data was split and the model ran separately for daughters and sons (and their parents), results revealed different patterns for daughters and sons, and their fathers, respectively. In those terms, results revealed that maternal gatekeeping and father involvement affect father-child dyad's memory characteristics in shared past conversations in a different way, as a result of gender socialization roles.

1.1.Father Involvement and Child Elaborativeness

Father involvement is defined as the activities and time spent with children in terms of daily child-rearing activities in life (Halme, Astedt-Kurki, & Tarkka, 2009). It is known that higher father involvement results in higher levels of positive child outcomes, however, there are limited number of research on this topic (Uludağlı, 2017). To the best of our knowledge, the current study is the first study, which examined the role of maternal gatekeeping and parent involvement related dynamics on father-child past conversations. In light of previous literature, it was hypothesized

that higher levels of father involvement would result in higher father and child elaborativeness in shared past conversations. However, it was found that father involvement negatively predicted child elaborativeness, while it did not show the same pattern of results for father elaborativeness. In addition, the only significant path in the model testing was the negative path from father involvement to child elaborativeness. Elaborativeness includes asking open-ended and yes-no questions, evaluating, stating a situation or a context, etc. With all those requirements that compose elaborativeness as a composite variable, having an elaborated conversation requires advanced language skills. Although many studies in literature included preschoolers (Fivush, Haden, & Reese, 2006), the age of children might not be sufficient in terms of having an elaborated shared past conversation. In other words, children with the age of 5 to 6 were cognitively not able to construct complex sentences. In another study, conducted with triadic families (mother-father-child), it was found that children have the least number of words while they have the most turn-taking compared to their parents (Bürümlü, 2017). It means that children talk, but not in the grammatically complex ways adults do; they talk with few words and short sentences. It also shows that children are one of the most active participants in shared past conversations but not in the elaborated manner, since they do not have as much advanced language skills as adults do. In those circumstances, higher involvement of fathers might restrict children more, since they may not find enough opportunity to talk effectively.

1.2.Maternal Gatekeeping and Father Involvement

Another variable that was tested for the current study was maternal gatekeeping. Maternal gatekeeping is defined as the attitude to restrict or block fathers' access to the child in terms of caregiving and child rearing practices. When mothers want to keep their power in the family or validate their maternal identity, which includes conceptions of mothers' superior knowledge of parenting and women's sense of having primary responsibility as the primary caregivers (Hauser, 2015), they might have limited the father-child relationship with or without any intentions, and in turn, this situation might have led to disruption of a healthy father-child relationship. Thus, it was hypothesized that maternal gatekeeping would be negatively associated with father involvement. However, this relationship was not found in either correlations, or the tested model. The involvement of both mothers and fathers are affected by many dynamics as shown in previous literature. One of the important aspects of involvement

is the willingness of the parents for taking care of their children (Ladage, 2015). This willingness is found to be directly associated with general spousal dynamics, such as marital satisfaction and social support, which also found as the mediator of maternal gatekeeping and father involvement (De Luccie, 1995). The same relationship might have existed in the same manner for the current study. The maternal gatekeeping behavior might change according to higher or lower levels of marital satisfaction and support coming from fathers. For instance, in a preliminary analysis of a study, which is currently being conducted, it was found that mothers take the criticism coming from their spouses, as the most serious and hurting ones (Türe & Şahin-Acar, 2017). It means that mothers take criticism as being more destructive when it comes from the spouses. In light of these findings, one may speculate that there might be other possible positional dynamics that affect maternal gatekeeping behavior, and mother involvement with the perception of fathers on mothers' attitudes, which in turn, would possibly affect father involvement. Those dynamics might also include social desirability, which lead mothers to answer the questions of maternal gatekeeping scale differently than they would behave or think indeed. In these terms, future research should focus on other familial dynamics, which might play a role in affecting maternal gatekeeping and parental involvement.

1.3.Gender

Although, no such effect was found in the current study for overall analysis, the gender effect was found later when the data was split due to child's gender, which is performed for exploratory purposes. One of the reasons why the overall models and predictors were not significant in the collapsed data might be due to this noise, due to collapsing daughters and sons, and their parents. When we examine the split data results, one may speculate that mothers and fathers hold different parental values and responsibilities in terms of their parental identities, as well as their daughters and sons in terms of their interaction with their fathers. For instance, in a study conducted with triads, main effect of gender was found where parents use more emotional words when they reminisce with their daughters than their sons (Bürümlü, 2017). In addition, girls use more number of words compared to sons. Considering previous literature, fathers' contribution to daily past conversations and figuring out the factors that affect these conversations might be more complicated than anticipated. More importantly, those previous studies always included mothers, even when fathers were also included, such

as in the triadic studies. Thus, the effect of fathers on shared past conversations might also be due to the role of mothers where they can regulate the relationship, support, and lead father to talk more in detailed manner. There are only a few studies that focuses on father-child dyads' past conversations, and the current study showed further investigation on this topic. On the other hand, as mentioned earlier, those families were invited to a Child and Adolescence Lab for a developmental study, where they were informed to meet with child psychologists and complete some tasks. With the pressure of the situation, fathers might also out-perform themselves and make more effort, which might also lead to disregard the gender roles and attention level given to children. Nevertheless, there is more need for further research on father-child conversational patterns.

1.4.Limitations and Future Directions

Although the current study preserves its place by being one of the few studies focusing on father-child dynamics, it has its own limitations. First of all, as mentioned above, the families were invited to the lab for the research reasons, and some families had to reject since it was hard to come get organized and drive to campus. Thus, sample size was acceptable but not large, although there were many studies with lower sample sizes. Second of all, most of the families were from upper-middle class, all drove to campus by their own cars, and seemed very interested in the study about child development. For all those reasons, there might have been a possible ceiling effect. This study should be replicated with low SES families, where mother have more active role on father-child relationship.

1.5.Conclusion

The current study aimed to examine the relationship between maternal gatekeeping and father-child dyads' elaborativeness in shared past conversation through the role of father involvement. The theoretical link between maternal gatekeeping and father involvement was shown by limited number of studies. While fathers are difficult to reach for research, another reason might be the drawer effect, in which researchers conduct studies but find no significant results so they do not publish those research. In other words, even some researchers were interested about the role of fathers on child development, and especially father-child memory conversations as focused in the

current study, they cannot publish statistically insignificant results in academic journals. Yet, to the best of our knowledge, the current study has been the first to examine this previously shown link in relation to father-child dyads' elaborativeness in shared past conversations. In addition, maternal gatekeeping has not been studied in Turkish cultural context extensively, and another unique contribution of the current study has been introducing this conceptual framework in autobiographical memory literature. Results supported only a few of the hypotheses, showing that father involvement is significant in terms of child and parent outcomes, especially for elaborativeness in father-child reminiscing. Further studies should examine the nature of and the factors that influence father-child shared past conversations more in depth and across different samples.

REFERENCES

Adams, S., Kuebli, J., Boyle, P. A., & Fivush, R. (1995). Gender differences in parent-child conversations about past emotions: A longitudinal investigation. *Sex Roles, 33*(5/6), 309–323.

Allen, S. M., & Daly, K. (2007). The effects of father involvement: An updated research summary of the evidence. *Father Involvement Research Alliance.* Centre for Families, Work & Well-Being, University of Guelph.

Allen, S. M., & Hawkins, A. J. (1999). Maternal gatekeeping: Mothers' beliefs and behaviors that inhibit greater father involvement in family work. *Journal of Marriage and The Family, 61*, 199–122.

