

EMPLOYED MOTHERS' WORK-FAMILY CONFLICT AND CHILD
OUTCOMES: MEDIATING ROLE OF PARENTING

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ABSTRACT

EMPLOYED MOTHERS' WORK-FAMILY CONFLICT AND CHILD OUTCOMES: MEDIATING ROLE OF PARENTING

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The primary aim of this study was to examine the relationship between mothers' work-to-family conflict (WIF), children's behavioural self-regulation and mothers' parenting (warmth and inductive reasoning). Moreover, the effects of social supports (spousal support, extended family support, organizational support), parenting daily hassles, and child's anger/frustration was investigated. Children between 34 and 59 months of age, and their mothers participated in the study ($N = 109$). The findings of this study showed a) the mediating effect of maternal inductive reasoning between WIF and child behavioral self-regulation outcomes, and predictor roles of b) WIF, organizational support, and children's anger/frustration temperament on maternal inductive reasoning; c) WIF and organizational support on maternal warmth ; d) child's age and maternal inductive reasoning on child behavioral self-regulation skills; e) anger/frustration temperamental characteristic and parenting daily hassles on mother-reported child inhibition problems; and lastly f) moderator role of higher levels of spousal support on the link between mothers' WIF and child behavioral self-regulation skills.

Keywords: behavioral self-regulation, maternal employment, work-family conflict, social support, parenting

ÖZ

ÇALIŞAN ANNELERİN AİLE-İŞ ÇATIŞMASI VE ÇOCUK ÜZERİNDE OLAN ETKİLERİ: EBEVEYNLİĞİN ARACI ROLÜ

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Bu çalışmanın amacı annelerin iş-aile çatışması ile çocuklarının davranışsal öz-düzenlemeleri arasındaki ilişkide ebeveynliğin aracı rolünü incelemektir. Ayrıca, annelerin sosyal desteği, yaşadıkları günlük zorlukları ve çocuklarının kırgınlık/hayal kırıklığı mizaç özelliklerini araştırmaktır. Çalışmaya yaşları 34-59 ay arasında değişen 109 çocuk ve anneleri katılmıştır. Bu çalışma a) annelerin iş-aile çatışması ve çocukların davranışsal öz-düzenlemeleri arasındaki ilişkide annelerin açıklayıcı akıl yürütme ebeveynliğinin aracı rolünü göstermiştir. Ayrıca, b) annelerin iş-aile çatışması, örgütsel desteği, ve çocukların kırgınlık/düş kırıklığı mizaç özelliklerinin annelerin açıklayıcı akıl yürütme ebeveynliğini açıkladığını; c) annelerin iş-aile çatışması ve aldıkları örgütsel desteğin anne sıcaklığını açıkladığını; d) çocuğun yaşı ve annelerin açıklayıcı akıl yürütme ebeveynlik özelliklerinin çocukların davranışsal öz-düzenleme becerilerini açıkladığını; e) çocukların kırgınlık/hayal kırıklığı mizaç özellikleri ve annelerin yaşadığı günlük zorlukların çocukların engelleyici kontrol problemlerini açıkladığını; ve son olarak; f) annelerin aldıkları yüksek oranda eş desteğinin iş-aile çatışması ve çocuk davranışsal öz düzenleme becerileri arasındaki ilişkide düzenleyici değişken olduğu bulunmuştur.

Anahtar kelimeler: davranışsal öz-düzenleme, çalışan anne, iş-aile çatışması, sosyal destek, ebevenlik

To My Family
&
To My Husband

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CHAPTER 1

INTRODUCTION

Overview

After women's entrance to the work force, researchers, who have been examining the effects of early maternal employment, and non-maternal childcare on child development have found controversial findings (Huerta et al., 2011). Some of the studies have showed that early maternal employment has little or no negative influence on child development, whereas other demonstrated that it enhances the child later cognitive outcomes (Brooks-Gunn, Han & Waldfogel, 2010; Lucas-Thompson, Goldberg & Prause, 2010). Researchers have highlighted maternal related factors including maternal employment patterns, non-maternal childcare, presence of social support, and parenting styles. In that time, work-family conflict emerged in order to investigate the interrelated and bidirectional nature of the work and family systems, and how employees found work-home balance (Voydanoff, 1988). Previous literature in work-family conflict literature has focused on organizational outcomes (Greenhaus & Powell, 2006; Netemeyer, Boles & McMurrian, 1996) and marital relations (Dinh et al., 2017; Kossek & Ozeki, 1998), but only few research findings have demonstrated its negative effects on parenting (Aycan & Eskin, 2005; Giallo et al., 2014; Cooklin et al., 2014; Gassman-Pines, 2011) and child development as family-related outcomes (Dinh et al., 2017; Strazdins, O'Brien, Lucas & Rodgers, 2013; Vieira, Matias, Ferreira, Lopez & Matos, 2016).

The main purpose of the current study was to examine the mediating roles of maternal warmth and inductive reasoning on the link between mothers' work-to-family conflict and the development of child behavioral self-regulation. Moreover, moderator roles of social supports, which are extended family support on childcare,

spousal support, and organizational support, predictor roles of parenting daily hassles, and child anger/frustration as a temperament on parenting as well as on child behavioral self-regulation were investigated. In order to cover the related theoretical and empirical backgrounds, this thesis gives an introduction related to maternal employment, non-maternal child care and its effects on child outcomes. Few literature findings have highlighted the significance of work-family conflict and parenting on child outcomes, but, none of the studies in the literature examined the outcomes on child behavioral self-regulation. After antecedents and outcomes of work-family conflict investigated, this study also provided social support literature so as to test its moderator effects between mothers' work-to-family conflict and parenting. Therefore, in order to explain the effects of maternal employment, work-family conflict and parenting on child outcomes, a line of research regarding the child behavioral self-regulation, and temperament in the association between parenting and child behavioral self-regulation was provided. After that, the method section provided related measurement methods, which were used in this study so as to test six hypotheses. In the result section, results of two separate multiple mediation analysis as well as four sets of hierarchical multiple regression analysis provided. In the last section, all of the findings were discussed by providing main research findings, strengths and limitations of the current study and by giving suggestions to future research.

1.1 Mother-related Factors: Maternal Employment

The relationship between maternal employment and children's outcomes has received a considerable attention from developmental psychologists and researchers from other disciplines (Brooks-Gunn, Han & Waldfogel, 2010; Frone, Yardley, & Markel, 1997). Yet, this trend is raising questions about how maternal employment affects child outcomes. In order to cover the related theoretical and empirical backgrounds, the present study aimed to provide comprehensive literature findings by presenting interdisciplinary theoretical and research background of this topic. Therefore, in the following sections literature about maternal employment and child

outcomes, work-family conflict, social support, parenting, temperament and behavioural self-regulation of children will be examined.

1.1.1 The Relationship Between Maternal Employment and Non-maternal Child Care

There are controversial results in the literature about the effects of maternal employment on child outcomes (Huerta et al., 2011). Some of them presented that early maternal employment has little or no negative impact on child behavioral, and socio-emotional development such as lower amounts of internalizing and externalizing behavioral problems, higher achievement (Lucas-Thompson, Goldberg & Prause, 2010; Vandell & Ramanan, 1992) and better social adjustment (Huston, Bobbitt & Bentley 2015). However, a number of studies have reported that early maternal employment affects the children's later development, and it is related to lower cognitive scores (Brooks-Gunn, Han & Waldfogel, 2010; Lucas-Thompson, Goldberg & Prause, 2010). Further, infant's prolonged and repeated daily separation from mother has found to be linked with attachment problems in infancy (Hazen, Allen, Christopher, Umemura & Jacobwitz, 2015). Researchers have highlighted some factors such as employment patterns, non-maternal childcare, timing of maternal employment, social support of working mothers, and parenting practices (Brooks-Gunn, Han & Waldfogel, 2010; Harvey, 1999; Huerta et al., 2011; Friedman & Boyle, 2008; Lee, Vernon-Feagans, Vazquez & Kolak, 2003; Lucas-Thompson, Goldberg & Prause, 2010; Waldfogel, Han, & Brooks-Gunn, 2002) as related factors to child outcomes.

While studies conducted in United States and United Kingdom reported that maternal full-time employment at infants' first year was related to poor cognitive development and socio-emotional outcomes, studies conducted in Denmark found no negative effects (Brooks-Gunn et al., Ermisch and Francesconi, Gregg et al., Joshi et al., and Deding et al. as cited in Huerta et al., 2011). Brooks-Gun, Han, and Waldfogel's meta-analytic study (2010) revealed that full-time work in early childhood was

negatively associated with school readiness scores at age 3 through first grade but part-time employment was correlated with higher quality in parenting and child outcomes, compared to full-time employment (Brooks-Gunn, Han & Waldfogel, 2010; Muller, 1995). Furthermore, when children of full-time working mothers, compared to children of non-working mothers, their cognitive abilities were not different (Brooks-Gunn, Han & Waldfogel, 2010; Goldberg, Prause, Lucas-Thompson & Himsel, 2008). While some studies have tried to address whether early maternal employment, or part-time versus full-time employment are related to later cognitive, socio-emotional, and behavioral outcomes for children, others have focused on non-maternal care and child outcomes.

Until the mid twentieth century, women used to return back to work after they had raised their children as a primary caregiver. But in today's world, working mothers go back to work soon after child birth which is much sooner than previous decades. Thus, this trend has led to early nonmaternal childcare arrangements (Bianchi, 2011). One of the most stressful things for a working mother is to find a non-maternal childcare facility for her child. Types of non-maternal childcare vary based on the place or the caregiver which are nanny care, grand parents care, small-scale family daycare places, and daycare centers (Shpancer, 2002). Among the non-maternal care types, grandmother care has found to be the most beneficial regarding cognitive and behavioral development in infancy (Baydar & Brooks-Gun, 1991).

The adverse effects of non-maternal childcare seem to depend on the daycare facilities (Baydar & Brooks-Gun, 1991). Higher-quality non-maternal care has positive influences on child cognitive, behavioral and social development (Huerta et al. 2011). Specifically, high-quality non-maternal care was associated with well-developed cognitive abilities, later school achievement, less behavioral, and externalizing problems (Berry, Blair, Ursache, Willoughby & Granger, 2014; Lucas-Thompson, Goldberg & Prause, 2010), and better behavioral self-regulation abilities in children, especially in their delay of gratification skills (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015; Lucas-Thompson, Goldberg & Prause, 2010).

Also, findings demonstrated the effects of attending to center-based day care on children's regulation skills and later school achievement, because of the daily routines with educated caregivers (Berry, Blair, Ursache, Willoughby & Granger, 2014). In terms of the effects of quantity of non-maternal childcare on child outcomes, it was found that children, who exposed to extensive amount of non-maternal childcare in early years, demonstrated higher levels of aggression, and attachment problems (Berry, Blair, Ursache, Willoughby & Granger, 2014; Hazen, Allen, Christopher, Umemura & Jacobwitz, 2015; Huston, Bobbitt & Bentley 2015).

Thus, despite the extensive literature on the relationship between maternal employment and child outcomes, some aspects like maternal work-family conflict and consequences has not received much attention by developmental psychologists. Therefore, present study aimed to focus on work-family conflict and child behavioral self-regulation so following section will take a deeper look at the working mothers' stress factors and possible outcomes of work-home balance.

1.1.2 Work-Family Conflict

In contemporary era, the dividing line between work and family life have been pervious, and overlapped (Pleck, 1977; Vieira, Ávila & Matos, 2012). Working mothers, especially in dual-earner families, face with difficulties in performing multiple roles at work and family life (Vieira, Ávila & Matos, 2012).

Industrial psychologist has been studying the difficulty of organizing work and family life, and possible predictors and outcomes of the unbalance in this organization process (Bond, Thompson, Galinsky, & Prottas, 2002 as cited in Üzümcüoğlu, 2013). Theoretical standpoints try to examine the work-family conflict in working mothers to understand how they organize and balance work and family demands. *Role theory* claims the incompatibility between work and family demands (Griggs, Casper & Eby, 2013; Kahn 1964 as cited in Michel, Mitchelson, Kotrba, LeBreton & Baltes, 2009). In some collectivist cultures such as Turkey, household

duties and childcare is attributed to women due to traditional gender roles (Aycan, 2008). Also, the time spent with children is much higher for mothers than their fathers in dual-earner families (Lee, Vernon-Feagans, Vazquez & Kolak, 2003). Even though fathers' involvement in household chores and childcare have been increased after women's participation to the labor force since mid twentieth century (Bianchi, 2011), mothers, regardless of the socioeconomic status and occupation, reported to carry out more household duties without any assistance from their spouses (Lee, Vernon-Feagans, Vazquez & Kolak, 2003).

Scarcity theory states that difficulty in balancing multiple roles depletes psychological resources as a result of feeling stressed by performing them, and thus this process causes overload, and negative spillover from one role through other one (Vieira, Ávila & Matos, 2012). Therefore, literature agreed on the difficulties on fulfilling the demands of several roles and unbalance in work and family life causing work-family conflict for working mothers. Since work and family environments are in separate places, literature agreed on the difficulty on meeting the demands of both roles for working mothers, and balancing the work and family life, which causes work-family conflict (Vieira, Ávila & Matos, 2012; Voydanoff, 1988).

Greenhaus and Beutell (1985) specified the source of work-family conflict and categorized it into three: *time-based conflict*, *strain-based conflict*, and *behavior-based conflict*. First of all, *time-based conflict* claims that if requirements in one role are highly time consuming and overlapped to the other role responsibilities, then this limited time have a negative influence on performing the other role (Voydanoff, 1988). In the *strain-based conflict*, strain in one role result in negative spill over to the other role. Lack of success in incompatible role requirements cause decrease in psychological well-being and increase in strain symptoms such as higher levels of tension, anxiety, and depression. Lastly, in the *behavior-based conflict*, behavioral requirements in one role interferes with the behavioral demands in other role, therefore performing both roles cause conflict (Greenhaus and Beutell, 1985).

Work-family conflict theory have emerged a couple of decades ago in order to investigate the interrelated and bidirectional nature of the work and family systems (Voydanoff, 1988). In the early studies in work-family conflict literature, researchers generally have concentrated on the work interference to the family and have ignored the bidirectional nature (Mesmer-Magnus & Viswesvaran, 2005). After that, findings showed that women have different roles at their work and family environments (Vieira, Ávila & Matos, 2012). Thus, work-family conflict is defined as an inter-role conflict experienced by a worker when work-related responsibilities and family duties interfere with each other (Greenhaus, & Beutell, 1985; O'Brien, Ganginis Del Pino, Yoo, Cinamon, & Han, 2014). The theoretical framework of work-family conflict emphasizes the direction of interference, which is work-to-family conflict (also known as work family interference or WIF), and family to work conflict (also known as family work interference or FIW) (Byron, 2005; Carlson, Kacmar & Williams, 2000; Netemeyer, Boles & McMurrian, 1996). According to Frone, Russell and Cooper (1992), WIF and FIW depend on which domain is more permeable and more open to interference than the other one. If WIF is higher than FIW, it clarifies that family life related boundaries are more permeable than work related boundaries or vice versa. Literature findings showed that work life is more permeable than family life, so as to working mothers' WIF is higher than FIW (Frone, Russell & Cooper, 1992; Pleck, 1977). In line with this differentiation, the present study investigated mothers' work-to-family conflict.

1.1.2.1 Antecedents of Work-Family Conflict

Work-family conflict includes the difficulties and strains rising either from work life, which interfere to the family role demands (i.e. missing important family events), or, from family life, in which household duties (i.e staying at home in order to look after a sick child), or childcare responsibilities and negatively affects the work performance (O'Brien, Ganginis Del Pino, Yoo, Cinamon, & Han, 2014; Strazdins, Obrien, Lucas & Rodgers, 2013). In that respect, researchers have classified the antecedents of work-family conflict into two aspects: work-related conditions and

family-related conditions. Work related factors are role conflict, role ambiguity, work overload, time demandings at work, flexibility of schedule at work, employment work patterns (part-time/full-time), presence of family friendly organizational policies, and childcare facilities at work (Aycan, 2008; Behson, 2002;; Frone, Yardley, & Markel, 1997; Frone, Russell & Cooper, 1992; Michel, Kotrba, Mitchelson, Clark & Baltes, 2011; Mesmer-Magnus & Viswesvaran, 2005; Parasuraman & Simmers, 2001; Voydanoff, 1988). Family related factors are household income (dual-earner/single earner), marital conflict, family support, family role conflict or ambiguity, parental/household demands, marital status of mothers, number of children, and age of the youngest child (Byron, 2005; Carlson & Perrewé, 1999; Frone, Russell & Cooper, 1992; Grzywacz & Marks, 2000; Luk & Schaffer, 2005; Voydanoff, 1988).

Inflexible schedule (evenings, nights, weekends, and variable shifts) and long work hours are highly important work-related predictors of work-family conflict (Han & Fox, 2011; Hosking & Western, 2008). In dual-earner families, partner's extensive work hours are also related to other partners' family-to-work conflict (Mesmer-Magnus & Viswesvaran, 2005). Similarly, extensive work hours and inflexible schedule minimize the time spend with family members (Aryee, Luk, Leung & Lo, 1999; Byron, 2005; Voydanoff, 1988). Cohen and Liani's study (2009) with Israeli women working in a hospital demonstrated the link between inflexible work hours and demanding work requirements with family-to-work conflict. Results of these studies investigating WFC suggested that employee, who has higher levels of role conflict, role ambiguity, absence of family friendly work environment such as inflexible schedule, work overload, and lack of support for childcare lead to increase in WFC.

Moreover, some demographic factors are also reported to be related to work-family conflict. For instance, a meta-analytic study of Byron (2005) concluded that single parents showed higher amounts of work-to-family conflict compared to married parents; whereas no significant differences in work-to-family conflict were reported

in the married and single employees without children. Also, divorcee mothers showed higher family-to-work conflict scores (Eagle, Icenogle, Maes & Miles, 1998; Gassman-Pines, 2011; McLoyd, Toyokawa & Kaplan, 2008). In terms of income characteristics, the dual-earner couples have higher amounts of work-family conflict compared to single-earner couples (Elloy & Smith, 2003). Furthermore, higher levels of marital conflict on domestic activities was found to have an increase in women's WFC (Cerrato & Cifre, 2018). Number of children and age of the youngest are also one the most maximizing effects on work-family conflict because care demands are much more difficult in younger children (Bianchi & Milkie, 2010; Kirrane & Buckley, 2004; Voydanoff, 2004). Noor's study in Malaysian women (1999) demonstrated that only presence of spousal support buffered the negative impact of number of children on mothers' WFC and distress.

1.1.2.2 Outcomes of Work-Family Conflict

In the literature, family related, and work-related stress factors have been taken into consideration together due to the bidirectional nature of the work-family life (Aycan, 2008; Byron, 2005; Greenhaus, & Beutell, 1985). In terms of consequences of work-family conflict, Allen and his colleagues (2000) have classified the outcomes of WFC into three main categories, which are work-related consequences, non-work-related consequences and general stress-related consequences.

Based on this categorization, higher levels of work stress, intentions to turnover, burnout, absenteeism, and lower levels of organizational commitment, job performance and satisfaction with job are significant negative *work-related consequences* of WFC (Allen, Herst, Bruck & Sutton, 2000; Gatchel & Schultz, 2012; Voydanoff, 1988; Kossek & Ozeki, 1998; Parasuraman & Simmers, 2001). Psychological distress caused by the lack of performance in roles (as a parent, partner, and employee), poor mental and physical health (life dissatisfaction, depression, alcohol and sleep problems) are the *general stress-related consequences* of work-family conflict (Allen, Herst, Bruck & Sutton, 2000; Frone, Russell & Cooper, 1992a;

Voydanoff, 1988; Parasuraman & Simmers, 2001). Furthermore, problems in life and marital satisfaction, and parenting practices are included in *nonwork-related consequences* (Aycan & Eskin, 2005; Brock & Kochanska, 2016; Fellows, Chiu, Hill & Hawkins, 2016; Kossek & Ozeki, 1998). Employee mothers, who have younger children are more likely to show absenteeism, as well as lower job satisfaction because of family responsibilities and child care (Voydanoff, 2004). As a consequence of WFC, organizational control on work schedule is more frequent for mothers with younger children than mothers with older children, because care demands are much more difficult for younger ones (Young & Schiemen, 2018).

Despite the fact that a number of studies on work-family conflict have addressed the effects on job-related consequences (Greenhaus & Powell, 2006; Netemeyer, Boles & McMurrian, 1996) or marital satisfaction in family-related consequences (Aycan & Eskin, 2005; Dinh et al., 2017; Kossek & Ozeki, 1998) only few studies mentioned the implications of work-family conflict on parenting (Aycan & Eskin, 2005; Giallo et al., 2014; Cooklin et al., 2014; Gassman-Pines, 2011), and child outcomes such as school achievement (Holmes, Holladay, Hill & Yorgason, 2018), increased externalizing and behavior problems (Erder, 2010; McLoyd, Toyokawa & Kaplan, 2008; Strazdins, O'Brien, Lucas & Rodgers, 2013; Vieira, Matias, Ferreira, Lopez & Matos, 2016), emotional problems (Brock and Kochanska, 2016), and mental health problems (Dinh et al., 2017). Although, work family conflict is found to be related to negative outcomes, this does not seem to be inevitable. Hence, the following section presents how WFC affects family systems, focusing on parent-child relationship, social supports, and child outcomes.

1.1.2.2.1 The Association Between Mothers' Work-to-Family Conflict and Parenting

Parenting practices are influenced by various environmental factors. Direct or indirect effects of mothers' work-related factors on parent-child relationship seem to be inevitable (Bronfenbrenner, 1986; Bronfenbrenner & Morris 2006 as cited in

Cooklin et al., 2014) and findings point out the significant role of parenting from work related factors to children's socio-emotional, cognitive and behavioural outcomes (Fay-Stammbach, Hawes & Meredith, 2014; Smith, 2010).

Mothers' negative parenting such as lower amounts of warmth, irritable behaviors and problems in emotional stability in parent-child relationship have found related to child internalizing and externalizing problems (Anonas & Alampay, 2015; Vieira, Matias, Ferreira, Lopez & Matos, 2016). Moreover, parental anger and rejection were related to lower scores on child self-regulation (Giallo, D' Esposito, Cooklin, Christensen & Nicholson, 2014). Mothers, who experienced work-family conflict has found to have lower levels of satisfaction with their parental role performance (Aycan & Eskin, 2005). Higher levels of mothers' WFC has found related to less warmth and responsive parenting to their children and higher negative and irritable parent-child interactions (Cooklin et al., 2014). Parenting stress, daily hassles in household duties, and reduced time in mother-child interaction due to non-standard working schedules increase WFC, which in turn cause negative parenting (Augustine, 2013; Li et al., 2014). Yet, few studies examined the effect of parenting as a mediator between WFC and child outcomes. Mothers' higher levels of hostile behavior, anger, and lower levels of warmth mediated the relationship between mothers' WFC and internalized and externalized child behavioral problems (Giallo et al., 2014). Moreover, maternal responsive parenting and negative control buffered the negative effects of WFC on child externalizing problem behaviors, on the other hand, maternal responsive behaviors and negative control did not mediate the association between mothers' WFC and child internalizing problems (Erder, 2010). In another study, higher levels of mothers' WFC decreased time spent with children, which in turn increase child internalizing and externalizing problem behaviors (Mcloyd, Toyokawa & Kaplan, 2008).

Turning to the work-family conflict and parenting, Strazdins and his colleague's study (2006) pointed out that WFC affects the child outcomes in three ways: via mothers' psychological wellbeing, via parent-child relationship, and via marital

relationships. Working mothers' higher amounts of psychological well-being is associated to warmth and nurturance towards their children, otherwise, they tend to exhibit irritable, and hostile parenting behaviors (Dinh et al., 2017). Employment patterns, in terms of inflexible schedules, and extensive work hours as well as daily hassles in household duties, have negative impacts on mothers' psychological well-being. These factors deplete psychological resources of mothers due to less time spend with family, which in turns avoiding parent-child interaction after exhausting work days (Augustine, 2013; Greenhaus & Powell, 2006; Hope, Pearce, Whitehead & Law, 2014; Repetti & Wood, 1997; Roxburgh, 2004; Thompson & Meyer (2007) as cited in Salimiha, 2017; Tulk, Montreuil, Pierce & Pépin, 2016). WFC negatively affected parent-child interaction, that is mothers performed less cognitive stimulated activities with their children after difficult days at work (Gassman-Pines, 2011). Some studies showed the reduced time in parent-child interaction due to extensive work schedules as an antecedent of WFC (Strazdins et al., 2006; Cooklin et al., 2014). In another study, the association of WFC with punishment parenting behavior was found (Crouter & Bumpus, 2001). WFC was also found to be negatively related to emotional availability of parents (Johnson, Li, Kendall, Strazdins & Jacoby, 2013).

When parents are under stress for whatever reason, sources of support appear to be crucial. In line with this, the presence of social support in childcare and household activities have found as a buffer on working mothers' stress level and WFC (Aycan, 2008; Carlson & Perrewé, 1999; Tanaka & Lowry, 2013). Thus, in the next section, moderator role of social support will be explained.

1.1.3 Social Support as a Buffer on Work-Family Conflict

Social support is defined as an interpersonal relationship, which act as a protective factor for stressors (Nielson, Carlson, & Lankau, 2001). Social support has been investigated as instrumental, emotional, informational and appraisal support whether from work or family (i.e significant others) (House, 1981; Greenhaus & Beutell, 1985).The theoretical background of WFC has emphasized the crucial impact of

social support, in particular spousal support, extended family support, and organizational support on reducing WFC (Adams, King & King, 1996; Aycan & Eskin, 2005; Brooks-Gunn, Han & Waldfogel, 2010; Byron, 2005; Carlson & Perrewé, 1999; Edwards, 2006; Grzywacz & Marks, 2000; Griggs, Casper & Eby, 2013; Michel, Kotrba, Mitchelson, Clark & Baltes, 2011; Pluut, Ilies, Curşeu & Liu, 2018).

Some of the studies revealed that social supports act as a significant independent predictor of work-family conflict (Byron, 2005; Greenhaus & Parasuraman, 1986), others have emphasized the moderator role of it (Greenhaus and Beutell, (1985) between stress factors and work-family conflict. Moreover, others revealed the role of social support as an antecedent on work and family stressors, which in turn, resulting in WFC (Byron, 2005; Carlson & Perrewé, 1999; Cohen & Wills, 1985). In the following subsections, literature related to WFC and its interaction with social support will be presented.

1.1.3.1 Spousal Support

Adams, King, and King (1996), conceptualized two types of spousal supports, which are called Instrumental Assistance, and Emotional Sustenance. Instrumental assistance is defined as spouse's helpful behaviors and attitudes so as to ease partners' responsibilities in household activities and childcare, along with assisting partners' household obligations to maintain work-family balance. Emotional Sustenance includes providing empathy, encouragement, as well as concerns about partner's work life in order to support partner with affection and advices. To differentiate both types of support, instrumental assistance is more related to family demands, whereas emotional sustenance is based on enhancing the partner's self-efficacy at home and work life (Aycan & Eskin, 2005).

Receiving spousal support is found to reduce work-family conflict (Adams, King and King, 1995; Carlson & Perrewé, 1999; Kirrane & Buckley, 2004; Kim & Ling, 2001).

Majority of the working mothers exposed to several stressors both at home and work, and these stressors had a negative relationship with spousal support (Edwards, 2006). A parallel body of research showed the significance of instrumental spousal support on mothers' psychological well-being, parenting daily hassles (i.e. maintaining household activities and childcare demands), together with mothers' occupational success, and job satisfaction (Edwards, 2006; Kirrane & Buckley, 2004; Israel, Farquhar, Schults & Parker, 2012; Tanaka & Lowry, 2013). Spousal support has a significant effect on the association between work–family conflict, depressive symptoms (O'Brien, Ganginis Del Pino, Yoo, Cinamon & Han, 2014) and parental overload for working mothers (Aryee, Luk, Leung & Lo, 1999). Also, employed mothers' psychological well-being have decreased when they had lack of spousal help in childcare and household chores (Aycan & Eskin, 2005; Tanaka & Lowry, 2013). Thus, spousal support can buffer the negative consequences of parenting demands (Beutell & Greenhaus, 1983).

1.1.3.2 Extended Family Support

Another social supports that have not been studied broadly is support from extended family. As mentioned before, one of the most stressful things for a working mother is to find childcare facilities (Gassman-Pines, 2011; Gatchel & Schultz, 2012). Many families do not have extended family support networks due to increased levels of mobility for education and employment. In these families, care needs are demanding and stressful (Gatchel & Schultz, 2012). In addition, increased levels of divorce and nonmarital childbearing leads to single parenting, which in turn is associated with less people being available for childcare (Casper & Bianchi, 2009; Gassman-Pines, 2011). Further, extensive work hours (i.e. working evening, night and weekend) in dual-earner families are common, so these parents try to arrange alternative options for household or childcare (Presser (2003) as cited in Strazdins, Clements, Korda, Broom & D'Souza, 2006). The most beneficial one appears to be relying on extended family support on childcare (Fuller-Thompson & Minkler, 2001; Gessa, Glaser & Tinker, 2016). Mothers who do not have extended family support, is either arranging

their schedules along with family responsibilities (Gatchel & Schultz, 2012) or preferring more flexible jobs in which demands of the job does not interfere with family duties (Becker and Moen, 1999).

Working mothers tend to prefer childcare by relatives, especially for children under age 5 (Folk and Beller as cited in Fuller-Thompson & Minkler, 2001). Grandparents provide a grandchild care in order to support the family and assist the parents (Fuller-Thompson & Minkler, 2001; Gessa, Glaser & Tinker, 2016). In collectivist cultures, grandchild care is considered as a responsibility and a pleasure for grandparents. As a result of the interdependent relations, and close kinship ties, in the collectivist cultures, working mothers also take childcare support from their neighbours (Aycan, 2008). Aycan and Eskin's study in Turkey (2005) revealed that, even though care by nannies at home is common in Turkey, numerous families rely on extended family support for childcare. In Ireland, 12.4% of infants have experienced grandparental childcare out of 38.6% of non-parental childcare. Further, in Norway and United Kingdom, many mothers reported that they receive childcare support from their parents at least monthly. (McNally, Share & Murray, 2014). In United States, 43% of grandparents provide a grandchild care at least once a month (Baydar & Brooks-Gunn, 1998). Work-family conflict has mildly experienced by middle class families in Turkey due to higher levels of extended family support on childcare compared to other independent cultures (Aycan, 2010). To conclude, emotional and instrumental support from family are related to physical and psychological well-being, job satisfaction and lower amounts of family-to-work conflict (Adams, King & King, 1996; Griggs, Casper & Eby, 2013).

1.1.3.3 Organizational Support

Organizational support has been determined as a crucial asset in order to balance mothers' family demands with work responsibilities (Behson, 2002; Carlson & Perrewe, 1999). A meta-analysis results indicated that organizational support is considered as one the most critical source of support for WFC (Dumani, Allen &

Shockley, 2018). In the literature, supervisor support, job characteristics either flexible or time demanding, and organizational policies are considered as organizational supports to decrease WFC (Allen, Shockley & Poteat, 2008; Frone, Yardley, & Markel, 1997).