Austin, W. G., Pruett, K. M., Kirkpatrick, H. D., Flens, J. R., & Gould, J. W. (2013). Parental gatekeeping and child custody/child access evaluation: Part 1: Conceptual framework, research, and application. *Family Court Review, 51*(3), 485–501.

Barry, A. A., Smith, J. Z., Deutsch F. M., & Perry-Jenkins, M. (2011). Fathers' involvement in child care and perceptions of parenting skill over the transition to parenthood. *Journal of Family Issues, 32*(11), 1500–1521. doi: 10.1177/0192513X11406229

Bergen, P. V., & Salmon, K. (2010). The association between parent-child reminiscing and children's emotion knowledge. *New Zealand Journal of Psychology, 39*(1), 51–56.

Boechler, V., Harrison, M. J., & Magill-Evans, J. (2003). Father-child teaching interactions: the relationship to father involvement in caregiving. *Journal of Pediatric Nursing, 18*(1), 46–51. doi: 10.1053/jpdn.2003.7

Buckley, C. K., & Schoppe-Sullivan, S. J. (2010). Father involvement and coparenting behavior: Parents' nontraditional beliefs and family earner status as moderators. *Personal Relationships, 17*, 413–431. doi: 10.1111/j.1475-6811.2010.01287.x

Buckner, J. P., & Fivush, R. (1998). Gender and self in children's autobiographical narratives. *Applied Cognitive Psychology, 12*, 407–429.

Buckner, J. P., & Fivush, R. (2000). Gendered themes in family reminiscing. *Memory, 8*(6), 401–412.

Caldera, Y. M. (2004). Paternal involvement and infant-father attachment: A q-set study. *Fathering, 2*, 191–210.

Cannon, E. A., Schoppe-Sullivan, S. J., Mangelsdorf, S. C., Brown, G. L., & Sokolowski, M. S. (2008). Parent characteristics as antecedents of maternal gatekeeping and fathering behavior. *Family Process, 47*(4), 501–519.

Castillo, J., Welch, G., & Sarver, C. (2011). Fathering: the relationship between fathers' residence, fathers' sociodemographic characteristics, and father involvement. *Maternal Child Health Journal, 15*, 1342–1349. doi: 10.1007/s10995-010-0684-6

De Luccie, M. F. (1995). Mothers as gatekeepers: a model of maternal mediators of father involvement. *The Journal of Genetic Psychology: Research and Theory on Human Development, 156*(1), 115–131. doi: 10.1080/00221325.1995.9914811

Downer, J., Campos, R., McWayne, C., & Gartner, T. (2008) Father involvement and children's early learning: A critical review of published empirical work from the past 15 years. *Marriage & Family Review, 43*(1–2), 67–108. doi: 10.1080/01494920802010264

Fagan, J., & Barnett, M. (2003). The relationship between maternal gatekeeping, paternal competence, mothers' attitudes about the father role, and father involvement. *Journal of Family Issues, 24*(8), 1020–1043.

Fivush, R. (1998). Children's recollections of traumatic and nontraumatic events. *Development and Psychopathology, 10*, 699–716.

Fivush, R. (2007). Remembering and reminiscing: How individual lives are constructed in family narratives. *Memory Studies, 1*(1), 45–54. doi: 10.1177/1750698007083888

Fivush, R., & Vasudeva, A. (2002). Remembering to relate: socioemotional correlates of mother–child reminiscing. *Journal of Cognition and Development, 3*(1), 73–90.

Fivush, R., Habermas, T., Waters, T. E. A., & Zaman, W. (2011). The making of autobiographical memory: Intersections of culture, narratives and identity. *International Journal of Psychology, 46*(5), 321–345. Retrieved from http://dx.doi.org/10.1080/00207594.2011.596541

Fivush, R., Haden, C. A., & Reese, E. (2006). Elaborating on elaborations: Role of maternal reminiscing style in cognitive and socioemotional development. *Child Development, 77*(6), 1568–1588. doi: 0009-3920/2006/7706-0006

Fivush, R., Haden, C., & Adam, S. (1995). Structure and coherence of preschoolers' personal narratives over time: Implications for childhood amnesia. *Journal of Experimental Child Psychology, 60*, 32–56.

Frascaralo, F., & Favez, N. (2010). A method to observe maternal gatekeeping behaviors: The picnic game. *Infant Mental Health Journal, 31*(3), 22–23.

Freeman, H., Newland, L. A., & Coyl, D. D. (2008). Father beliefs as a mediator between contextual barriers and father involvement. *Early Child Development and Care, 178*(7–8), 803–819. doi: 10.1080/03004430802352228

Gaertner, B. M., Spinrad, T. L., Eisenberg, N., & Greving, K. A. (2007). Parental childrearing attitudes as correlates of father involvement during infancy. *Journal of Marriage and Family, 69*, 962–976.

Gaunt, R. (2008). Maternal gatekeeping: antecedents and consequences. *Journal of Family Issues, 29*(3), 373–395. doi: 10.1177/0192513X07307851

Haden, C. A., Haine, R. A., & Fivush, R. (1997). Developing narrative structure in parent-child reminiscing across the preschool years. *Developmental Psychology, 33*(2), 295–307.

Halme, N., Astedt-Kurki, P., & Tarkka, M. (2009). Fathers' involvement with their preschool-age children: how fathers spend time with their children in different family structures. *Child Youth Care Forum, 38*, 103–119. doi: 10.1007/s10566-009-9069-7

Hauser, O. (2012). Pushing daddy away? A qualitative study of maternal gatekeeping. *Qualitative Psychology Issue, 8*(1), 34–59.

Hauser, O. (2015). I love being a mom so I don't mind doing it all: The cost of maternal identity. *Sociological Focus, 48*(4), 329–353. doi: 10.1080/00380237.2015.1059158

Kail, R. V. (2012). *Children and Their Development.* Pearson Education, Inc., 6th Edition, United States of America.

Karabulut, H., & Şendil, G. (2017). Annelik bekçiliği ölçeği'nin (ABÖ) Türkçeye uyarlanması. *Elektronik Sosyal Bilimler Dergisi, 16*(61), 686–699.

Kulik, L., & Tsoref, H. (2010). The entrance to the maternal garden: Environmental and personal variables that explain maternal gatekeeping. *Journal of Gender Studies, 19*(3), 263–277. doi: 10.1080/09589236.2010.494342

Ladage, J. E. (2015). Motivation, marital quality, maternal gatekeeping, breadwinning, and father identity: models of biological fathers' and stepfathers' involvement in childcare (Doctoral Thesis). Old Dominion University, United States.

Lamb, M. E. (2000). The history of research on father involvement. *Marriage & Family Review, 29*(2–3), 23–42. doi: 10.1300/J002v29n02_03

Leichtman, M. D., Pillemer, D. B., Wang, Q., Koreishi, A., & Han, J. J. (2000). When Baby Maisy came to school: Mothers' interview styles and preschoolers' event memories. *Cognitive Development, 15*(1), 99–114. doi:10.1016/S0885-2014(00)00019-8

Leichtman, M. D., Wang, Q., & Pillemer, D. B. (2003). Cultural variations in interdependence and autobiographical memory: Lessons from Korea, China, India, and the United States. In R. Fivush & C. Haden (Eds.), *Autobiographical memory and the construction of a narrative self: Developmental and cultural perspectives*, 99–120. Mahwah, NJ: Lawrence Erlbaum Associates.