Supervisor support refers to receiving instrumental assistance, practical advices and emotional support from a supervisor in order to create positive work environment and work-family enhancement (Carlson & Perrewé, 1999; Frone, Yardley, & Markel, 1997). Family-friendly organizational policies contain programs related to paid and unpaid leave, flexibility of schedule, providing daycare facilities, and job sharing (Mesmer-Magnus & Viswesvaran, 2005; Thomas & Ganster, 1995). Family friendly work environment facilitate to reduce employed mothers' WFC, absenteeism, problems in psychological well-being (i.e stress level, depression and somatic complaints), and increase job satisfaction, productivity, organizational commitment, and parenting practices (Adams, King & King, 1996; Edwards, 2006; Griggs, Casper & Eby, 2013; Kirrane & Buckley, 2004; Glass & Finley, 2002; Michel, Kotrba, Mitchelson, Clark & Baltes, 2011; Strazdins, Obrien, Lucas & Rodgers, 2013; Thomas & Ganster, 1995; Vieira, Ávila & Matos, 2012). For instance, extended duration of maternity leave was associated with increased levels of psychological well-being of mothers (Glass & Finley, 2002). Furthermore, organizational support for childcare facilities and satisfaction with daycare were negatively related to WFC regardless of daycare service's location (i.e. daycare centers at work or other places) (Goff, Mount & Jamison, 1990; Thomas & Ganster, 1995).

In terms of job-related outcomes, family friendly work environment was found to have a beneficial impact on organizational commitment and job satisfaction, despite the mediating effect of WFC (Kossek & Ozeki, 1998). Jobs, which are autonomous, self-motivation oriented, and less time demanding have been linked with the positive parenting practices (Brooks-Gunn, Han & Waldfogel, 2010; Muller, 1995; Parcel & Menaghan, 1994 as cited in Strazdins, Obrien, Lucas & Rodgers, 2013). Receiving social support has found spill over to the parent-child relationship, organizational and

marital life, thereby cross over to other family members (Han & Foz, 2011; Kirrane & Buckley, 2004; Luk & Schaffer, 2005; Tanaka & Lowry, 2013). The following section will demonstrate the literature findings related to the association of work-family conflict, and maternal employment with child outcomes.

1.1.4. Work-Family Conflict, Parenting and Child Outcomes

1.1.4.1. Child Behavioral Self-Regulation

Self-regulation is a broad term and described as a capacity to regulate children's emotions, behaviors, and their cognition (Suchodoletz et al., 2013). According to Posner and Rothbart (2000), behavioral emotional, and cognitive self-regulation are interrelated, because regulation of emotions also means inhibition of negative emotional reactions and shifting the attention to other things in goal directed activities. First of all, emotional self-regulation is defined as inhibition of emotional arousal, as well as monitoring and modifying of emotional reactions, especially in goal-directed activities (Eisenberg & Fabes, 2000; Zahn-Waxler et al., 1996; as cited in Batum & Yagmurlu, 2007). Several researches have defined emotion regulation from different perspectives. Some of the studies have focused on only regulating negative emotions; however, Bridges, Denham, & Ganiban (2004) have underlined the importance of regulation in both positive and negative emotions (as cited in Batum & Yagmurlu, 2007). Cognitive self-regulation is generally explained through executive functioning, and defined as an ability to control organization, planning, inhibition and attention, as well as regulation of higher order processes due to development of dorsolateral prefrontal regions (Wiebe et al., 2011; Conway & Stifter, 2012).

Behavioral self-regulation is one of the domains of self-regulation, which can be categorized in terms of attentional processes (i.e working memory, maintaining, focusing, and shifting the attention), inhibition, and impulsivity (Batum & Yagmurlu, 2007). Also, it refers to the ability of controlling activation or inhibition of the

behaviors (Blair & Diamond, 2008). Inhibitory control is reported as one of fundamental aspect of behavioral self-regulatory as well as executive functioning (Davidson, Amso, Anderson & Diamond, 2006). Behavioral self-regulation is also divided as hot and cold dimensions. The hot self-regulation is activated in the presence of salient component (e.g. delay of gratification tasks, and response-gain tasks). On the other hand, the activation of cold self-regulation does not depend on the presence of this salient component as inhibition of motor behaviors, and Stroop-like tests (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015). Working memory tasks, such as peg-tapping task and day/night task are aimed to measure inhibition and working memory, in which holding conflicting rules as well as shifting between them are requirements (Razza & Blair, 2009). The main characteristic of a working memory task is holding couple of informations in mind in order to guide the goal directed behaviors (Wiebe et al., 2011).

In early years of life, learning to successfully regulate own behavior is important for children in terms of following instructions, and inhibition of behaviors. These regulation skills enable the sustenance of appropriate behavior, and suppression of undesired ones (Batum & Yagmurlu, 2007; Blair & Diamond, 2008; Kochanska & Knaack, 2003). The preschool years are important transitional period in behavioral self-regulation in order to show more goal-directed behaviors, and to provide demands of school context (Wiebe et al., 2011). Several studies showed that by the age of 3, children show developing performance in inhibition, delay of gratification tasks, and attentional control (Wiebe et al., 2011). Further, longitudinal studies have demonstrated an ongoing maturation of behavioral and cognitive processes through the early adolescence (Raffaelli, Crockett & Shen, 2005).

Positive parenting in terms of expressing warmth, nurturance, support, as well as monitoring is related to better self-regulation skills in children (Suchodoletz, Trommsdorff & Heikamp, 2011). Parental warmth, which involves positive and responsive behaviors, has been hypothesized as reducing externalizing behavior and developing higher levels of inhibitory control and behavioral regulation

(Suchodoletz, Trommsdorff & Heikamp, 2011; Conway & Stifter, 2012). Parental support also related to promote cognitive and behavioral developments of children. Children with supportive parents demonstrate attention and behavioral regulation skills called as executive functioning (Roskam, Stievenart, Meunier, Noël, 2014). Fay-Stammach, Hawes and Meredith's review (2014) concluded that parental stimulation, sensitivity, inductive reasoning, and discipline behaviors are related to higher amounts of executive functions, inhibitory attentional processes, and cognitive flexibility in children. Maccoby and Martin (1983) stated that, responsive parenting style encourage children's behavioral understanding through its consequences (as cited in Suchodoletz, Trommsdorff & Heikamp, 2011). All these claims point to the importance of parenting on children's behavioral self-regulation. On the other hand, negative parenting, which is characterized by anger, harsh discipline, coercion, and punishment negatively affect the child development, such as higher amounts of externalizing and internalizing behavioral problems, lower amounts of academic achievement, and behavioral self-regulation of children, and poorer physical health (Cooklin et al., 2014; Karreman, Tuijl, Aken & Dekovic', 2006; Roskam, Stievenart, Meunier, Noël, 2014; Broekhuizen, Van Aken, Dubas, Mulder & Leseman, 2015).

Child outcomes are indirectly affected by parenting and parental work stress (Crouter & Bumpus, 2001; Stewart & Barling, 1996). Several studies showed that negative parenting behaviors are highly associated with lower scores on child self-regulation (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015; Giallo, D'Esposito, Cooklin, Christensen & Nicholson, 2014; Vieira, Ávila & Matos, 2012). Therefore, it is significant to examine the possible predictors of child behavioural self-regulation in dual-earner families. A number of factors, which are maternal employment, early childcare experiences, and parenting are found to be related to child behavioral self-regulation development (Anderson & Reidy, 2012; Batum & Yagmurlu, 2007; Berry, Blair, Ursache, Willoughby & Granger, 2014; Conway & Stifter, 2012; Suchodoletz et al., 2013; Hazen, Allen, Christopher, Umemura & Jacobwitz, 2015). Beside other factors, self-regulation also has a temperamental basis (Posner & Rothbart, 2000). Findings emphasized the moderating effect of parenting on the link between

temperament and child problem behaviors (Karreman, Haas, Tuijl, Aken & Dekovic', 2010), in which behavioral self-regulation predicts problem behaviors of children (Batum & Yağmurlu, 2007; Lonigan et al., 2017). However, the issue of behavioral self-regulation outcomes of children needs to conduct more comprehensive studies specifically focusing on the effects of mothers' work-family conflict and their parenting.

1.1.4.1.1 The Effects of Temperament on The Association Between Parenting and Child Behavioral Self-Regulation

The effects of maternal employment, non-maternal childcare, and parenting practices are quite obvious, considering differences in child characteristics (Conway & Stifter, 2012; Fay-Stammbach, Hawes & Meredith, 2014). Children's traits and reactions to situations are different from each other. While some children are more reactive and have difficulty in soothing; other children can easily calm down. (Rothbart, Ahadi, Hershey & Fisher, 2001). Temperament is defined as a biological based relatively stable disposition and individual differences, which regulates the biological processes such as reactivity, self-regulation, memory and attention across life span (Shiner et al., 2012). Temperament is susceptible to the environment, that is shaped and influenced by the context of environmental trajectories (Kiff, Lengua & Zalevski, 2011). Based on the differential susceptibility hypothesis of Belsky, certain temperamental characteristics such as reactivity, is more prone to be influenced both by parenting practices, in which children intensify their responsiveness to positive and negative parenting (Belsky, 2007). Temperament is also a crucial factor on behavioral outcomes of children (Shiner et al., 2012). It has been reported that children with higher reactive behaviors show more distress, higher externalizing behaviors and inhibition problems (Kagan, 2003; Sanson, Hemphill & Smart, 2004). Behavioral inhibition and activation systems are considered as one of the underlying mechanisms of the link between temperament and self-regulation. Specifically, behavioral inhibition system is activated in negative or unpleasurable contexts in order to decrease negative consequences of aversive situations. On the other hand,

behavioral activation system is sensitive to reward and is triggered in certain conditions such as in goal directed activities (Kiff, Lengua & Zalevski, 2011).

Most of the studies have questioned temperament's effects between parenting and child behavioral outcomes (Conway & Stifter, 2012; Fay-Stammbach, Hawes & Meredith, 2014). It is concluded that difficult temperamental characteristic might be a moderator between parenting and child behavior problems (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015). For instance, a child with a difficult temperament is more likely to engage negative parenting, which in turn to develop more problem behaviors (Campbell, 1995). Furthermore, difficult temperamental characteristics of children predispose the impulsive behaviors. Negative parenting had a bidirectional relationship with higher levels in child frustration, impulsivity and lower levels in effortful control (Kiff, Lengua & Zalevski, 2011). Positive parenting including warmth and parental monitoring has a buffering effect on child behavioral problems, whereas children's higher levels of behavioral problems have found highly associated with negative parental control (Karreman, Haas, Tuijl, Aken & Dekovic', 2010). The current study focused on anger/frustration temperamental characteristic, which has been found to predict parenting (Lee, Zhou, Eisenber & Wang, 2013), and specific self-regulation characteristics such as inhibition, attention shifting and focusing (Posner & Rothbart, 2000; Rohbart & Bates, 2006 as cited in Gündüz, 2015).

1.2 The Present Study

To our knowledge, this is the first study to demonstrate the link between work-family conflict and child behavioral self-regulation outcomes, which includes both mother-reported and direct measure of child behavioral self-regulation outcomes. The primary aim of the current study was to investigate the mediating effects of maternal warmth and inductive reasoning on the relationship between working mothers' work-to-family conflict and child behavioral regulation outcomes. Moreover, the moderating effects of social supports (spousal support, extended extended family

support, organizational support) on the association between mothers' work-to-family conflict and maternal warmth and inductive reasoning were investigated. In addition, the predictor effects of social supports (spousal support, extended family support, organizational support), parenting daily hassles, and anger and frustration child temperament on mothers' parenting and on child behavioral self-regulation aimed to investigate upon work-family conflict. In the light of these aims, the hypotheses are as follows:

H 1 The relationship between mothers' work-to-family conflict and child behavioral self-regulation outcomes will be mediated by inductive reasoning and warmth parenting.

H 2 The relationship between maternal warmth and inductive reasoning and work-to-family conflict will be moderated by social supports (spousal support, organizational support, and extended family support).

H 3 The relationship between maternal work-to-family conflict and child behavioral self-regulation outcomes will be moderated by social supports (spousal support, organizational support, and extended family support).

Also,

H 4 Mothers' higher levels of social supports (spousal support, organizational support, and extended family support), and lower levels of work-to-family conflict, parenting daily hassles, as well as child anger and frustration temperament will be expected to positively predict maternal warmth and inductive reasoning.

H 5 Lower levels of child anger and frustration temperament, mothers' work-to-family conflict, parenting daily hassles and higher levels of maternal warmth and inductive reasoning parenting will be expected to positively predict child behavioral self-regulation skills.

H 6 Higher levels of child anger and frustration temperament, parenting daily hassles, mothers' work-to-family conflict, and lower levels of maternal warmth and inductive reasoning parenting will be expected to negatively predict child inhibition problems.

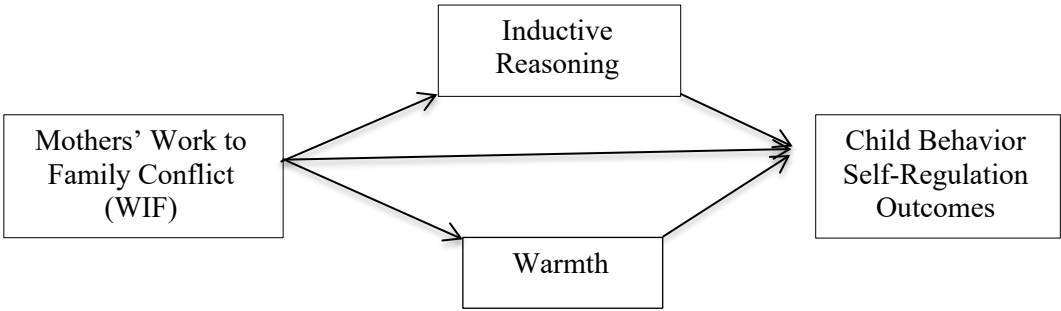


Figure 1.1 Hypothesized Multiple Mediation Model of The Study

CHAPTER 2

METHOD

2.1 Participants

One hundred and eleven children and their mothers were recruited from seven daycare centers in Konya. Mothers were included in the present study if they were working at the time of the data collection period. Two children were excluded from the study due to having a diagnosis of Autism Spectrum Disorder, and hearing impairment. Also, one child was excluded due to his mothers' employment status.

The total sample consisted of 109 children aged between 34 to 59 months, and their mothers who were between the ages of 24 to 43 years ($M_{child\ age} = 49.13$ months, $SD = 7.23$; $M_{mother\ age} = 33.79$, $SD = 3.96$). The mean scores, standard deviations, minimum and maximum scores and percentages concerning the major study variables were provided in Table 2.1.

Table 2.1 Means, Standard Deviations, Minimum and Maximum Values of Demographic Variables of Mothers and Their Children (N = 109).

Variables	N	%	M	SD	Min	Max
Age of the Child (month)	109	-	49.13	7.28	34.00	59.00
Age of the Mother	109	-	33.80	3.96	24.00	43.00
Child Gender	109					
1-Girls	54	50.5				
2-Boys	55	49.5				
Non-maternal childcare/week	109		3.08	0.98	1	4
1-Under 5 Hours	2	1.8				
2-Between 5-10 Hours	42	38.5				
3-Between 10-20 Hours	10	9.2				
4-More Than 20 Hours	55	50.5				

Table 2.1 Means, Standard Deviations, Minimum and Maximum Values of Demographic Variables of Mothers and Their Children (N = 109) (continued)

Sibling				1	3
1-No Sibling	40	36.7			
2-One Sibling	55	50.5			
3-Two or More Siblings	14	12.8			
Birth Order			1.53	0.68	1 3
1-First-Born Child	62	56.9			
2-Second-Born Child	36	33			
3-Third-Born Child	11	10.1			
Education of Mother	109		5.61	1.41	1 7
1-Illiterate	1	.9			
2-Primary School	4	3.7			
3-Secondary School	5	4.6			
4-High School	15	13.8			
5-College	8	7.3			
6-Undergraduate	45	41.3			
7-Graduate	31	28.4			
Marital Status	109		1.09	0.37	1 3
1-Married and Living Together	102	93.6			
2-Married and Non-Cohabitation	4	3.7			
3-Divorced and Child Living with Mother	3	2.8			
Husband Occupation	109		.96	0.19	1 2
1-Employed	105	96.3			
2-Unemployed	4	3.7			
Mothers' Employment Pattern	109		1.80	0.40	1 2
1-Part-Time	22	79.8			
2-Full-Time	87	20.2			

2.2 Procedure

First, ethical approval was taken from Human Subjects Ethics Committee of Middle East Technical University, then approval from Konya Ministry of Education was obtained in order to reach participants through the preschools and daycare centers. In the first phase of the study, written informed consents were collected from mothers. Mothers who agreed to participate received questionnaires and asked to return the completed questionnaires in an enclosed envelope to the respected preschools. Mothers were asked to fill in Demographic Information Form, Work-Family Conflict Scale, Family Support Inventory for Workers, Parenting Daily Hassles Scale, Child

Rearing Questionnaire, The Childhood Executive Functioning Inventory (CHEXI) and Children's Behavior Questionnaire. In the second phase, child gave verbal assents and were tested in the day care centers and preschools individually in a separate room with no one else present. After 5 minutes of interaction between the researcher and the child, the peg-tapping task was administered. The procedure of peg-tapping task provided in the measures section.

2.3. Measures

2.3.1 Demographic Information Form

Demographic information form consisted of questions related to parents' date of birth, occupation, current employment status, education level, socio economic and marital status, (either Single, Married, Cohabitation, Separated, Divorced, or Widowed), also information about family such as total number of children, target child's birth order, and average hours of childcare per week (see Appendix A). In order to detect working mothers and assess their work schedule, single item question included in the demographic information form. The question was "Are you working currently?" There were three options to choose from: "1 – yes, full-time", "2 – yes, part-time" and "3 – no, not working". Moreover, questions related to organizational support, also extended family support in emergent situations related to childcare were included in the demographic information form (See Appendix A).

2.3.2 Organizational Support

In order to test organizational support, Work-Family Balance Policies by Ayca and Eskin (2005) was used in this study. The internal consistency of the 10-item scale was $\alpha = 0.84$ in the adaptation study. In the present study, eight questions of family friendly organizational policies were used. Two items excluded, because they were not relevant to the present study. In Ayca and Eskin's (2005) study, organizational work family conflict practices were assessed by adding up all the responses. Higher

scores indicated more support from organization. In this study, one item related to insurance provided by organization was excluded since it had a low inter item correlation. The internal consistency for organizational support in this study was $\alpha = 0.62$. (See Appendix A).

2.3.3 Extended Family Support on Childcare

Extended family support on childcare was measured by asking a single question about whether respondent had someone to take care of her child/children in emergent situations. Participants rated how many extended family members (such as grandparents, family members, relatives, neighbours, or no one) they can rely on in emergent situations. Responses were coded based on the number of people, that participants can rely on, from 0 = “no support”, to 3 =” three or more support (See Appendix A).

2.3.4 Parenting Daily Hassles Scale

Parenting Daily Hassles Scale (PDHS) is a self-report scale for caregivers in order to measure the frequency and intensity of 20 daily situations (e.g. frequently cleaning up untidiness of toys or food; or need to look after the kids constantly), that usually cause stress (Crnic & Greenberg, 1990). PDHS contains two subscales: Challenging Child Behaviours aimed to assess parent’s strains related to child’s behaviors; and Parenting Tasks, which aimed to measure the day-to-day hassles related to household activities as well as parenting duties. Also, parents were asked to rate these 20 questions based on the frequency of daily hassles on 4-point Likert-type scale from “rarely” to “constantly” and intensity on 5-point Likert-type scale from “no hassle” to “big hassle” Cronbach’s alpha was given $\alpha = .78$ for Frequency scale, and $\alpha = .87$ for Intensity scale. (Yagmurlu & Sanson, 2009). In this study, the internal consistency for PDHS was $\alpha = 0.92$ (i.e. Cronbach’s for Frequency subscale was $\alpha = 0.84$, and $\alpha = 0.88$ for Intensity subscale). (See Appendix B).

2.3.5 Work-Family Conflict Scale

The Work-Family Conflict Scale developed by Netemeyer, Boles & McMurrian (1996) is a 10 item self-report scale, which aims to assess how work-related factors affect the family outcomes. It contains two subscales with 5 items: Work to Family Conflict (WIF) and Family to Work Conflict (FIW) A sample item for WIF was “The demands of my work interfere with my home and family life. The scoring was based on 7-point likert type scale ranging from “strongly disagree” to “strongly agree”. The internal consistency reported by Netemeyer, Boles and McMurrian is .86 for WIF and .82 for FIW. The Turkish translation and back translation of the scale made by Apaydın was used for this study. The scoring was based on 5-point likert type scale ranging from “strongly disagree” to “strongly agree”. Cronbach’s alpha for Turkish version was reported as $\alpha = 0.88$ for Work-to-Family conflict and .82 for Family-to-Work conflict subscales. (Apaydın (2004) as cited in Üzümcüoğlu, 2013). In the present study, internal consistency was .87 (i.e $\alpha = .91$ for WIF, and $\alpha = .83$ for FIW) (see Appendix C).

2.3.6 Family Support Inventory for Workers

The 44-item Family Support Inventory for Workers (FSIW) was used in order to measure workers perceived social support from family members (King, Mattimore, King & Adams, 1995). The questionnaire contains two dimensions, which are a 29-item Emotional Sustenance subscale and a 15-item Instrumental Assistance subscale. Participants responded to the items in 5-point Likert type scale ranging from “strongly disagree” to “strongly agree”. In the original study internal consistency of Instrumental Assistance subscale was .93, and for Emotional Sustenance subscale internal consistency was .95. The Turkish adaptation of FSIW, which was made by Aycan and Eskin (2005), was used in this study. In order to measure spousal support, Aycan and Eskin changed “family members” part with “my partner”. In this study, only Instrumental Assistance subscale was included, because Instrumental Assistance subscale is aimed to measure spouse’s attitudes and behaviors regarding to sharing

household chores, organizing family life, and providing support so as to minimize their partner's difficulties in work-home balance. The cronbach's alpha for the instrumental assistance was .93 for the Turkish version. Total spousal support was calculated by summing each response, higher scores indicated higher support. In the current study, internal consistency of the scale was found as $\alpha = .94$ (see Appendix D).

2.3.7 Child Rearing Questionnaire

Parenting behaviors was assessed via Child Rearing Questionnaire (Paterson & Sanson, 1999). The CRQ consists of 30 items rated on a 5-point scale from "never" to "always". There are four subscales in this questionnaire, which are Warmth, Obedience Demanding, Inductive Reasoning, and Punishment. The Turkish adaptation and translation for this questionnaire was conducted by Yagmurlu and Sanson (2009). Among four of the subscales, only 9 item Warmth subscale (i.e. My child and I have warm, intimate times together) and 6 item Inductive Reasoning subscale (i.e. I try to explain to my child why certain things are necessary) included for this study in order to assess responsive parenting practices (see Appendix E). Yagmurlu and Sanson reported that Cronbach's alpha scores as 0.76 for Inductive Reasoning, and 0.68 for Warmth subscales. In this study, the internal consistencies for Warmth subscale was $\alpha = 0.84$, and Inductive Reasoning subscale was $\alpha = 0.88$ (see Appendix E).

2.3.8 Children's Behavior Questionnaire

Children's Behavior Questionnaire (CBQ) developed by Rothbart, Ahadi, Hershey and Fisher (2001) to assess children's temperament between 3-7 years of age. In this questionnaire, parents or primary caregivers are asked to rate children's behavior on 7-point Likert-type scale from "extremely untrue of your child" to "extremely true of your child. CBQ consists of 15 temperamental characteristics, which are Positive Anticipation, High Intensity Pleasure, Smiling/Laughter, Activity Level, Impulsivity,

Shyness, Anger/Frustration, Sadness, Soothability, Inhibitory Control, Attentional Focusing, Low Intensity Pleasure, and Perceptual Sensitivity. It is reported that the mean of internal consistency in CBQ is .77 across all subscales.

In this study, only Anger/Frustration subscale was used regarding to measure the aggressive self-regulation of children and anticipation as a result of interruption of an ongoing task, or a goal directed behavior. Different than original version of the CBQ, the Turkish version of CBQ is rated on 5-point Likert-type scale from “extremely untrue” to “extremely true”. In the Turkish version of CBQ, Anger/Frustration subscale includes 13 items (i.e. “Gets angry when called in from play before s/he is ready to quit”, and “Has temper tantrums when she/he doesn't get what she/he wants”). Cronbach’s alpha coefficient for the Turkish adaptation was reported as .78 for Anger/Frustration subscale (Memişoğlu, 2015). In this study, three reverse coded items were excluded due to internal consistency problem. The internal consistency for temperament for this study was found as $\alpha = 0.86$ (see Appendix F).

2.3.9 Behavioral Self-Regulation

Child behavioral self-regulation was measured both with direct measure of the behavioral self-regulation by Peg-Tapping Task, and with The Childhood Executive Functioning Inventory’s inhibition subscale filled by mothers.

2.3.9.1 The Childhood Executive Functioning Inventory (CHEXI)

The Childhood Executive Functioning Inventory (CHEXI) was developed by Thorell and Nyberg in 2008 in order to measure children’s executive functioning between ages of 4 and 7. CHEXI is a 26-item scale based on parent and teacher ratings with 5-point Likert-type scale from “totally untrue” to “totally true”. CHEXI consists of four subscales, which are Working Memory, Planning, Inhibition, and Regulation. Factor structure of the CHEXI showed that only working memory and inhibition subscales was emerged from parent ratings. In this study, only inhibition subscale

was used so as to understand children's behavioral self-regulation and inhibition problems. This subscale consists of 6 items (i.e. "has difficulty holding back his/her activity despite being told to do so). The test-retest reliability is .86 for the Inhibition subscale. The Turkish pre-adaptation and validation of CHEXI conducted by Kayhan (2010) was used in this study. The internal consistency for inhibition part was reported by Kayhan as $\alpha = .82$ for parent reports. In this study, the internal consistency was found as $\alpha = 0.77$ (see Appendix G).

2.3.9.2 Peg Tapping Task

The Peg-Tapping Task developed by Diamond and Taylor (1996) was used for measuring children's behavioral self-regulation between the ages of 3 to 7 years old. Peg-tapping task consists of two parts: Executive Functioning I, and Executive Functioning II. First of all, a couple of wooden pegs was presented to the child and asked to choose one of the pegs he/she would like to play with. In the Executive Functioning I part, first rule was introduced to the child, which was tapping once after the experimenter tapped twice. Then, experimenter demonstrated second rule, which was tapping twice after the experimenter tapped once. After a couple of practice trials, children were administered 12 test phases. After each correct practice trial, the experimenter gave child an enthusiastic praise, but if the child did not remember the rule, a reminder was given. No feedback was given during the test phase. After the first part completed, the third rule was introduced to the child, which was no tapping if the experimenter tapped three times. Same practice and 12 test phases were carried out after introducing the third rule. Based on the Etel & Yagmurlu's study in Turkish sample (2015), inter-coder reliability for peg-tapping task was found .87. In the current study, each correct tapping of child was scored as 1 point. A proportion score was calculated by summing the correct tapings (see Appendix H).

CHAPTER 3

RESULTS

3.1 Data Screening

Prior to the data analyses, data screening was conducted in order to check for missing values, outliers, and normality based on the steps suggested by Tabachnick and Fidell (2013). In this process, first of all, frequency check was carried out to see whether there is a out-of-range value. Then, missing values were calculated using Expectation Maximization Analysis (EM) by SPSS Statistics 23 in order to for missing values less than 5% per case. Six cases, who had missing values less than 5% in Parenting Daily Hassles Scale and in total non-maternal childcare were filled in through EM.

After the missing value analysis, the data were screened for univariate, multivariate outliers, as well as normality, and multicollinearity. In order to detect univariate outliers, all of the vairables were transformed into z-scores for each variable to detect univariate outlier, and Mahalanobis distances from regression were calculated for multivariate outlier. The examination of univariate and multivariate outlier analysis revealed that none of the cases were an outlier. Moreover, examinations of normality, linearity, and homoscedasticity assumptions indicated that the skewness and kurtosis values for the variables were in between acceptable ranges. Bivariate correlations between variables in order to check for Multicollinearity assumption revealed that all of the correlations between variables were lower than .90. After data screening, composite scores of each subscale were constructed. Results showed that there were not any missing values more than 5%, and no univariate and multivariate outliers found in cases, therefore all 109 cases were included to the analysis.

3.2 Correlations Between Variables

Pearson's bivariate correlations between variables were performed via SPSS Statistics 23 in order to investigate the relationship between the variables.

3.2.1 Correlations of Non-Maternal Childcare

The difficulty in finding non-maternal childcare was positively correlated with mothers' work-to-family conflict (WIF) $r = .39, p < .01$ and mothers' parenting daily hassles (PDHS) $r = .34, p < .01$. Maternal warmth $r = -.20, p < .05$ and inductive reasoning $r = -.28, p < .05$; as well as extended family support on childcare $r = -.26, p < .01$ were negatively correlated with finding non-maternal childcare. However, correlation between spousal support $r = -.02 (p = n.s)$, organizational support $r = -.13 (p = n.s)$ with finding non-maternal childcare was not significant.

Children's temperamental characteristic of anger/frustration was positively $r = .23, p < .05$, but child's age was negatively correlated with $r = -.23, p < .05$ finding non-maternal child-care. Furthermore, frequency of mothers' difficulty in dropping children to daycare centers has a negative correlation with spousal support $r = -.21, p < .05$, organizational support $r = -.28, p < .001$, mothers' warmth $r = -.32, p < .01$ and inductive reasoning parenting $r = -.20, p < .05$; and positively correlated with WIF $r = .34, p < .01$, and parenting daily hassles $r = .31, p < .01$.

3.2.2 Correlations of Mothers' Work-to-Family Conflict (WIF)

Mothers' work-to-family conflict (WIF) was positively correlated with PDHS $r = .52, p < .01$ child inhibition problems $r = .32, p < .01$, child anger/frustration temperamental characteristics $r = .25, p < .01$; and negatively correlated with child behavioral self-regulation skills $r = -.347, p < .01$, extended family support on childcare $r = -.214, p < .05$, organizational support $r = -.194, p < .05$, maternal warmth and inductive reasoning $r_{\text{warmth}} = -.41, p < .01, r_{\text{inductive}} = -.36, p < .01$. However,

total non-maternal childcare, mothers' education level, and spousal support were not found correlated to mothers' work-to-family conflict.

3.2.3 Correlations of Parenting Styles

Maternal warmth parenting had positive correlation with organizational support $r_{warmth} = .29, p < .01$; and negative correlation with children's anger/frustration temperamental characteristics $r_{warmth} = -.21, p < .05$, and mothers' parenting daily hassles $r_{warmth} = -.34, p < .01$.