Lewis, C., & Lamb, M. E. (2003). Fathers' influences on children's development: The evidence from two parent families. *European Journal of Psychology of Education, 18*(2), 211–228.

Makusha, T., & Richter, L. (2016). Gatekeeping and its impact on father involvement among Black South Africans in rural KwaZulu-Natal. *Culture, Health & Sexuality, 18*(3), 308–320. doi: 10.1080/13691058.2015.1083122

McBride, B, A., & Rane, T. R. (1998). Parenting alliance as a predictor of father involvement: an exploratory study. *Family Relations, 47*(3), 229–236.

McBride, B. A., & Mills, G. (1993). A comparison of mother and father involvement with their preschool age children. *Early Childhood Research Quarterly, 8*, 457–477.

McBride, B. A., Brown, G. L., Bost, K. K., Shin, N., Vaughn, B., & Korth, B. (2005). Paternal identity, maternal gatekeeping, and father involvement. *Family Relations, 54*, 360–372.

Pedersen, D. E. (2012). The good mother, the good father, and the good parent: gendered definitions of parenting. *Journal of Feminist Family Therapy, 24*, 230–246. doi: 10.1080/08952833.2012.648141

Pillemer, D. B. (1998). *Momentous Events, Vivid Memories*. Harvard University Press, United States of America.

Puhlman, D. J., & Pasley, K. (2013). Rethinking maternal gatekeeping. *Journal of Family Theory and Review, 5*, 176–193. doi:10.1111/jftr.12016

Reese, E., & Fivush, R. (1993). Parental styles of talking about the past. *Developmental Psychology, 29*, 596–606. doi:10.1037/0012-1649.29.3.596

Reese, E., Haden, C. A., & Fivush, R. (1996). Mothers, fathers, daughters, and sons: Gender differences in autobiographical reminiscing. *Research on Language and Social Interaction, 29*(1), 27–56.

Şahin-Acar, B., & Leichtman, M. (2015). Mother–child memory conversations and self-construal in Eastern Turkey, Western Turkey, and the USA. *Memory, 23*(1), 69–82. Retrieved from http://dx.doi.org/10.1080/09658211.2014.935437

Salmon, K., & Reese, E. (2016). The benefits of reminiscing with young children. *Current Directions in Psychological Science, 25*(4), 233–238. doi: 10.1177/0963721416655100

Sary, M. P., & Turnip, S. S. (2015). Attitude difference between fathers and mothers toward fathers' involvement in child rearing activities among couples with 0-12 months old babies. Community based study in a primary health care setting. *Procedia - Social and Behavioral Sciences, 190*, 92–96. doi: 10.1016/j.sbspro.2015.04.921

Schoppe-Sullivan, S. J., Brown, G. L., Cannon, E. A., Mangelsdorf, S. C., & Sokolowski, M. S. (2008). Maternal gatekeeping, coparenting quality, and fathering behavior in families with infants. *Journal of Family Psychology, 22*(3), 389–398. doi: 10.1037/0893-3200.22.3.389

Sımsıkı, H. & Şendil, G. (2014). Baba katılım ölçeği'nin (BAKÖ) geliştirilmesi. *Elektronik Sosyal Bilimler Dergisi, 13*, 104–123.

Szabó, N., Dubas, J. S., Karreman, A., van Tuijl, C., Deković, M., & van Aken, M. A. G. (2011). Understanding human biparental care: does partner presence matter? *Early Child Development and Care, 181*(5), 639–647, doi: 10.1080/03004431003717631.

Uludağlı, N. P. (2017). Baba katılımında etkili faktörler ve baba katılımının baba, anne ve çocuk açısından yararları. *Türk Psikoloji Yazıları, 20*(39), 70–88.

Wang, Q. (2001). Culture effects on adults' earliest childhood recollection and self-description: implications for the relation between memory and the self. *Journal of Personality and Social Psychology, 81*(2), 220–223. doi: 10.1037//OO22-3514.81.2.220

Wilson, K. R., & Prior, M. R. (2011). Father involvement and child well-being. *Journal of Pediatrics and Child Health, 47*, 405–407. doi:10.1111/j.1440-1754.2010.01770.x

APPENDICES

APPENDIX A: Demografik Bilgi Formu

Çocuğunuzun Doğum Tarihi: ___/____/___ Çocuğunuzun Cinsiyeti: Kız / Erkek

Çocuğunuz okul öncesi bir kuruma (kreş, anaokulu, yuva vs.) devam etti mi?

☐ Evet ☐ Hayır Evet ise süresi: ___

Çocuğunuzun kendisi dışındaki kardeş sayısı: _____

Kardeşlerinin yaşları (büyükten küçüğe doğru sıralayarak yazınız):_____

Çocuğunuzun herhangi bir fiziksel ve/veya ruhsal bir rahatsızlığı var mı?

☐ Evet ☐ Hayır Evet ise ne olduğunu belirtiniz:_____

Eğitim Durumunuz: ☐ Okuma yazma bilmiyorum.

☐ İlkokul mezunu değilim, ancak okuma yazma biliyorum.

☐ İlkokul mezunuyum.

☐ Ortaokul mezunuyum.

☐ Lise mezunuyum.

☐ Üniversite mezunuyum.

Ailenizin aylık toplam geliri: _____

Ailenizde (aynı evde) sürekli olarak yaşayan kişi sayısı: _____

APPENDIX B: Perceived Maternal Gatekeeping Scale

		Kesinlikle katılmıyorum	**Katılmıyorum**	**Ne katılıyorum ne katılmıyorum**	**Katılıyorum**	**Kesinlikle katılıyorum**
1.	Eşim, eğer çocuklarımın terbiye edilmesi gerekiyorsa, onları terbiye eden kişinin kendisi olması gerektiğini düşünür.					
2.	Eşim, eğer çocuklarımın ne giyeceğine karar verilmesi gerekiyorsa, bu kararı veren kişinin kendisi olması gerektiğini düşünür.					
3.	Eşim, eğer çocuklarımın öğretmeniyle görüşülmesi gerekiyorsa, bunu yapan kişinin kendisi olması gerektiğini düşünür.					
4.	Eşim, eğer çocuklarımın duyguları incindiyse, onları teselli eden kişinin kendisi olması gerektiğini düşünür.					
5.	Eşim, eğer çocuklarımın doktora gitmesi gerekiyorsa, onları götüren kişinin kendisi olması gerektiğini düşünür.					
6.	Eşim, eğer çocuklarımın kiminle oynayacağına ya da kiminle vakit geçireceğine karar verilmesi gerekiyorsa, bu kararı veren kişinin kendisi olması gerektiğini düşünür.					
7.	Eşim, eğer çocuklarım hakkında bir karar verilmesi gerekiyorsa, bu kararı veren kişinin kendisi olması gerektiğini düşünür.					
8.	Eşim, eğer bir yetişkinin çocuklarımla davranışları hakkında konuşması gerekiyorsa, bu konuşmayı yapan kişinin kendisi olması gerektiğini düşünür.					
9.	Eşim, eğer çocuklarımın hangi tv programlarını izleyeceğine karar verilmesi gerekiyorsa, bu karar veren kişinin kendisi olması gerektiğini düşünür.					

APPENDIX C: Single Item Question

Sizce çocuğunuz hanginize aittir? Alt taraftaki ibreyi oynatarak işaretleyiniz.