Maternal inductive reasoning has a negative correlation with children's anger/frustration $r_{inductive} = -.44, p < .01$, and mothers' parenting daily hassles $r_{inductive} = -.39, p < .01$; also has a positive correlation with organizational support $r_{inductive} = .235, p < .05$. On the other hand, parenting was a nonsignificant correlation with spousal support, extended family support on childcare, and child's age.

3.2.5 Correlations of Child Behavioral Self-Regulation

Child behavioral self-regulation skills by peg-tapping task was positively correlated with child's age $r = .472, p < .01$, total amount of non-maternal childcare $r = .192, p < .05$, mothers inductive reasoning $r_{inductive} = .434, p < .01$ and warm parenting $r_{warmth} = .262, p < .01$; also negatively correlated with anger/ frustration temperamental characteristic $r = -.382, p < .01$, mothers' parenting daily hassles $r = -.41, p < .01$. Moreover, child inhibition problems were positively correlated with anger/frustration child temperament $r = .586, p < .01$, mothers' parenting daily hassles $r = .567, p < .01$, negatively correlated with maternal inductive reasoning $r_{inductive} = -.415$, and warmth $r_{warmth} = -.265, p < .01$. Mother-reported child inhibition problems and direct measure of behavioral self-regulation skills was significantly correlated among each other $r = -.468, p < .01$. On the other hand, organizational support, and spousal support did not correlate with child behavioral self-regulation.

Table 3.1 Correlations Between Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Child's Age	-													
2. Total Non-Maternal Childcare	.11	-												
3. Extended Family Support on Childcare	.18	.08	-											
4. Spousal Support	-.13	-.04	.04	-										
5. Organizational Support	.13	.22*	.18	-.07	-									
6. Work-to-Family Conflict (WIF)	-.24*	-.10	-.21*	-.07	-.19*	-								
7. Employment Type of Mothers	-.15	.14	-.02	-.17	-.03	.12	-							
8. Inductive Reasoning	.18	.20	.19	.08	.24*	-.36**	-.05	-						
9. Warmth	.17	.05	.08	.05	.29**	-.41**	-.01	.35**	-					
10. Parenting Daily Hassles Scale (PDHS)	-.17	-.23*	-.09	-.19	-.09	.52**	-.01	-.39**	-.34**	-				
11. The Childhood Executive Functioning Inventory (CHEXI)	-.07	-.18	-.14	-.02	-.12	.32**	.02	-.42**	-.27**	.57**	-			
12. Peg-Tapping Task	.47**	.19*	.21*	-.07	.15	-.35**	-.13	.43**	.26**	-.41**	-.47**	-		
13. Anger/Frustration Child Temperament	-.07	-.14	-.18	-.12	-.01	.25**	.07	-.44**	-.21*	.60**	.59**	-.38**	-	
14. Difficulty in Finding Non-Maternal Childcare	-.23*	-.01	-.26**	-.02	-.13	.39**	.18	-.20*	-.28**	.34**	.20*	-.22*	.23*	-
15. Difficulty in Dropping Children at Daycare Centers	-.24*	-.08	-.17	-.21*	-.28**	.34**	-.01	-.20*	-.32**	.31**	.08	-.06	.17	.37**
Mean	49.13	14.35	1.17	50.32	3.18	16.07	1.80	24.58	38.86	93.54	13.28	12.53	2.14	2.04
Standard Deviation	7.28	10.65	1.03	14.11	1.71	5.53	.40	3.58	4.49	20.19	3.76	7.54	1.13	1.70

Note: Correlations are significant at * $p < .05$, ** $p < .01$

3.3 Mediation Analysis

In order to predict *hypothesis 1*, two separate multiple mediation analysis were conducted so as to test whether the association between working mothers' work-to-family conflict (WIF) and child behavioral self-regulation outcomes (direct measure of behavioral self-regulation of children, and mother-reported child inhibition problems) was mediated by the maternal inductive reasoning and maternal warmth after controlling child's age. Bootstrap sampling method (Preacher & Hayes, 2008) was chosen instead of Baron and Kenny's classical mediation model (1986). The analyses were run through IBM SPSS Statistic version 23 and PROCESS MACRO 3 custom dialogs (Hayes, 2013).

3.1 Mediator Roles of Maternal Inductive Reasoning and Warmth between Mothers' Work-to-Family Conflict and Direct Measure of Behavioral Self-Regulation Skills of Children

According to the bootstrap results of the first analysis, the total effect of work-to-family conflict (WIF) on *child behavioral self-regulation skills* were statistically significant ($B = -.34$, $SE = .12$, $t(106) = -2.92$, $p < .05$, 95% CI [-.1747, -.0063]). The lower the mothers' WIF level, the more they showed inductive reasoning to their children ($B = -.21$, $SE = .06$, $t(106) = -3.6$, $p < .001$), which, in turn, led children to have more behavioral self-regulation skills ($B = .76$, $SE = .21$, $t(104) = 3.6$, $p < .001$). The effect of WIF on maternal warmth was found to be statistically significant ($B = -.31$, $SE = .07$, $t(106) = -4.23$, $p < .001$). Mothers' higher levels in WIF were more likely to result in lower levels of warmth. Even though mothers' WIF significantly predicted warmth ($B = -.31$, $SE = .07$, $t(107) = -4.23$, $p < .001$), warmth did not emerge as a significant predictor of behavioral self-regulation skills of children ($B = -.14$, $SE = .17$, $t(104) = -.84$, $p = .40$).

However, WIF has lost its significance on child behavioral self-regulation skills after controlling for the mediators ($B = -.22$, $SE = .12$, $t(104) = -1.85$, $p = .07$, 95% CI [-.4572, .0160]). The indirect effect of WIF on behavioral self-regulation skills of

children through inductive reasoning was significant ($B = -.16$, Boot SE = .06, 95% Boot CI [-.2811, -.0621]). Since the confidence interval did not include zero, it can be concluded that inductive reasoning mediated the effect of mothers' work-to-family conflict on behavioral self-regulation skills of children. However, indirect effect of WIF on behavioral self-regulation skills of children through warmth was not statistically significant, because its confidence interval included a zero ($B = .05$, Boot SE = .05, 95% Boot CI [-.0582, .1517]). The overall model explained 37% of the variance ($R^2 = .37$, $F(4, 104) = 15.28$, $p < .001$). Therefore, the relationship between work-to-family conflict of mothers and behavioral self-regulation skills of children was found to be fully mediated by inductive reasoning, but not by warmth. Figure 3.1 presented the multiple mediation model, with the unstandardized regression coefficients.

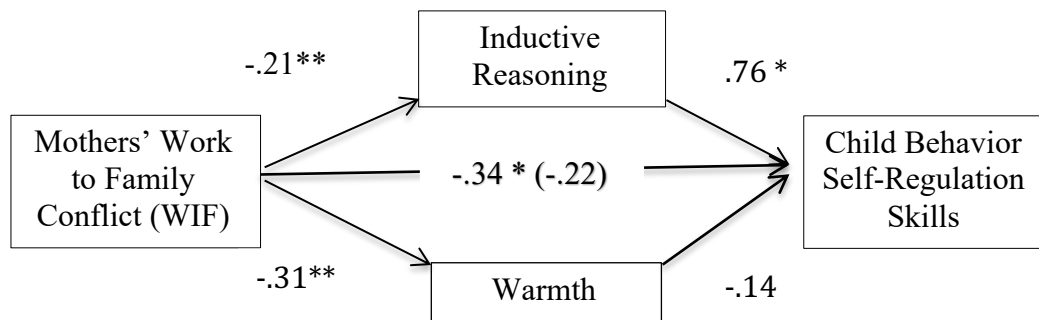


Figure 3.1 Unstandardized Coefficients for The Indirect Association Between Work-to-Family Conflict and Child Behavioral Self-Regulation Skills Mediated by Maternal Inductive Reasoning and Warmth.

Child age was added to the model as covariate.

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

3.2 Mediator Roles of Maternal Warmth and Inductive Reasoning between Mothers' Work-to-Family Conflict and Mother-Reported Child Inhibition Problems

Based on the bootstrap results of the second analysis, the total effect of work-to-family conflict (WIF) on *mother-reported child behavioral self-regulation problems* were statistically significant ($B = .22$, $SE = .06$, $t(106) = 3.342$, $p < .001$, 95% CI [.0144, .2073]). As previous analysis, the effects of mothers' WIF on their inductive reasoning and warmth were statistically significant. That is to say, higher levels of mothers' WIF resulted in lower levels of warmth and inductive reasoning. Maternal inductive reasoning was significantly predicted mother-reported child behavioral self-regulation problems ($B = -.39$, $SE = .12$, $t(104) = -3.31$, $p < .05$). On the other hand, child behavioral self-regulation problems were not significantly predicted by maternal warmth ($B = -.03$, $SE = .10$, $t(104) = .33$, $p = .744$ respectively). Children, whose mothers were high in inductive reasoning showed lower levels of behavioral self-regulation problems.

WIF was still significant predictor of behavioral self-regulation problems of children controlling for the two mediators, but with a decreased coefficient ($B = .15$, $SE = .07$, $t(104) = 2.20$, 95% CI [.0145, .2787]). The indirect effect of mothers' WIF on child behavioral self-regulation problems through inductive reasoning was significant because the confidence interval was entirely above zero; ($B = .08$, Boot $SE = .03$, 95% Boot CI [.0279, .1524]). However, indirect effect of WIF on child behavioral self-regulation problems via warmth was not statistically significant, since its confidence interval included a zero ($B = -.01$, Boot $SE = .04$, 95% Boot CI [-.0794, .0607]). The overall model explained 21% of the variance in child behavioral self-regulation problems ($R^2 = .21$, $F(4, 104) = 6.88$, $p < .001$). As shown in Figure 3.2, the relationship between work-to-family conflict of mothers and behavioral self-regulation problems of children was found to be partially mediated by inductive reasoning, but not by warmth parenting practices.

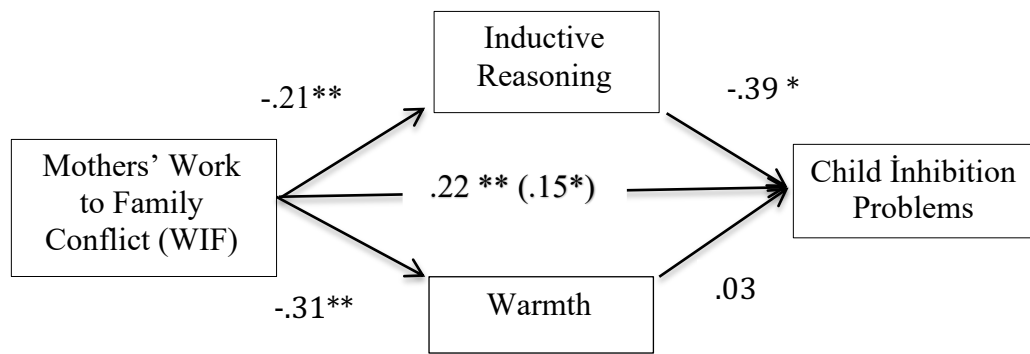


Figure 3.2 Unstandardized Coefficients for Indirect Association Between Work-to Family Conflict and Child Inhibition Problems Mediated by Maternal Inductive Reasoning and Warmth.

Child age was added to the model as covariate.

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

3.4 Results for Hierarchical Regression Analyses

In this study, total four sets of hierarchical regression analysis were conducted for each dependent variable (maternal warmth and inductive reasoning; mother-reported child inhibition problems, and direct measure of child behavioral self-regulation skills). Due to low sample size, moderator roles of social supports in order to test *hypothesis 2* and *hypothesis 3* were examined through hierarchical multiple regression analysis instead of PROCESS MACRO. First of all, two sets of hierarchical multiple regression analysis were performed in order to predict maternal warmth and inductive reasoning. Child's age and mothers' education level was entered in the first step, and anger/frustration of child temperamental characteristic was entered in the second step. After that, parenting daily hassles entered to the third step. In the fourth step, mothers' work-to-family conflict was entered. The fifth step included social supports of mothers (spousal support, extended family support and organizational support). The independent variables were centered before interaction terms were calculated. Lastly, interaction variables were entered to the seventh step in order to investigate whether social support moderates the relationship between mothers' work-to-family conflict and parenting behaviors.

After that, two sets of hierarchical multiple regression analysis were conducted to examine whether mothers' education level and child age (first step), maternal warmth and inductive reasoning (second step), PDHS (third step), child anger/frustration temperament (fourth step), mothers' work-to-family conflict (fifth step), social support (extended family support, spousal support, and organizational support) (sixth step), and interaction of social support with mothers' work-to-family conflict (seventh step) predict child behavioral self-regulation outcomes.

3.4.1 Predicting Maternal Inductive Reasoning Parenting

The *first step* of the hierarchical multiple regression analysis showed that mothers' education level and child age together marginally contributed to the regression model ($R^2 = .05$, $F(2, 105) = 2.82$, $p = .064$), but, only child age had significant positive effect on inductive reasoning ($\beta = .19$, $t(105) = 2.04$, $p < .05$). At the *second step* including anger/frustration child temperament, the model was significant ($\Delta F(1, 104) = 24.69$, $p = .000$), it accounted for 23% of the variance ($R^2 = .23$, $\Delta R^2 = .18$). After controlling, mothers' education level; anger/frustration ($\beta = -.43$, $t(104) = -4.97$, $p = .000$) was significant in predicting maternal inductive reasoning. On the other hand, in the *third step*, entering PDHS did not have a significant contribution to the model ($R^2 = .25$, $\Delta R^2 = .02$, $\Delta F(1, 103) = 2.61$, $p = .109$). After controlling child age, and mothers' education level; anger/frustration child temperament had still a negative significant impact on maternal inductive reasoning ($\beta = -.32$, $t(104) = -3.01$, $p = .003$). In the *fourth step*, entering mothers' work-to-family conflict as a predictor of maternal inductive reasoning significantly contributed to the model ($\Delta F(1, 102) = 4.28$, $p = .04$), and explained 28% of the variance ($R^2 = .28$, $\Delta R^2 = .03$). After controlling child age, mothers' education level, and PDHS; anger/frustration child temperament ($\beta = -.34$, $t(102) = -3.21$, $p = .002$) and work-to-family conflict ($\beta = -.21$, $t(102) = -2.07$, $p = .04$) had significant negative impact on maternal inductive reasoning. When the social support variables (spousal support, extended family support, and organizational support) introduced in the *fifth step*, they did not have a significant contribution to the explained variance on the maternal inductive reasoning ($R^2 = .31$, $\Delta R^2 = .02$, $\Delta F(3, 99) = 1.10$, $p = .358$). However, after controlling child age, mothers' education level, PDHS, and work-to-family conflict; only

anger/frustration child temperament remained its significance ($\beta = -.35, t(99) = -3.20, p = .002$).

Finally, the addition of three interaction terms (work-to-family conflict * spousal support, work-to-family conflict * organizational support, work-to-family conflict * extended family support) to the *last step* did not have a significant contribution to the explained variance of maternal inductive reasoning ($\Delta F(3, 96) = 1.01, p = .393$), since all variables together explained 33% of the variance ($R^2 = .33, \Delta R^2 = .02$). Moderator effects of spousal support ($\beta = -.07, t(96) = -.78, p = .437$), organizational support ($\beta = .11, t(96) = 1.25, p = .214$) and extended family support ($\beta = -.01, t(96) = -.15, p = .882$) on mothers' work-to-family conflict in order to predict maternal inductive reasoning was not significant. When control variables (i.e child's age, and mothers' education level), and all independent variables (i.e anger/frustration, PDHS, work-to-family conflict, social supports) were included to last stage; the most powerful predictor of inductive reasoning was anger/frustration temperamental characteristic ($\beta = -.33, t(96) = -3.03, p = .003$). Moreover, work-to-family conflict ($\beta = -.19, t(96) = -1.81, p = .07$), as well as mothers' organizational support ($\beta = .18, t(96) = 1.91, p = .059$) were marginally significant. Employed mothers showed inductive reasoning better when they had less work-to-family conflict, and more organizational support, and when their child showed less anger and frustration (See Table 3.2).