ANNE _____ EŞİT _____ BABA

APPENDIX D: Maternal Gatekeeping Scale

		Kesinlikle katılmıyorum	**Katılmıyorum**	**Ne katılıyorum ne katılmıyorum**	**Katılıyorum**	**Kesinlikle katılıyorum**
1.	Eğer çocuklarımın terbiye edilmesi gerekiyorsa, bence onları terbiye eden kişi ben olmalıyım, babaları değil.					
2.	Eğer çocuklarımın ne giyeceğine karar verilmesi gerekiyorsa, bence bu kararı veren ben olmalıyım, babaları değil.					
3.	Eğer çocuklarımın öğretmeniyle görüşülmesi gerekiyorsa, bence bunu yapan ben olmalıyım, babaları değil.					
4.	Eğer çocuklarımın duyguları incindiyse, bence onları teselli eden ben olmalıyım, babaları değil.					
5.	Eğer çocuklarımın doktora gitmesi gerekiyorsa, bence onları götüren ben olmalıyım, babaları değil.					
6.	Eğer çocuklarımın kiminle oynayacağına ya da kiminle vakit geçireceğine karar verilmesi gerekiyorsa, bence bu kararı ben vermeliyim, babaları değil.					
7.	Eğer çocuklarım hakkında bir karar verilmesi gerekiyorsa, bence bu kararı veren ben olmalıyım, babaları değil.					
8.	Eğer bir yetişkinin çocuklarımla davranışları hakkında konuşması gerekiyorsa, bence bu konuşmayı ben yapmalıyım, babaları değil.					
9.	Eğer çocuklarımın hangi tv programlarını izleyeceğine karar verilmesi gerekiyorsa, bence bu kararı veren ben olmalıyım, babaları değil.					

APPENDIX E: Mother & Father Involvement Scale

		Hiçbir zaman böyle değildir	**Nadiren böyledir**	**Bazen böyledir**	**Çoğunlukla böyledir**	**Her zaman böyledir**
1.	Çocuğumla hareketli oyunlar (kovalamaca, saklambaç, güreş vb.) oynarım.					
2.	Çocuğumun dişlerini fırçalayıp fırçalamadığıyla ilgilenirim.					
3.	Çocuğuma kitap okurum.					
4.	Çocuğumun saçlarını tararım.					
5.	Çocuğumla birlikte spor yaparım.					
6.	Çocuğumu kucağıma alırım.					
7.	Çocuğumu sinemaya götürürüm.					
8.	Çocuğumun tuvalet terbiyesiyle ilgilenirim.					
9.	Çocuğum bir şeyden korktuğu zaman onu sakinleştiririm.					
10.	Çocuğumla birlikte onun oyuncaklarıyla (kamyon, bebek vb.) oynarım.					
11.	Çocuğumun giyinme ve soyunmasıyla ilgilenirim.					
12.	Çocuğuma hikâye/masal anlatırım.					
13.	Çocuğumun sağlığıyla ilgilenirim.					
14.	Çocuğumu parka götürürüm.					
15.	Çocuğumla birlikte resim, boyama, maket, el işi, yap-boz vb. yaparım.					
16.	Çocuğuma banyo yaptırırım.					
17.	Çocuğuma onu sevdiğimi söylerim.					
18.	Çocuğumla birlikte TV izlerim.					

		Hiçbir zaman böyle değildir	Nadiren böyledir	Bazen böyledir	Çoğunlukla böyledir	Her zaman böyledir
19.	Çocuğum üzgün olduğu zaman onu teselli ederim.					
20.	Çocuğumla birlikte bilmece, tekerleme, şarkı vb. söylerim.					
21.	Çocuğumla birlikte film/çizgi film izlerim.					
22.	Çocuğumun merak ettiği soruları yanıtlarım.					
23.	Çocuğumu dışarıda gezdiririm.					
24.	Çocuğumun tırnaklarını keserim.					
25.	Çocuğumla bilgisayar oyunu, play station vb. oynarım.					
26.	Çocuğum gece tuvalete kalkarsa onunla ilgilenirim.					
27.	Çocuğuma sarılırım.					
28.	Çocuğumla birlikte müzik dinlerim.					
29.	Çocuğumu uyku zamanı yatırırım.					
30.	Çocuğum sıkıntılı olduğu zaman onu rahatlatmaya çalışırım.					
31.	Çocuğumla sıralı, kurallı oyunlar (kızma birader, satranç vb.) oynarım.					
32.	Doğum günlerinde çocuğuma hediye alırım.					
33.	Çocuğumu, beceri ve yeteneklerini geliştirecek faaliyetlere yönlendiririm.					
34.	Çocuğumu öperim.					
35.	Çocuğumu pikniğe götürürüm.					
36.	Çocuğumu nelerin mutlu edeceğini bilirim.					
37.	Çocuğumu tiyatroya götürürüm.					

APPENDIX F: Ethical Permission

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
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

03 MART 2017

Sayı: 28620816 / 113

Konu: Değerlendirme Sonucu

Gönderen: Prof. Dr. Canan SÜMER
İnsan Araştırmaları Etik Kurulu Başkanı

İlgi: Etik Onayı

Sayın Yrd. Doç. Dr. Başak ŞAHİN ACAR;

Danışmanlığını yaptığınız yüksek lisans öğrencisi İlknur ÇOBAN'ın ***"The Effect of Maternal Gatekeeping on Shared Past Conversation Through Father Involvement"*** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-SOS-036** protokol numarası ile **03.03.2017 – 30.10.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
İnsan Araştırmaları Etik Kurulu Başkanı

APPENDIX G: Informed Consent Form

Veli Onay Formu

Sevgili Veli,

Bu araştırma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Öğretim Görevlisi Yard. Doç. Dr. Başak Şahin-Acar danışmanlığında Psk. Elif Bürümlü ve Psk. İlknur Çoban tarafından iki ayrı yüksek lisans tezi kapsamında yürütülmektedir. Çalışmanın genel amacı; anne, baba ve çocukların birlikte katıldığı geçmişe ait duygusal anı içerikli aile konuşmalarını ve ebeveyn-çocuk arası ilişkileri incelemektir. Bu amacı gerçekleştirebilmek için sizin ve çocuğunuzun çalışmamıza katılımınıza ihtiyaç duymaktayız.

Çalışmaya katılmayı onayladığınız takdirde, sizlerin ve çocuğunuzun birlikte dahil olacağı kısa bir konuşma gerçekleştirmeniz istenecek ve ardından sizden bazı anketlere yanıt vermeniz beklenecektir. Çalışma süresince verilen bilgiler tamamen gizli tutulacak olup sadece bilimsel amaçlarla kullanılacaktır. Ayrıca bu çalışma, sizi veya çocuğunuzu olumsuz olarak etkileyebilecek hiçbir öge içermemektedir.

Bu formu imzaladıktan sonra istediğiniz zaman katılımcılıktan ayrılma hakkına sahipsiniz. Araştırma sonuçlarının özeti istediğiniz üzerine tarafımızdan size ulaştırılacaktır.

Araştırmayla ilgili sorularınızı aşağıdaki e-posta adreslerini kullanarak bize yöneltebilirsiniz.

Saygılarımızla,

Yard. Doç. Dr. Başak Şahin-Acar
basaks@metu.edu.tr

Psk. Elif Bürümlü
elif.burumlu@metu.edu.tr

Psk. İlknur Çoban
ilknur.coban@metu.edu.tr

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıya imzanızı atarak belirtiniz.