Table 3.2 Hierarchical Multiple Regression Analysis for Predicting Maternal Inductive Reasoning

Variables	<i>Inductive Reasoning</i>				R^2	ΔR^2	ΔF	F
	<i>b</i>	<i>SE</i>	β	<i>t</i>				
Model 1					.05			2.82
Age of child	.10	.05	.19	2.04*				
Education of mother	.31	.25	.12	1.22				
Model 2					0.23	.18	24.69	
Age of child	.08	.04	.17	1.92 ^a				
Education of mother	.28	.23	.11	1.22				
Anger/Frustration	-0.21	0.04	-0.43	-4.97***				
Model 3					0.25	0.02	2.61	
Age of child	0.07	0.04	0.14	1.63				
Education of mother	0.3	0.23	0.11	1.32				
Anger/Frustration	-0.16	0.05	-0.32	-3.01**				

Table 3.2 Hierarchical Multiple Regression Analysis for Predicting Maternal Inductive Reasoning (continued)

PDHS	-0.03	0.02	-0.18	-1.62			
Model 4					0.28	0.03	4.27
Age of child	0.05	0.04	0.1	1.2			
Education of mother	0.32	0.22	0.12	1.44			
Anger/Frustration	-0.17	0.05	-0.34	-3.21**			
PDHS	-0.01	0.02	-0.06	-0.51			
WIF	-0.14	0.07	-0.21	-2.07*			
Model 5					0.31	0.02	1.1
Age of child	0.05	0.04	0.09	1.05			
Education of mother	0.19	0.24	0.07	0.82			
Anger/Frustration	-0.17	0.05	-0.35	-3.20**			
PDHS	-0.01	0.02	-0.05	-0.41			
WIF	-0.12	0.07	-0.18	-1.72 ^a			
Spousal Support	0.01	0.02	0.05	.54			
Organizational Support	0.33	0.19	0.15	1.70 ^a			
Extended Family Support	0.08	0.31	0.02	0.24			
Model 6					0.33	0.02	1.01
Age of child	0.04	0.05	0.09	0.95			
Education of mother	0.19	0.24	0.07	0.79			
Anger/Frustration	-0.16	0.05	-0.33	-3.03**			
PDHS	-0.01	0.02	-0.05	-0.38			
WIF	-0.12	0.07	-0.19	-1.81 ^a			
Spousal Support	0.01	0.02	0.03	.32			
Organizational Support	0.37	0.19	0.18	1.91 ^a			
Extended Family	0.06	0.32	0.02	0.18			
WIF* Spousal	-0.003	0.004	-0.07	-0.78			
WIF* Organizational	0.04	0.03	0.11	1.25			
WIF* Extended Family Support	-0.01	0.06	-0.01	-0.15			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, ^a marginally significant

3.4.2 Predicting Maternal Warmth Parenting

When same analyses were conducted to predict maternal warmth, the *first step* including child's age and mother's education level, significantly explained 6% of variance on warmth ($R^2 = .06$, $F(2, 105) = 3.06$, $p = .05$). In the model 1, only child's age was marginally significant ($\beta = .18$, $t(105) = 1.25$, $p = .056$). The *second step* when anger/frustration child temperament was entered, model explained 9% of the variance ($R^2 = .09$, $\Delta R^2 = .04$), and the change in R square was statistically significant ($\Delta F(1, 104) = 4.38$, $p = .04$). After controlling child's age and mothers' education level, anger/frustration temperamental characteristic had a significant contribution to the model ($\beta = -.20$, $t(104) = -.15$, $p = .04$). Adding PDHS to the equation at the *third step* was an improvement over the earlier model ($\Delta F(1, 103) =$

7.33, $p = .008$), with 6% of additional variance on maternal warmth was explained ($R^2 = .15$, $\Delta R^2 = .06$). After controlling child's age, mothers' education level, and anger/frustration child temperament; only PDHS was significant ($\beta = -.31$, $t(103) = -2.71$, $p = .008$). The *fourth step* with adding work-to-family conflict into the equation gave same improvement compared to the earlier model with additional 6% explanation of the variance ($R^2 = .22$, $\Delta R^2 = .06$). The change in R square was significant ($\Delta F(1, 102) = 8.04$, $p = .006$). After controlling child's age, anger/frustration child temperament, and PDHS; only work-to-family conflict ($\beta = -.30$, $t(102) = -2.84$, $p = .006$) and mothers' education level ($\beta = .17$, $t(102) = 1.91$, $p = .06$) was a predictor of maternal warmth. When social support variables introduced at the *fifth step*, the model did not significantly contribute to the explained variance ($\Delta F(3, 99) = 1.49$, $p = .223$). The Model 5 explained 25% of the variance in maternal warmth ($R^2 = .25$, $\Delta R^2 = .03$). Mothers' education level and PDHS were no longer significant, but, work-to-family conflict ($\beta = -.28$, $t(99) = -2.60$, $p = .01$), and organizational support ($\beta = .19$, $t(99) = 2.05$, $p = .04$) had significant effects on maternal warmth.

The *last step* did not significantly contribute to the explained variance of maternal warmth ($R^2 = .27$, $\Delta R^2 = .24$, $\Delta F(3, 99) = 1.04$, $p = .38$). Interaction terms (work-to-family conflict * social supports), spousal support ($\beta = -.06$, $t(96) = -.60$, $p = .552$), organizational support ($\beta = .09$, $t(96) = .97$, $p = .336$) and extended family support ($\beta = .102$, $t(96) = 1.15$, $p = .253$) were not significant to predict warmth. Comparing all predictors together, the most powerful predictors of warmth parenting were work-to-family conflict ($\beta = -.29$, $t(96) = -2.64$, $p < .01$) and organizational support ($\beta = .21$, $t(96) = 2.17$, $p = .03$). Employed mothers showed higher levels of warmth parenting practices to their children when they had lower levels of work-to-family conflict and higher levels of organizational support (See Table 3.3).

Table 3.3 Hierarchical Multiple Regression Analysis for Predicting Maternal Warmth

Variables	Warmth							
	<i>b</i>	<i>SE</i>	β	<i>t</i>	R^2	ΔR^2	ΔF	<i>F</i>
Model 1					.06			3.06
Age of child	.11	.06	.18	1.93 ^a				
Education of mother	.49	.32	.15	1.55				

Table 3.3 Hierarchical Multiple Regression Analysis for Predicting Maternal Warmth (continued)

Model 2					.09	.04	4.38
Age of child	.11	.06	.17	1.82 ^a			
Education of mother	.47	.31	.14	1.52			
Anger/Frustration	-0.12	0.06	-0.2	-2.09*			
Model 3					0.15	0.06	7.33
Age of child	0.08	0.06	0.13	1.39			
Education of mother	0.52	0.3	0.16	1.7			
Anger/Frustration	-0.01	0.07	-0.01	-0.08			
PDHS	-0.07	0.03	-0.31	-2.71**			
Model 4					.22	.06	8.04
Age of child	0.05	0.06	0.08	0.82			
Education of mother	0.56	0.29	0.17	1.91 ^a			
Anger/Frustration	-0.02	0.07	-0.03	-0.3			
PDHS	-0.03	0.03	-0.15	-1.19			
WIF	-0.25	0.09	-0.30	-2.84**			
Model 5					0.25	0.03	1.49
Age of child	0.05	0.06	0.07	0.77			
Education of mother	0.39	0.31	0.12	1.27			
Anger/Frustration	-0.04	0.07	-0.06	-0.55			
PDHS	-0.03	0.03	-0.12	-0.97			
WIF	-0.23	0.09	-0.28	-2.60*			
Spousal Support	0.01	0.03	0.03	0.33			
Organizational Support	0.51	0.25	0.19	2.05*			
Extended Family Support	-0.28	0.41	-0.07	-0.69			
Model 6					0.27	0.02	1.04
Age of child	0.04	0.06	0.06	0.61			
Education of mother	0.4	0.31	0.12	1.29			
Anger/Frustration	-0.04	0.07	-0.06	-0.56			
PDHS	-0.03	0.03	-0.12	-0.96			
WIF	-0.23	0.09	-0.29	-2.64**			
Spousal Support	0.01	0.03	0.02	0.19			
Organizational Support	0.55	0.25	0.21	2.17*			
Extended Family Support	-0.29	0.41	-0.07	-0.7			
WIF* Spousal	-0.003	0.01	-0.06	-0.6			
WIF* Organizational	0.04	0.07	0.1	1.15			
WIF* Extended Family	0.09	0.06	-0.01	-0.15			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, ^a marginally significant

3.4.3 Predicting Child Behavioral Self-Regulation Skills from Direct Measure by Peg-Tapping Task

A hierarchical multiple regression was conducted to assess children's mother-reported behavioral self-regulation skills. At the *first step* of the equation, child's age and education level of mother were entered, and the model was significant at ($F(2, 105) = 15.55, p < .001$), accounted for 23% of the variance ($R^2 = .23$). Child's age contributed significantly to the model in the prediction of child behavioral self-

regulation skills ($\beta = .47, t(105) = 5.43, p < .001$). The *second step* with adding maternal warmth and inductive reasoning was significant ($\Delta F(2, 103) = 9.87, p < .001$), and explained 12% additional variance of child behavioral self-regulation skills ($R^2 = .35, \Delta R^2 = .12$). In the model 2, only child's age ($\beta = .40, t(103) = 4.92, p < .001$) and mothers' inductive reasoning parenting practices ($\beta = .38, t(103) = 3.85, p < .001$) had a significant impact on child's behavioral self-regulation skills. Adding PDHS to the equation at *third step* made a 6% improvement over second step ($R^2 = .41, \Delta R^2 = .06$), and the increase was statistically significant $\Delta F(1, 102) = 9.47, p = 0.003$. Child's age ($\beta = .38, t(102) = 4.80, p < .001$), inductive reasoning parenting practices ($\beta = .31, t(102) = 3.12, p = .002$), and PDHS ($\beta = -.26, t(102) = -3.08, p = .003$) were significantly related to child behavioral self-regulation skills. Child anger/frustration temperamental characteristic was entered to the equation at *fourth step* and did not have a significant contribution to the explained variance of child behavioral self-regulation skills ($\Delta F(1, 101) = 1.90, p = .17$). The change in R square was not significant ($R^2 = .42, \Delta R^2 = .11$). However, child's age ($\beta = .38, t(101) = 4.91, p < .001$), inductive reasoning parenting practices ($\beta = .26, t(101) = 2.51, p = .01$), and PDHS ($\beta = -.26, t(101) = -3.08, p = .003$) were still significant predictors of child behavioral self-regulation skills. Adding work-to-family conflict variable at *fifth step* accounted for approximately 1% of the additional variance in child behavioral self-regulation skills ($R^2 = .43, \Delta R^2 = .01$), and the change in R square was not significant ($\Delta F(1, 100) = 1.34, p = .25$). Even though PDHS lost its significance at step five ($\beta = -.13, t(100) = -1.22, p = .226$), child's age ($\beta = .37, t(100) = 4.67, p < .001$), and inductive reasoning parenting practices ($\beta = .25, t(100) = 2.43, p = .02$) remained their significance. Adding the three social supports at the *sixth step* gave a small improvement over the previous model with an R^2 change of 0.01, and R^2 of .44, thus 44% of the variance had been explained by social support variables. However, adding new variables did not significantly contribute to the explained variance ($\Delta F(3, 97) = .69, p = .558$).

Finally, the addition of the interaction effects of social support variables at *seventh step* explained total 47% of the variance of child behavioral self-regulation skills $R^2 = .47, \Delta R^2 = .03$. However, the change in R square was not significant ($\Delta F(3, 94) = 1.72, p = .17$). Results showed that only child's age ($\beta = .34, t(94) = 4.11, p < .001$), inductive reasoning parenting practices ($\beta = .25, t(94) = 2.43, p = .02$), and PDHS ($\beta = -.13, t(94) = -1.22, p = .226$) remained their significance.

.001), and maternal inductive reasoning ($\beta = .23, t(94) = 2.16, p = .03$) were significant predictors of child behavioral self-regulation skills. When mothers practiced higher amounts of inductive reasoning, children showed higher levels of behavioral self-regulation skills, and this behavioral self-regulation skills increased with child's age. Among interaction terms, the interaction between mothers' work-to-family conflict and organizational support was found to be approaching significance, ($\beta = -.14, t(94) = -1.69, p = .09$) (See Table 3.4). The interaction term was interpreted by two-way interaction plot to examine lower (i.e one SD below the mean) and higher levels (i.e one SD above the mean) of spousal support across higher and lower levels of work-to-family conflict on child behavioral self-regulation skills (Dawson, 2014). As shown in Figure 3.3, only mothers' higher levels of spousal support were statistically significant ($t(94) = -2.04, p < .05$). Children, whose mothers had higher levels of spousal support showed higher levels of behavioral self-regulation skills as their mothers' WIF decreased. Even though in the presence of higher levels of spousal support of mothers, increased levels of WIF negatively predicted the child behavioral self-regulation skills (See Table 3.4).

Table 3.4 Hierarchical Multiple Regression Analysis for Predicting Direct Measure of Child Behavioral Self-Regulation Skills by Peg-Tapping

<i>Children's Behavioral Self-Regulation Skills</i>								
Variables	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>R</i> ²	ΔR^2	ΔF	<i>F</i>
Model 1					.23			15.55
Age of child	.48	.09	.47	5.43***				
Education of mother	.60	.60	.11	1.25				
Model 2					.35	.12	9.87	
Age of child	.41	.08	.40	4.92***				
Education of mother	.39	.45	.07	.86				
Inductive Reasoning	0.81	0.21	0.38	3.85***				
Warmth	-0.07	0.17	-0.04	-0.42				
Model 3					.41	.06	9.47	
Age of child	0.39	0.08	0.38	4.79***				
Education of mother	0.51	0.43	0.09	1.17				
Inductive Reasoning	0.65	0.21	0.31	3.12**				
Warmth	-0.14	0.16	-0.08	-0.86				
PDHS	-0.1	0.03	-0.26	-3.08**				
Model 4					.42	.01	1.90	
Age of child	.40	.08	.38	4.91***				
Education of mother	0.49	0.43	0.09	1.13				
Inductive Reasoning	0.55	0.22	0.26	2.51**				
Warmth	-0.1	0.17	-0.06	-0.61				

Table 3.4 Hierarchical Multiple Regression Analysis for Predicting Direct Measure of Child Behavioral Self-Regulation Skills by Peg-Tapping (continued)