Bu araştırmaya tamamen gönüllü olarak katılıyorum. Çocuğumun da bu araştırmaya katılmasını kabul ediyorum. Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Adı-Soyadı	Tarih	İmza
_____	____/____/____	_____

İletişim Bilgileri:
E-mail:
Telefon:

APPENDIX H: Turkish Summary/Türkçe Özet

ANNE BEKÇİLİĞİ DAVRANIŞI İLE ORTAK ANI GEÇMİŞİ ARASINDAKİ İLİŞKİDE BABA KATILIMININ ARACI ROLÜNÜN İNCELENMESİ

Kişilerin anlattığı hikâyeler ve anılar, kendilerini çeşitli bağlamlarda tanımlamanın bir yoludur (Fivush, 2007). 3 yaşından itibaren çocuklar da kişisel hikayelerini uzun süreyle ve detaylandırarak anlatmaya başlarlar. Bu konuşmalar, çocukların hayatlarında onların her gelişim alanına etkiyerek önemli bir yer tutarlar. Bu konuşmaların ve anlatının, özellikle hatırlama, tanıma ve anlatma özellikleri üzerinde olumlu etkisi olduğu bilinmektedir (Fivush, 1998). Bunun yanı sıra, çevredeki önemli kişilerle, genellikle de ebeveynlerle yapılan bu çeşit diyaloglar, çocukların belirli bir anlatı tarzını sahiplenmelerini sağlar. Hem anneler hem de babalar çocuklarıyla anı üzerine bu tarz diyaloglar gerçekleştirirler, ancak ebeveynler hem tarz hem de miktar bakımından birbirlerinden farklılık göstermektedirler (Haden, Haine, & Fivush, 1997). Bu ise, ebeveyn katılımı tarafından etkilenen başka bir dinamik olabilir.

Daha önce yapılan çalışmalarda ebeveyn katılımı genellikle anne katılımı olarak tanımlanmış, sınırlı sayıda olan baba katılımı çalışmaları ise bu diyaloglar üzerine kurulmamıştır (Downer, Campos, McWayne, & Carter, 2008). Baba katılımına odaklanan çalışmaların azlığı ise, annelerin esas bakıcı olarak görülmesinden kaynaklanıyor olabilir. Bunun yanı sıra, çalışmalara katılacak babalara ulaşma güçlüğü de önemli bir faktördür (Caldera, 2004). Ancak, toplumsal cinsiyet rollerinin değişmeye başlaması ve dolayısıyla, baba katılımının artması, çalışmaların gidişatını da değiştirmiştir (Lewis & Lamb, 2003).

Ebeveynlerin katılımlarıyla etkileşen, çocuklarıyla paylaşılan veya paylaşılmayan geçmişle ilgili bu tarz konuşmaları, onların kişisel anı belleklerini oluşturmalarında önemli bir rol oynar (Pillemer, 1998; Leichtman, Wang, Pillemer, Koreishi, & Han, 2000). Özellikle bu konuşmalar sırasında paylaşılan tutum ve anlatı özellikleri, çocuklar tarafından benimsenerek, onların da kendi tutum ve anlatı özelliklerini oluşturmalarında yardımcı olur (Pillemer, 1998; Wang, 2001). Ebeveynler çocuklarına anılarıyla ilgili nasıl konuşulacağını öğretirler ve bu öğreti ebeveynden ebeveyne ve çocuğun cinsiyetine göre de farklılık gösterir (Haden, Haine, & Fivush, 1997). Daha önceki çalışmalar baba ile çocuk arasındaki bu farklılıklara odaklanmazken, genellikle annelerin etkisine bakılmıştır.

Babaların bu bağlamdaki eksikliğinin giderilmesi için daha çok çalışmaya ihtiyaç duyulmaktadır. Ancak, annelerin de daha baskın ve geleneksel anne rolleri bu ilişkide unutulmamalıdır. Baba katılımının yanı sıra bu baba ile çocuk arasındaki diyalogları etkiyen bir diğer faktör de annelerin bu ilişkide üstlendiği roller olabilir (Caldera, 2004).

Dikkate alınması gereken bu rollerden en önemlisi anne bekçiliği rolüdür. Anne bekçiliği, annelerin babaların davranışlarını kasıtlı veya kasıtsız olarak kısıtlama davranışı olarak tanımlanabilir (Puhlman & Pasley, 2013). Bu tarz davranışlar genelde aile dinamiklerinin yıprandığı boşanmış ailelerde görülür (Frascaralo & Favez, 2010). Yapılan çalışmalarda anne bekçiliğinin daha karmaşık bir yapısı olduğuna ve bir çeşit toplumsal cinsiyet rolü içerdiğine kanaat getirilmiştir (Kulik & Tsoref, 2010). Annelerin bu tarz davranışları kendi annelik rollerini yüceltmek için yaptıkları ve genelde bu tarz davranışların daha geleneksel toplumlarda daha çok saygı gördüğüne inandıkları kanıtlanmıştır (Makusha & Richter, 2016). Anneler bu şekilde kendi davranışlarını yücelttiklerinde babaları devre dışı bırakıp bütün sorumluluğu kendileri üstlenebilirler ve babalara karşı olumsuz davranışlar sergileyebilirler (Allen & Daly, 2007). Bu sebeple, bekçilik davranışı gösteren annelerin ev işlerinde daha çok rol aldıkları ve haftada beş saat daha fazla çalıştıkları rapor edilmiştir (Allen & Hawkins, 1999).

Bu bağlamda tartışılan bir diğer fikir ise bekçilik davranışı gösteren annelerin kendilerini detaylara daha çok dikkat eden olarak tanımlamaları (Pedersen, 2012) ve bu sebeple çocuklarına sadece kendilerinin bakabileceklerine inanmalarıdır. Bu düşünce şekli aile içi dinamikleri olumsuz olarak etkilerken baba katılımını da düşürmekte ve bunun karşılığında ise çocukların gelişimlerini etkilemektedir (Austin, Pruett, Kirkpatrick, Flens, & Gould, 2013).

Baba katılımı, baba ile çocuğun birlikte geçirdikleri zamanın kalitesi, birlikte yapılan fiziksel aktiviteler, babanın çocuğa olan davranışı ve tavrı olarak tanımlanır (Halme, Astedt-Kurki, & Tarkka, 2009). Çocukların çeşitli davranışları ve ruh durumları baba katılımı ile doğru orantılı olarak bulunmuştur, dolayısıyla yüksek düzeyde baba katılımı önemli ve arzulanan bir durumdur (Wilson & Prior, 2011). Baba katılımları yüksek olan çocuklar bilişsel büyümede daha yüksek skorlar elde etmişlerdir

(Boechler, Harrison, & Magill-Evans, 2003). Dolayısıyla, baba katılımının çocukların bilişsel, sosyal ve duygusal anlamda gelişimlerinde önemli rolü olduğu söylenebilir.