PDHS	-0.07	0.04	-0.19	-1.84 a			
Anger/Frustration	-.14	.10	-.14	-1.38			
Model 5					.43	.01	1.34
Age of child	0.38	0.08	0.37	4.65***			
Education of mother	0.54	0.43	0.1	1.25			
Inductive Reasoning	0.53	0.22	0.25	2.43*			
Warmth	-0.14	0.17	-0.08	-0.83			
PDHS	-0.05	0.04	-0.13	-1.22			
Anger/Frustration	-0.16	0.11	-0.15	-1.49			
WIF	-0.15	0.13	-0.11	-1.16			
Model 6					0.44	0.01	0.69
Age of child	0.35	0.09	0.34	4.14***			
Education of mother	0.49	0.45	0.09	1.08			
Inductive Reasoning	0.53	0.22	0.25	2.39*			
Warmth	-0.14	0.17	-0.08	-0.79			
PDHS	-0.06	0.04	-0.16	-1.46			
Anger/Frustration	-0.15	0.11	-0.14	-1.35			
WIF	-0.14	0.13	-0.1	-1.02			
Spousal Support	-0.06	0.04	-0.1	-1.31			
Organizational Support	0.04	0.37	0.01	0.11			
Extended Family Support	0.39	0.6	0.05	0.64			
Model 7					0.47	0.03	1.72
Age of child	0.35	0.09	0.34	4.11***			
Education of mother	0.58	0.46	0.1	1.26			
Inductive Reasoning	0.48	0.22	0.23	2.16*			
Warmth	-0.16	0.17	-0.1	-0.95			
PDHS	-0.06	0.04	-0.15	-1.38			
Anger/Frustration	-0.14	0.11	-0.14	-1.36			
WIF	-0.17	0.13	-0.12	-0.12			
Spousal Support	-0.06	0.04	-0.11	-1.43			
Organizational Support	0.19	0.38	0.04	0.49			
Extended Family Support	0.31	0.6	0.04	0.52			
WIF* Spousal	-0.01	0.01	-0.14	-1.69 ^b			
WIF* Organizational	0.4	.03	0.11	1.25			
WIF* Extended Family	0.4	.11	.03	.36			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, ^a marginally significant, ^b approaching significance

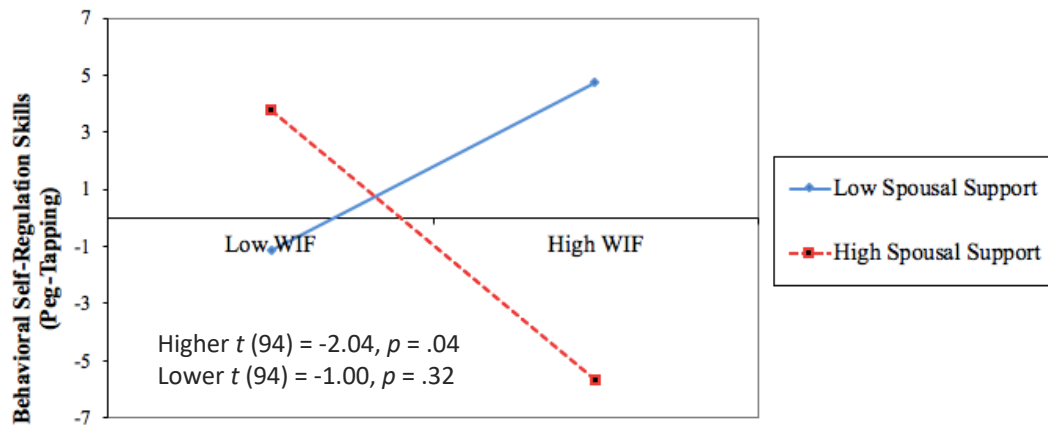


Figure 3.3 Graph for Interaction Between Mothers' Work-to-Family Conflict (WIF) and Spousal Support in The Prediction of Child Behavioral Self-Regulation Skills

3.4.4 Predicting Child Behavioral Self-Regulation from Mother-Reported Child Inhibition Problems by CHEXI

A hierarchical multiple regression analysis was conducted to predict mother-reported behavioral self-regulation problems. The *first step* of regression analysis revealed that mothers' education and child's age were not significant in predicting child inhibition problems ($F(2, 105) = .319, p = .727$). The *second step*, which estimated the effects of the child's age, mothers' level of education, and maternal warmth and inductive reasoning accounted for a statistically significant portion of the observed variance in child inhibition problems ($\Delta F(2, 103) = 10.51, p < .001$). Furthermore, the model explained 17% of the variance in child inhibition problems ($R^2 = .17, \Delta R^2 = .17$). However, only inductive reasoning parenting practices were significant in the second step ($\beta = -.40, t(103) = -3.58, p = .001$). Adding PDHS into equation at *third step* significantly improved the model ($\Delta F(1, 102) = 31.77, p < .001$), with 20% of change in R square. The five predictors combined accounted for approximately 37% of the variance in child inhibition problems. The coefficient of inductive reasoning step ($\beta = -.26, t(102) = -2.56, p = .012$) and PDHS ($\beta = .49, t(102) = 5.64, p < .001$) were statistically significant. In the *fourth step*, when anger/frustration temperament was entered into the equation, the multiple R was significantly different from zero ($\Delta F(1, 101) = 11.16, p = .001$). Adding anger/frustration to the previous predictors combined accounted for 43% of the variance in explaining child inhibition

problems. The coefficient of inductive reasoning became non-significant, and child inhibition problems significantly predicted by PDHS ($\beta = .31, t(101) = 3.14, p = .002$) and anger/frustration temperament ($\beta = .33, t(101) = 3.34, p = .001$). At the *fifth step*, the addition of mothers' work-to-family conflict failed to explain additional variance associated with child inhibition problems ($R^2 = .44, \Delta R^2 = .002$), and did not significantly change the pattern of associations between the independent variables and child inhibition problems ($F(1, 100) = .28, p = .60$). Again, the coefficient of PDHS $\beta = .29, t(100) = 2.65, p = .009$ and anger/frustration temperament ($\beta = .35, t(100) = 3.36, p = .001$) remained its significance. At the *sixth step*, the main effect of social supports (i.e. spousal support, extended family support, and organizational support) on child inhibition problems additionally explained approximately 1% of the variance after previous model ($R^2 = .45, \Delta R^2 = .01$). Similar to the findings for fifth step, this model also failed to account for additional variance in mother-reported child inhibition problems ($\Delta F(3, 97) = .81, p = .49$). The beta coefficient of PDHS $\beta = .31, t(97) = 2.82, p = .006$, and anger/frustration temperament ($\beta = .34, t(97) = 3.28, p = .001$) were still significant.

At the *seventh and final step* adding interaction terms (i.e. wif * spousal support, *extended family support, wif * organizational support) combined with control values (child's age, and mothers' education level), and independent variables (parenting practices, anger/frustration, PDHS, work-to-family conflict, social supports); escalated the R square value from 0.448 to 0.459, with an 0.011 increase, thus 46 % of the variance had been accounted for mother-reported child inhibition problems ($R^2 = .45, \Delta R^2 = .01$). However, adding interaction variables to the equation, in which each social support variable (spousal support, extended family support, organizational support) served as a moderator on work-to-family conflict did not yield significant R^2 change in predicting mother-reported child inhibition problems ($\Delta F(3, 94) = .64, p = .593$). At the final step, anger/frustration temperamental characteristic ($\beta = .33, t(94) = 3.16, p = .002$) was more powerful predictor for mother-reported child inhibition problems than mothers' PDHS ($\beta = .32, t(94) = 2.88, p = .005$). However, none of the interaction terms, which are spousal support ($\beta = -.08, t(94) = -.93, p = .356$), organizational support ($\beta = -.07, t(94) = -.89, p = .379$), and extended family support ($\beta = .07, t(94) = .85, p = .398$)

significantly explained the relationship between work-to-family conflict on child inhibition problems (See Table 3.5). Children, whose mothers had higher levels of parenting daily hassles showed more inhibition problems. Also, children, who showed more anger and frustration had higher amounts of inhibition problems, compared to lower levels of anger and frustration.

Table 3.5 Hierarchical Multiple Regression Analysis for Predicting Mother-Reported Child Inhibition Problems by CHEXI

<i>Children's Behavioral Self-Regulation Problems</i>								
Variables	<i>b</i>	<i>SE</i>	β	<i>t</i>	R^2	ΔR^2	ΔF	<i>F</i>
Model 1					.01			.32
Age of child	-0.04	0.05	-0.07	-0.74				
Education of mother	-.08	.27	-.03	-.29				
Model 2					.17	.17	10.51	
Age of child	.01	.05	.01	.12				
Education of mother	.06	.25	.02	.25				
Inductive Reasoning	-0.43	0.12	-0.4	-3.58***				
Warmth	-0.03	0.1	-0.03	-0.26				
Model 3					.37	.20	31.77	
Age of child	0.03	0.04	0.06	0.69				
Education of mother	-0.05	0.22	-0.02	-0.23				
Inductive Reasoning	-0.28	0.11	-0.26	-2.56**				
Warmth	0.04	0.08	0.05	0.48				
PDHS	0.09	0.02	0.49	5.64***				
Model 4					.43	.06	11.16	
Age of child	.02	.04	.04	.45				
Education of mother	-0.03	0.21	-0.01	-0.13				
Inductive Reasoning	-0.16	0.11	-0.15	-1.44				
Warmth	-0.01	0.08	-0.01	-0.08				
PDHS	0.06	0.02	0.31	3.14**				
Anger/Frustration	0.17	0.05	0.33	3.34***				
Model 5					.44	.002	.28	
Age of child	0.02	0.04	0.04	0.53				
Education of mother	-0.04	0.22	-0.01	-0.19				
Inductive Reasoning	-0.15	0.11	-0.14	-1.39				
Warmth	0.002	0.08	0.003	0.03				
PDHS	0.05	0.02	0.29	2.65**				
Anger/Frustration	0.18	0.05	0.34	3.37***				
WIF	0.03	0.07	0.05	0.53				
Model 6					0.45	0.01	0.81	
Age of child	0.04	0.04	0.07	0.85				
Education of mother	0.004	0.23	0.001	0.02				
Inductive Reasoning	-0.15	0.11	-0.14	-1.37				
Warmth	0.01	0.09	0.01	0.09				
PDHS	0.06	0.02	0.31	2.82**				
Anger/Frustration	0.17	0.05	0.34	3.28***				

Table 3.5 Hierarchical Multiple Regression Analysis for Predicting Mother-Reported Child Inhibition Problems by CHEXI (continued)

WIF	0.03	0.07	0.04	0.43			
Spousal Support	0.03	0.02	0.11	1.37			
Organizational Support	-0.1	0.19	-0.05	-0.56			
Extended Family Support	-0.09	0.3	-0.03	-0.31			
Model 7					0.46	0.01	0.64
Age of child	0.04	0.04	0.07	0.86			
Education of mother	0.06	0.23	0.02	0.26			
Inductive Reasoning	-0.14	0.11	-0.13	-1.26			
Warmth	-0.002	0.09	-0.002	-0.02			
PDHS	0.06	0.02	0.32	2.88**			
Anger/Frustration	0.17	0.05	0.33	3.16**			
WIF	0.03	0.07	0.04	0.4			
Spousal Support	0.03	0.02	0.12	1.52			
Organizational Support	-0.1	0.19	-0.04	-0.52			
Extended Family Support	-0.11	0.3	-0.03	-0.37			
WIF* Spousal	-0.004	0.004	-0.08	-0.93			
WIF* Organizational	-.03	.03	-.07	-.89			
WIF* Extended Family	.05	.06	.07	.85			

Note: *p<.05, **p<.01, ***p<.001, ^a marginally significant

CHAPTER 4

DISCUSSION

4.1 Main Research Findings

The main aim of this study was to examine mediating role of mothers' parenting (warmth and inductive reasoning) on the relationship between mothers' work-to-family conflict (WIF), and children's behavioral self-regulation outcomes. Moreover, the effects of child's age, maternal education level, mothers' social supports (spousal support, extended family support, organizational support), mothers' parenting daily hassles, and children's anger/frustration temperament on mothers' parenting styles, as well as on the children's behavioral self-regulation outcomes investigated. There are limited number of studies that examined the association between work-to-family conflict and child outcomes. To our knowledge, this is the first study to demonstrate the link between mothers' work-to-family conflict and child behavioral self-regulation outcomes including both maternal reports and direct measurements of child behavioral self-regulation outcomes.

Literature demonstrated work-family conflict as one of the most important underlying factors on the parent-child relationship (Strazdins et al., 2006). One of the most significant results of this study, which needs to be highlighted that the predictor roles of mothers' work-to-family conflict on parenting and on child outcomes. Mothers' work-to-family conflict negatively predicted maternal warmth and inductive reasoning in two mediation analysis and these effects also seen in results of hierarchical regression analysis.

This study has found that mothers' work-to-family conflict was found positively correlated with having younger children compared to having older children. A cluster analysis related to antecedents of work-family conflict showed that extensive work hours, number of children, age of youngest child, and higher levels of caregiving

responsibilities were found related to experiencing work-family conflict (Page, Deuling, Mazzola & Rospenda, 2018). Previous work-family conflict literature revealed that mothers, who have younger children experienced higher amounts of work-family conflict, compared to mothers with older children (Bianchi & Milkie, 2010; Young & Schiemen, 2018). It is possibly related to the developmental period that the ability of child behavioral self-regulation improves gradually across age.

Findings from this study suggested that inhibition problems of children and behavioral self-regulation skills have shared resemblance, but they did not completely overlap. Mother-reports of child inhibition problems and direct measure of child behavioral self-regulation skills were found significantly and positively correlated to each other. Interestingly, mother-reported child inhibition problems and the direct measure of child behavioral self-regulation skills yielded different results regarding the mediating role of inductive reasoning. The absolute size of direct measure of child behavioral self-regulation skills was higher than mother reports, and the effects of WIF on direct measure of child behavioral self-regulation skills was fully mediated by inductive reasoning. When warmth and inductive reasoning were included as mediators to the analysis between the relationship of work-to-family conflict and child behavioral self-regulation outcomes, the adverse effects of work-to-family conflict on both mother-reported and direct measure of child behavioral self-regulation outcomes has decreased.

Results of this study demonstrated the significance of mothers' positive parenting style to children's behavioral self-regulation development. The effects of inductive reasoning on child outcome was both seen in mediation analysis as well as in hierarchical multiple regression analysis. Consistent with the present study, literature findings have yielded that mothers, who practiced higher levels of parental monitoring, together with lower levels of parental discipline, and negative control, were related to well-developed child inhibitory abilities (Roskam, Stievenart, Meunier & Noël, 2011). In another study, parent-child relationship had a significant impact on children's self-regulation development, in which maternal sensitivity, and autonomy support were found to be related with child executive functioning regardless of child's age, cognitive ability and maternal education level (Bernier,

Carlson & Whipple, 2010). On this relationship, there might be some underlying factors, which has crucial consequences on the parent-child interaction (Cooklin et al., 2014).

Positive parenting practices might utilize work-to-family conflict's negative impact on child behavioral self-regulation outcomes in different ways. Mothers showed more amounts of warmth and inductive reasoning when they experienced less work-to-family conflict. It is possible that there are some underlying factors on the difference between maternal reports and direct measures of behavioral self-regulation outcomes for Turkish preschoolers. The findings of this study suggested that positive parenting, especially inductive reasoning of mothers buffered the negative effects of work-to-family conflict on child behavioral self-regulation development. Even though literature indicated the positive association between maternal warmth and the child's behavioral self-regulation development (Suchodoletz, Trommsdorff & Heikamp, 2011), our analysis revealed only the fundamental role of maternal inductive reasoning on child outcomes. Based on the mediation analysis, warmth was significantly predicted by mothers' work-to-family conflict, on the other hand, the path between warmth and child behavioral self-regulation outcomes did not yield a statistically significant effect.

One of the explanations of this result might be related to the domain-specific approach. In domain specific approach, each type of parent-child interaction includes various domains, in which every different domain has result in different child outcomes (Grusec, 2011). Grusec suggested that self-regulation of children requires parental control, discipline and guided learning domains (i.e using inductive reasoning in explaining the parental requests and consequences of behaviors or monitoring of children's activities) in parent-child relationship rather than warmth parenting. Guiding child's behavior increase children's affect regulation, which in turn reduced frustration in goal-blocking activities. Moreover, warmth itself is not enough to cope with behavioral problems of children, but it needs more form of gentle discipline and parental control. Children, whose parents have coached and monitored their behaviors are more likely to have behavioral problems through adolescence. Grusec also mentioned that children with difficult temperament such as high in

irritability, frustration and lack of inhibition needs more parental control domain in parent-child relationship.