Ancak, baba katılımı bu kadar önemli olmasına rağmen, baba katılımını ve bu katılımı etkileyen faktörleri konu edinen sınırlı sayıda çalışma bulunmaktadır (Castillo, Welch, & Sarver, 2011). Bu faktörlerden bir tanesi de annenin baba ile ilgili tutumu olarak söylenmekte ve bu tutumun baba katılımını direkt olarak etkilediği gözlenmektedir (Sary & Turnip, 2015). Anneden gelen destekleyici davranışların, baba katılımını olumlu yönde etkilediği bilinirken (Schoppe-Sullivan, Brown, Cannon, Mangelsdorf, & Sokolowski, 2008), aynı şekilde, annenin olumsuz tutumu da babayı etkilemekte ve babanın kendi çocuğu ile olan ilişkisine gölge düşürmektedir. Anne bekçiliği tavrının ebeveynlik yetenekleriyle alakalı olmadığı, ancak baba katılımı ile olumsuz yönlü bir ilişkisi olduğu ortaya konmuştur (Barry, Smith, Deutsch, & Perry-Jenkins, 2011).

Aile Sistem Teorisi, ebeveynlerin birbirlerine karşı tutumlarının aile bütünlüğünü ve genel aile içi atmosferi etkilediğini savunur. Bu bağlamda, eğer anneler babalara karşı olumsuz bir tutum sergilerse, babalar da aynı şekilde olumsuz bir tutum içerisinde olabilirler (Sary & Turnip, 2015). Babalardaki özgüven eksikliği ve özellikle annelerden alınamayan destek, babaların bu tutumuna yol açabilir. Bu bağlamda, anneler sadece baba ile çocuk arasındaki sağlıklı ilişkiyi zedelemekle kalmaz aynı zamanda babanın kendi ilişkileriyle ilgili olan düşüncelerini ve davranışlarını da değiştirebilir. O sebeple, sağlıklı bir aile dinamiği için sadece annelerin olumlu tutumları ve baba katılımı değil, aynı zamanda anne katılımı ve baba tarafından algılanan anne bekçiliği de oldukça önemlidir.

Anne katılımı, baba katılımı ile aynı şekilde tanımlansa da birbirlerinden içerik olarak farklılaşır. Anne katılımı, asıl bakıcı rolü ile birleştiğinden duygusal bağlanmayı ve toplumsal cinsiyet rollerini de bünyesinde barındırır. Daha önceki çalışmalar, anne katılımının büyük çoğunluğunun bu toplumsal cinsiyet rollerine bağlı olduğunu ve ebeveynlik algısının iki ebeveyn için de farklı olduğunu göstermektedir (Hauser, 2012). Dolayısıyla, sadece anne katılımı değil, aynı zamanda babanın algıladığı anne bekçiliği davranışı da baba ile çocuk arasındaki ilişkiyi etkileyebilir.

Özetlemek gerekirse, tüm bu olumsuz tutum ve davranışlar, baba ile çocuk arasındaki paylaşımı baba katılımını azaltmak suretiyle etkileyebilir. Bu bölünmüş baba-çocuk

ilişkisi ikisi arasındaki bütün dinamikleri azaltacağı gibi, aynı zamanda günlük konuşmalara hatta paylaşılan anılara yansıyabilir. Babalar bu bağlamda kendilerini geri çektikleri takdirde, yapılan paylaşımın kalitesi ve süresi de azalabilmektedir.

Günlük konuşmalar ve diyaloglar söz konusu olduğunda, bu paylaşımların çocukların bilişsel gelişimlerine olumlu yönde etkisi olduğu tartışılmaktadır. Daha sık diyalog kuran ve geçmiş anılar üzerine konuşan ebeveynlerin çocuklarının zaman, mekân, duygular, insanlar ve anlamlandırma üzerine daha detaylı konuştukları gözlemlenmiştir (Pillemer, 1998; Şahin-Acar & Leichtman, 2015; Wang, 2006). Ebeveynlerin çocuklarıyla ile konuşma tarzları, ne kadar detaylandırdıkları ve neler üzerine konuştukları, çocukların da kendileri için bir diyalog ve konuşma tarzı oluşturmalarına yardımcı olur. Çocuklar ebeveynlerinden nelerin hatırlanması, odaklanılması ve konuşulması gerektiğini öğrenirler (Pillemer, 1998; Wang, 2001). Anı detaylandırması kuvvetli yani duygusal ve bağlamsal açıdan yüksek ebeveynlerin çocuklarının da bireysel anılarının ve dil bilişsel yeteneklerinin daha kuvvetli olduğu görülmüştür (Salmon & Reese, 2016). Bu çocukların da anılarında daha çok kişisel detay kullandıkları, daha çok soru sordukları ve bağlamsal açıklamalarda bulundukları, aynı zamanda daha bilinçli kişiliklere sahip oldukları gözlemlenmiştir (Fivush, Habermas, Waters, & Zaman, 2011).

Geçmiş anılar hakkında konuşan ebeveynler çocukları için bir anlatım tarzı oluştururlar. Bu ebeveynler çocuklarının dil yeteneklerini sorgulayarak, onların da bir tarz oluşturmalarına yardımcı olurlar (Salmon & Reese, 2016). Daha çok ve daha detaylı konuşan ebeveynlerin çocuklarının da kişisel anılar bakımından daha detaycı oldukları, kendilerini ve başkalarını anlamada daha yetenekli oldukları ve bu bağlamda daha çok duygusal kelime kullandıkları ortaya konmuştur (Bergen & Salmon, 2010). Dolaysıyla, yüksek anne baba katılımının ve aile içi tutumun bu anı detaylandırma özelliklerini etkileyeceği düşünülmüştür.

Özetle, sınırlı sayıdaki geçmiş çalışmalara bakıldığında, çocukların gelişiminin birden fazla faktörden etkilendiği ve bu faktörlerden birinin aile bireylerinin birbirlerine karşı tutumu olduğu söylenebilir. Bu anlamda baba ile çocuk arasındaki diyalogların ve geçmiş zaman konuşmalarının, özellikle anı detaylandırma özelliklerinin çeşitli ebeveynlik davranışları ve tutumlarıyla olan ilişkisi göz önünde bulundurulmalıdır.

Bu çalışmanın amacı da bu tutumların ebeveyn katılımına olan etkisini ve karşılığında baba-çocuk geçmiş anı konuşmalarına olan etkisini araştırmaktır. Bu bağlamda, anne bekçiliği, anne katılımı, babanın algıladığı anne bekçiliği ile baba katılımı arasında olumsuz yönde bir ilişki olacağı hipotez edilmiştir. Buna ek olarak, baba katılımı ile baba-çocuk anı detaylandırma özellikleri arasında ise olumlu bir ilişki olacağı hipotez edilmiştir. Ancak çalışmanın asıl amacı baba katılımının bu iki yön arasındaki aracı rolünün incelenmesidir. Düşük düzeyde anne bekçiliğinin, baba tarafından algılanan anne bekçiliğinin ve anne katılımının, baba katılımını yükselteceği ve bunun karşılığında baba ile çocuk anı detaylandırma özelliklerinin artacağı hipotez edilmiştir.

Çalışmaya anne-baba-çocuk olarak 62 aile katılmıştır. Çalışmaya katılan 34 kız ve 28 erkek çocuğu 5 ile 6.5 yaş ($M_{yaş}$ = 69,18 ay, SD = 6,78) arasındadır. Çalışmaya katılan aileler ise orta ve yüksek-orta sosyoekonomik düzeye sahiptir (Bkz. Tablo 1 ve Tablo 2).

Çalışmada kullanılan ölçekler ebeveynler tarafından bilgisayar üzerinden doldurulmuştur. Anneler demografik bilgi formu, anne bekçiliği ölçeği ve anne katılımı ölçeği doldururken, babalar demografik bilgi formu, algılanan anne bekçiliği ölçeği ve baba katılımı ölçeği cevaplamıştır.

Anne Bekçiliği Ölçeği (Maternal Gatekeeping Scale) 9 soru içerir ve annelerin baba ve çocuk ilişkisine olan tutumunu ölçer (Fagan & Barnett, 2003). Örnek soru olarak "*Eğer çocuklarımın terbiye edilmesi gerekiyorsa, bence onları terbiye eden kişi ben olmalıyım, babaları değil*" gösterilebilir. Bu ölçeğin Türkçe adaptasyonu araştırma ekibi tarafından yapılmıştır. Buna ek olarak, annelere "*Sizce çocuğunuz hanginize aittir?*" sorusu sorulmuş ve onlardan ibreyi oynatarak cevaplamaları istenmiştir. Verdikleri cevaplar toplam anne bekçiliği puanlarına eklenmiştir.

Algılanan Anne Bekçiliği Ölçeği (Perceived Maternal Gatekeeping Scale) ise Anne Bekçiliği ölçeğinin babalar için olan versiyonudur. Bu ölçeğin Türkçe adaptasyonu yapılmış olup, ölçek geçerli ve güvenilir bulunmuştur (Karabulut & Şendil, 2017). Örnek soru olarak "*Eşim, eğer çocuklarımın terbiye edilmesi gerekiyorsa, onları terbiye eden kişinin kendisi olması gerektiğini düşünür*" gösterilebilir. Buna ek olarak, aynı şekilde babalara da "*Sizce çocuğunuz hanginize aittir?*" sorusu sorulmuş ve

onlardan ibreyi oynatarak cevaplamaları istenmiştir. Verdikleri cevaplar toplam algılanan anne bekçiliği puanlarına eklenmiştir.

Baba Katılımı Ölçeği 37 soru ve 3 alt ölçekte oluşur: Keyfi Meşguliyet, İlgi ve Yakınlık, Temel Bakım (Sımsıkı & Şendil, 2014). Örnek soru olarak "*Çocuğuma kitap okurum*", "*Çocuğuma onu sevdiğimi söylerim*" ve "*Çocuğuma banyo yaptırırım*" gösterilebilir. Anne Katılımı Ölçeği ise Baba Katılımı Ölçeğinin anneler için olan versiyonudur.

Aileler ODTÜ kampüsündeki Çocuk ve Ergen Gelişim Laboratuvarına davet edilmiştir. Annelerden paravan arkasındaki bilgisayarlar üzerinden ölçekleri yanıtlamaları istemiştir. Bu süreçte dikkat dağınıklığını ve devam eden konuşmaları duymalarını önlemek adına kulaklıkla beyaz ses denilen rahatlatıcı ve odaklanmaya yardımcı bir ses dinlemeleri istenmiştir. Eş zamanlı olarak babalara son bir ay içerisinde çocukları ile yaşadıkları ortak bir anıyı seçmeleri ve bu anıyla ilgili beş dakika süresince çocuklarıyla konuşmaları rica edilmiştir. Bütün konuşmalar ses kayıt cihazı ile kayıt altına alınmıştır. Konuşmalar ve annelerin ölçekleri cevaplamaları bittiğinde ise aynı yöntem ile babalardan anketleri yanıtlamaları istenmiştir. Süreç sonunda, ailelere o anki iletişimleri hakkında olumlu geribildirim verilmiş, çocuğa ise temsili ODTÜ diploması hediye edilmiştir.

Kayıt altına alınan konuşmalar, Word dosyası halinde yazıya geçirilmiş ve anı detaylandırma özellikleri açısından baba ve çocuk için ayrı ayrı kodlanmıştır. Anı detaylandırma sorulan açık uçlu soruların, evet/hayır sorularının, bağlamsal betimlemelerin ve değerlendirmelerin toplamı olarak tanımlanır. Bütün konuşmalar bu anı detaylandırma modeli açısından kodlanmıştır. Aynı zamanda sorulan açık uçlu soruların, evet/hayır sorularının ve bağlamsal betimlemelerin tekrarları da kodlama yöntemi ile hesaplanıp toplam anı detaylandırma skorundan düşülmüştür (Fivush, Haden, & Adam, 1995; Fivush & Vasudeva, 2002; Leichtman, Pillemer, Wang, Koreishi, & Han, 2000; Leichtman, Wang, & Pillemer, 2003; Reese & Fivush, 1993). Bu kodlamalar iki araştırmacı tarafından yapılmış ve bu iki araştırmacı arasındaki güvenilirlik değerleri ise baba anı detaylandırması için .77–.94, çocuk anı detaylandırması için .76–.91 olarak bulunmuştur.

Asıl analizler yapılmadan önce, genel veriler gözden geçirilmiş ve olası veri eksikliği ya da hatası bakımından kontrol edilmiştir.

Çalışmanın asıl amacı olarak anne bekçiliği, algılanan anne bekçiliği, anne katılımı ile baba-çocuk anı detaylandırma özellikleri arasındaki ilişkide baba katılımının aracı rolü modeli test edilmiştir. Anne bekçiliği, algılanan anne bekçiliği, anne katılımı ve baba katılımı arasındaki ilişki anlamlı bulunmamıştır. Baba katılımı ile baba anı detaylandırma arasındaki ilişki de anlamlı bulunmamıştır. Yalnızca, baba katılımı ile çocuk anı detaylandırma arasındaki ilişki beklenilenden farklı olarak negatif yönde anlamlı bulunmuştur (β = - .26, p < .05). Baba katılımının aracı rolünün test edildiği model de anlamlı bulunmamıştır ($\chi 2$ (7, 62) = 12.20, p = ns, *RMSEA* = .113, *CFI* = .633, *GFI* = .937, *AGFI* = .812, *NNFI* = .214, bkz. Figür 1).

Amaçlanan modele ek olarak, veriler çocukların cinsiyetine göre keşif amaçlı olarak ikiye bölünmüş ve çoklu regresyon analizi ile test edilmiştir. Baba anı detaylandırmanın bağımlı değişken olduğu modelde, anne katılımı, anne bekçiliği ve algılanan anne bekçiliği ilk adımda girilmiş, baba katılımı ise ikinci adımda girilmiştir. Ancak, iki model de hem kızlar hem de erkekler için anlamlı bulunmamıştır. Çocuk anı detaylandırmanın bağımlı değişken olduğu modelde ise, yine aynı değişkenler, aynı sıra ile girilmiş ve erkekler için iki model de anlamlı bulunamamıştır. Ancak kızlar için, ilk modelde anne katılımı anlamlı iken (β= .42, p <.05, 95% CI = [.000, .005]), ikinci modelde baba katılımı negatif yönde anlamlı bulunmuş (β= -.43, p < .01, 95% CI = [-.002, .000]) ve anne katılımı da anlamlılığını çok az olarak korumuştur (β= .31, p = .06, 95% CI = [.000, .002], bkz. Tablo 5, Tablo 6 ve Tablo 7).