Also, higher levels of mothers' education level in this study, because higher levels of education in Turkish mothers have found more related to inductive reasoning (Durgel, van de Vijver & Yagmurlu, 2012). Another explanation might be related to the the insignificance of maternal warmth on child behavioral self-regulation is using mothers' self-reports rather than observations or perceived parenting styles of children. Mothers in the study who experienced work-to-family conflict might have difficulty of balancing multiple roles, therefore, they might more likely to give socially desirable answers for their warmth parenting in parental self-reports (Bahtiyar, 2015). Also, a further explanation might be related to higher amounts of parental demands on household chores, and childcare. Greenhaus and Beutell (1985) stated that time-based conflict due to uncapability of meeting demands diminish the time spend with family members which is called Mothers' higher levels of psychological well-being was also associated to providing warmth and nurturance to their children, otherwise, they prone to show irritable, and hostile child rearing behaviors (Dinh et all, 2017). Our study also demonstrated the negative effects of parental demands on child outcomes that mothers' higher levels of parenting daily hassles significantly predicted mother-reported child inhibition problems.

Child temperament was found as one of the underlying factors on the parent-child relationship. In the literature, some studies indicated that difficult child temperamental characteristic has destroyed the well-qualified parent-child interaction (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015; Conway & Stifter, 2012; Fay-Stammbach, Hawes & Meredith, 2014). Present study supported the literature by showing that higher levels of anger and frustration child temperament has found more likely to engage with lower levels of inductive reasoning parenting. Parallel with the Posner and Rothbart's study (2000), present study also demonstrated the temperamental basis of behavioral self-regulation, specifically on the child inhibitory abilities. Maternal reports on child behavioral self-regulation problems revealed that children have more inhibition problems when they showed more anger and frustration.

There are some protective factors in the relationship among work-to-family conflict, parenting and child behavioral self-regulation outcomes. Research showing that organizational support is advantageous to employed parents' mental well-being, which in turn affect their children's well-being (Strazdins, O'Brien, Lucas & Rodgers, 2013). In this study, the positive impact of organizational support on parenting provided supportive evidence from the literature. Some studies showed that family-friendly organizational support, spousal support, and instrumental support from family members buffered the detrimental effects of work-family conflict (Dumani, Allen & Shockley, 2018; Griggs, Casper & Eby, 2013; Pluut, Ilies, Curşeu & Liu, 2018). In the present study, organizational support had a positive influence on mothers' warmth and inductive reasoning. Our study also indicated that none of the hypothesized interactions between work-to-family conflict and three types of social supports on mothers' warmth and inductive reasoning were significant. Although moderating roles of organizational support and extended family support on the association between work-to-family conflict and child outcomes was not found, children, whose mothers had higher levels of spousal support showed greater behavioral self-regulation skills as their mothers' work-to-family conflict decreased. Even though in the presence of higher levels of spousal support of mothers, increased levels of work-to-family conflict was detrimental and had a negative effect on the child behavioral self-regulation skills. Contrary to our expectations, extended family support on childcare was not found as a significant predictor on the relation between work-to-family conflict, parenting and child behavioral self-regulation outcomes. When present study's contradictory findings related to extended family support have considered, the contradiction might draw attention to other underlying elements. Contrary to Aycaan & Eskin's study (2005), and parallel with Gatchel and Schultz (2012) findings, one of the possible explanations might be related to dual-earner families' the lack of extended family support networks due to increased levels of mobility for education and employment.

4.2 Strengths, Limitations and Suggestions for Future Research

A major strength of the present study is that findings have based on multiple methods to assess self-regulation, in which both maternal reports and direct measurements of child behavioral self-regulation outcomes were included. The maternal reports and direct measures of child behavioral self-regulation were also highly correlated with each other. Moreover, this study measured different aspects of self-regulation which include children's inhibitory control, attention, and executive functions of children.

In this study, we examined mothers' work-to-family conflict on child behavioral self-regulation outcomes. Our starting point for the study was based on Ayca and Eskin's study (2005), in which they demonstrated that mothers showed more work-to-family conflict than fathers. Dual-earner partners with children seem to experience higher amounts of work-to-family conflict than family-to-work conflict. Literature also showed that fathers' work-to-family conflict also has adverse effects on child mental health (Dinh et al., 2017). Therefore, future studies also can include fathers' work-to-family conflict.

In terms of employment patterns, studies have found that part-time employed mothers experienced less work-to-family conflict than full-time employed mothers. Children of part-time employed mothers also had better child outcomes than children of full-time employed mothers (Holmes, Holladay, Hill & Yorgason, 2018). This could be done by assessing mothers' work patterns. Unfortunately, the study had very few mothers who worked part-time, therefore, the we could not differentiate the efficiency of employment patterns. Future studies should include both types of employment patterns in order to examine mothers' work-to-family conflict.

In the present study, the presence of work family policies was tested, however, mothers' satisfaction with the organization and supervisor were not included in the study. It is possible that satisfaction with the policies are also important for experiencing work-to-family conflict. Therefore, future research should consider how mothers satisfied with their organizational support.

Another shortcoming is related to the generalizability of findings, because majority of our sample consisted of academics, and higher income families. Most of the mothers had at least a university degree. Socio-economically disadvantaged families are under-represented. Literature findings suggested that maternal education level is one of the most crucial predictors of parenting styles. Mothers with higher education level showed more maternal responsive, and inductive reasoning parenting to their children, whereas less educated mothers exhibited higher amounts of control demanding behaviors and physical discipline to their children (Durgel, Van De Vijver, & Yagmurlu, 2012). Contrary to our expectations, a possible explanation why education level of mothers did not significantly predict the parenting, and child behavioral self-regulation outcomes may be related to the characteristic of sample.

Hardy and colleagues' study (2016) related to academics demonstrated that the adverse effects of work-family conflict was associated to mothers' academic discipline, their academic positions and changing demands of caregiving across childhood period. Parenting demands were also much more difficult for mothers at the beginning of their academic career, and for those who aimed to accomplish tenure (Hardy et al., 2016). Studies have showed the negative impact of time spent in daily household activities and child care on work-to-family conflict (Borelli et al., 2017; Cerrato, & Cifre, 2018), and parenting (Augustine, 2013). Disciplines, which requires collaboration with colleagues, and lab visiting such as in science discipline, also found related to experiencing higher levels of work-family conflict for academics. Future studies should take different samples such as less educated mothers and lower income families into consideration in order to make a valuable comparison (Hardy et al., 2016).

The findings of this study added to the previous literature by showing the beneficial impacts of social supports on the warmth and inductive reasoning parenting, and child behavioral self-regulation outcomes. This study included three types of social supports, which are spousal support, organizational support, and lastly extended family support. Even though extended family support on childcare was not significant predicting both child outcomes and mothers' parenting variables, organizational support was significant predictor of mothers' warmth and inductive reasoning.

Literature presented the significance of mothers' psychological well-being (Allen, Herst, Bruck & Sutton, 2000; Parasuraman & Simmers, 2001; Strazdins et al., 2006) and marital relationship on the work-family conflict, and parent-child relationship (Aycan & Eskin, 2005; Dinh et al., 2017). Therefore, it is reasonable to consider the significant impacts of employee's mental health and marital satisfaction in the family context. Future studies should also investigate employee's general health conditions, and marital relationship of couples in order to make more precise inference from family related factors on the relationship between work-family conflict and spousal support.

In this study, we did not include childrens' the total non-maternal childcare and non-maternal child care hours per week, to the main analysis. Literature findings have presented that a high-quality non-maternal care has result in better cognitive and behavioral self-regulation abilities in children (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015; Lucas-Thompson, Goldberg & Prause, 2010). The presented findings related to the quantity of non-maternal childcare must be interpreted with the knowledge that correlational findings did not aimed to make causal inferences. Therefore, future studies should examine the quality of non-maternal childcare and mothers' satisfaction with daycare in order to see whether quality and quantity of childcare either has the detrimental effects or positive influences on the development of child behavioral self-regulation.

One of the main limitations in the study is related to the assessments of parenting. Variables in present study except direct measure of child behavioral self-regulation skills, were based on maternal self reports to assess parenting behaviors. Methodologically, it would be more valuable to include perceived parenting styles of children or using observational methods for parenting rather than maternal self reports. Furthermore, several studies have presented that negative parenting behaviors are also highly related to development of behavioral self-regulation problems (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015; Giallo, D'Esposito, Cooklin, Christensen & Nicholson, 2014; Vieira, Ávila & Matos, 2012). However, we focused on positive parenting styles and excluded obedience demanding and punishment subscales of parenting. Future studies should include

negative parenting behaviors so as to examine the path of parental control and demands on child behavioral self-regulation outcomes. The findings of present study suggested that parenting matters in the development of behavioral self-regulation.

4.3 Contributions of the Current Study to the Existing Literature

The current research is one of the first scientific study examined the association between work-to-family conflict and child behavioral self-regulation problems through warmth and inductive reasoning parenting. Our analyses showed that mothers' warmth and inductive reasoning both directly and indirectly affected by mothers' work-to-family conflict. Also, different from other studies, the present study explained how parenting and child behavioral self-regulation outcomes influenced by social supports (spousal support, extended family support on childcare, and organizational support), parenting daily hassles related to childcare and household duties, as well as child anger/frustration temperament. It is plausible to consider that despite mothers' work-to-family conflict, other factors such as mothers' stressful home environment, or having a difficult child also explain how parenting was related to child behavioral self-regulation.

The results presented a significant association of work-to-family conflict, and parenting on child behavioral self-regulation outcomes not only to developmental psychology literature, but also existing industrial and organizational psychology studies by showing that maternal employment and work-to-family conflict in itself has not adverse effects on children's developmental outcomes. Parenting have also found as one of the underlying factors of this association. Results also proposed that when mothers experience difficulty in work-to-family balance, an impairment in child behavioral self-regulation development may become apparent.

The findings of the current study also contribute to practice and policy making by showing the significant positive effects of organizational support on parenting, as well as child development. This study also aimed to raise the awareness for organizations about the importance of family friendly organizational policies related to childcare, flexibility of schedule, opportunities of extended leave and

homeworking so as to decrease employee's work-family conflict. Future make intervention studies should aim to raise the awareness on employee's parenting styles so as to help maintaining work-home balance.

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APPENDICES

A. DEMOGRAPHIC INFORMATION FORM

DEMOGRAFİK BİLGİ FORMU

Bu bölüm çocuğunuzun bulunduğu aile ortamı ile ilgili genel sorular içermektedir. Lütfen bu soruları **çalışma yaptığımız çocuğunuzu** düşünerek yanıtlayınız.

Anketi doldurduğunuz tarih: Gün..... Ay..... Yıl.....

Çocuğunuzla İlgili Sorular

1.

Çocuğın doğum tarihi: Gün..... Ay..... Yıl.....

Çocuğın cinsiyeti (lütfen işaretleyiniz): Erkek Kız

Çocuğın ilk kez anaokuluna/kreşe başladığı tarih:

Ay.....Yıl.....

2. Haftada toplam kaç saat anaokulu/kreşte bakım görüyor?

5 saatten az 5-10 saat 10-20 saat 20 saatten fazla

3a. Çocuğunuzun kaç kardeşi var?
kaçıncı?

(büyük ya da küçük)

- Hiç
 Bir
 İki
 Üç veya daha fazla

3b. Çocuğunuz doğum sırasına göre

- İlk (en büyüğü)
 kinci
 Üçüncü
 Dördüncü veya daha fazla

Anneyle İlgili Sorular

4. Doğum tarihiniz nedir? Gün...../Ay...../Yıl.....

5. Ailenizde çocuklarınız dışında sizinle yaşayan başkaları var mı?

- Hayır
 Evet (lütfen belirtiniz)

6. Eğitim düzeyinizi işaretleyiniz.

<input type="radio"/>	Okuma yazma bilmiyorum
<input type="radio"/>	İlkokul
<input type="radio"/>	Ortaokul
<input type="radio"/>	Lise
<input type="radio"/>	Yüksek okul (2 yıllık)
<input type="radio"/>	Üniversite (4 yıllık)
<input type="radio"/>	Yüksek Lisans, Doktora veya Tıpta uzmanlık gibi

7 Aile durumunuzu sizin, eşinizin ve çocuğunuzun durumunu en iyi yansıttacak şekilde işaretleyiniz.

- Evli ve anne-baba birlikte yaşıyor.
 Evli ve anne baba ayrı yaşıyor.
 Boşanmış ve çocuk anne ile yaşıyor.
 Boşanmış ve çocuk babayla yaşıyor.
 Eşi vefat etmiş.
 Diğer (Lütfen belirtiniz.)

Bu kısım, sizin çalışma hayatınızla ilgili soruları içermektedir.

8

a. Çalışma şartınız ile ilgili size en uygun seçeneği işaretleyiniz. (uygun olan seçeneğin altındaki rakamı daire içine alınız.)

Evet (Tam zamanlı, haftada 40 saat)	Evet (Yarı-zamanlı, haftada 20-25 saat)	Hayır (Çalışmıyor)
1	2	3

b. Varsa, mesleğiniz

c. Eve giren aylık gelir miktarını işaretleyiniz (uygun olan seçeneğin altındaki rakamı daire içine alınız).

1000 TL den daha az	1000-2000 TL	2000-3000 TL	3000-4000 TL	4000 TL ve üzeri
1	2	3	4	5

d. Hastalık gibi durumlarda kolaylıkla izin alabiliyor musunuz?

- Evet Hayır

e. Çalışma saatleriniz esnek mi?

- Evet Hayır

- f. Acil bir durum nedeniyle resmi izin gerektirmeden, ancak amiri bilgilendirerek işten erken çıkabiliyor musunuz?
 Evet Hayır
- g. Acil durumlarda amirinize danıştıktan sonra evde çalışabilme imkanına sahip misiniz?
 Evet Hayır
- h. Yasal doğum izniniz bittikten sonra bu iznizi uzatabilme imkanınız var mıdır (işinizi kaybetmemek garantisi ile)?
 Evet Hayır
- i. Hasta bir aile bireyine bakmak zorunda kalsanız ücretsiz izin alabilir misiniz (işinizi kaybetmemek garantisi ile)?
 Evet Hayır
- j. İşyeriniz tarafından sağlanan herhangi bir çocuk bakım hizmeti imkanına sahip misiniz?
 Evet Hayır
- k. Çalıştığınız kurum aile üyelerine de (eş/çocuklar) sağlık sigortası imkanı sağlıyor mu?
 Evet Hayır

Bu kısım, çocuk bakımı ile ilgili soruları içermektedir

9. Çocuk bakımında acil durumda ve sizin işten izin alamadığınız bir zaman (örneğin çocuğunuzun anaokulu/kreşe gidemediği bir durumda, anaokulu/kreşten erken çıkması gerektiğinde, veya anaokulu/kreşe gitmek için servisi kaçırmaması gibi) çocuğunuzla ilgilenebilecek birisi/birileri var mıdır?

Birden fazla seçeneği işaretleyebilirsiniz.

<input type="radio"/> Eşiniz
<input type="radio"/> Anneanne/Babaanne/Dede
<input type="radio"/> Aileden biri (lütfen belirtiniz.)
<input type="radio"/> Çocuk bakıcısı
<input type="radio"/> Komşu
<input type="radio"/> Diğer (lütfen belirtiniz.)
<input type="radio"/> Hiç kimse

B. PARENTING DAILY HASSLES

GÜNLÜK ZORLUKLAR ÖLÇEĞİ

Aşağıdaki ifadeler küçük çocuklu ailelerde sık sık meydana gelen olayları anlatmaktadır. Bu olaylar bazen hayatı zorlaştırır. Lütfen her maddeyi okuyunuz