Sonuçlara bakıldığında, anne bekçiliğinin ve baba katılımının baba ile çocuk anı detaylandırma özelliklerinin üzerinde cinsiyet rollerine bağlı olarak etkisi olduğu görülmüştür. Baba katılımının çocuk anı detaylandırma ile ilişkisi ortaya konmuştur. Baba katılımı, baba ile çocuğun çocuk yetiştirme ile bağıntılı olarak birlikte geçirdikleri zaman olarak tanımlanabilir (Halme, Astedt-Kurki, & Tarkka, 2009). Yüksek baba katılımının çocukların her alandaki gelişimlerine önemli ölçüde katkı sağladığı bilinmektedir, ancak bu konuda sınırlı sayıda çalışma bulunmaktadır (Uludağlı, 2017). Bilindiği kadarıyla, bu çalışma, şu ana kadar yapılan çalışmalar arasında baba katılımını ve anne bekçiliğini daha farklı dinamikler ile birlikte araştıran ilk çalışmadır. Çalışmada baba katılımının baba ile çocuk anı detaylandırma

özelliklerini olumlu yönde etkiyeceği hipotez edilmiş, ancak bu etki negatif yönde sadece çocuk anı detaylandırma için bulunmuştur. Anı detaylandırma sorulan açık uçlu soruların, evet/hayır sorularının, bağlamsal betimlemelerin ve değerlendirmelerin toplamından oluşur. Yüksek anı detaylandırma özellikleri aynı zamanda yüksek bilişsel kapasite gerektirmektedir. Bu tarz çalışmaların çoğu okul öncesi çocuklarla yapılsa da (Fivush, Haden, & Reese, 2006), bu yaş çocuklar anı detaylandırma özellikleri açısından yeterince yetkin olmayabilirler. Bir başka deyişle, bu çocuklar daha karmaşık cümle yapısına aşina olamayıp, kendileri de daha basit kelime ve cümle yapıları kullanıyor olabilirler. Üçlü ailelerle yapılan bir diğer çalışmada çocukların ebeveynlerine kıyasla daha çok konuşma sırası aldığı bulunmuştur (Bürümlü, 2017). Bu bulgu, çocukların da yetişkinler kadar konuştuğunu, ancak daha basit ve kısa cümleler kullandıklarını destekler niteliktedir. Bunun yanı sıra, laboratuvar ortamında olan babalar, günlük hayatlarından farklı olarak çocuklarıyla daha fazla konuşmuş olabilirler. Dolayısıyla yüksek baba katılımı çocukları baskılamış olabilir ve bunun sonucu olarak da çocuklar yeterince konuşma imkânı bulamamış olabilirler.

Çalışmada odaklanılan bir diğer ilişki ise baba katılımı ile anne bekçiliği arasındaki ilişkidir. Bu iki değişken arasında negatif yönde bir ilişki olacağı hipotez edilmiş ancak herhangi bir ilişki bulunamamıştır. Anne bekçiliği, baba ile çocuk arasındaki ilişki fiziksel ve duygusal anlamda kasıtlı veya kasıtsız olarak kısıtlama davranışı olarak tanımlanır. Anneler, annelik güçlerini elde tutmaya yönelik tavırlarını toplumsal cinsiyet rollerine de bağlı olarak bu tarz tutum ve davranışlarla göstermeye çalışabilirler (Hauser, 2015). Yapılan daha önceki çalışmalarda gösterildiği üzere, annelerin bu tarz çekinceli tutumları babaların çocuk ile olan ilişkisini direk etkileyerek baba katılımını düşürebilir. Ancak bu çalışmada bu iki değişken arasında bu tarz bir ilişki bulunamamıştır. Yüksek düzeyde anne ve baba katılımının çocuk bakımına olan ilgileriyle doğru orantılı olduğu bilinmektedir (Ladage, 2015). Bu ilgi ve alaka düzeyi işe eşler arasındaki daha farklı dinamiklerden etkileniyor olabilir. Örnek vermek gerekirse, eşler arasındaki tatmin düzeyi ve destek daha önceki çalışmalarda bu ilişkiyi düzenleyici olarak bulunmuştur (De Luccie, 1995).Bu tarz bir etkileşim, bu çalışmada da var olabilir. Anne bekçiliği ile baba katılımı arasındaki ilişki bu çalışmada göz önüne alınmayan daha farklı değişkenler tarafından etkileniyor olabilir. Bu bağlamda, gelecek çalışmaların bu tarz faklı değişkenleri de göz önünde bulundurması gerekmektedir.

Son olarak, keşif amaçlı yapılan cinsiyet bazlı analizlere bakıldığında, sonuçların toplumsal cinsiyet sosyalleşmelerine göre değişkenlik gösterdiği görülmüştür. Daha önceki çalışmalar, cinsiyetin geçmiş anı konuşmalarındaki etkisi üzerinde durmuş ve kızların genellikle bu konuşmalarda erkeklere kıyasla daha farklı düzende olduklarını tartışmıştır. Ebeveynlerin kız ve erkek çocuklarıyla farklı şekillerde konuştuğu (Reese, Haden, & Fivush, 1996), kızlarıyla konuşurken erkek çocuklarına göre daha fazla duygu kelimesi kullandıkları (Adams, Kuebli, Boyle, & Fivush, 1995), ve kızlarıyla konuşurken daha fazla anı detaylandırma özellikleri gösterdikleri (Buckner & Fivush, 2000) görülmüştür. Bu tarz bir cinsiyet farkı bu çalışmanın genel analizlerinde görülmezken, veriler cinsiyete göre ikiye bölündüğünde önceki çalışmalar desteklenmiştir. Erkek çocuklarında herhangi bir anlamlı ilişki bulunmazken kız çocuklarında anne ve baba katılımı anlamlı çıkmıştır. Bu bağlamda cinsiyet rolleri göz önünde bulunduran daha çok çalışmaya ihtiyaç duyulmaktadır.

Daha önce de belirtildiği üzere, bu çalışma ebeveyn katılımını ve anı detaylandırma özelliklerini inceleyen ilk çalışmadır. Ancak her çalışmada olduğu gibi, bu çalışmada da göz önüne alınması gereken bazı noktalar mevcuttur. Öncelikle çalışmaya 62 aile katılmıştır. Katılan aileler önceden telefonla aranmış ve laboratuvara davet edilmiştir. Ailelerin büyük çoğunluğu kendi imkanlarıyla gelmiştir. Bu tarz sebeplerden dolayı, öncesinde katılmayı kabul eden bazı aileler daha sonrasında vazgeçmiştir. Bu çalışmanın katılımcı sayısı kabul edilebilir düzeyde olmasına rağmen, daha çok katılımcıyla çalışma tekrarlanmalıdır. Buna ek olarak, gelen aileler genel olarak orta ve yüksek-orta sosyoekonomik düzeye sahiptirler. Bu çalışma annenin daha etkin rol aldığı düşük sosyoekonomik düzeyli ailelerde de tekrarlanmalıdır.

Sonuç olarak, yapılan çalışma bilindiği kadarıyla farklı aile içi dinamikleri ve geçmiş anı konuşmalarını göz önünde bulunduran ilk çalışmadır. Bunun yanı sıra, anne bekçiliği ve baba katılımı Türk alan yazında yeni çalışılan bir konudur. Bu sebeple anne bekçiliği terimi Türk alan yazına kazandırılmıştır. Gelecek çalışmalar daha farklı dinamikleri de göz önünde bulundurarak geçmiş anı konuşmaları ve ebeveyn tutumları üzerine çalışmalıdır.

APPENDIX I: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Çoban
Adı : İlknur
Bölümü : Psikoloji

TEZİN ADI : The Effect of Maternal Gatekeeping on Shared Past Conversations through Father Involvement

TEZİN TÜRÜ : Yüksek Lisans ☒ Doktora ☐

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

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: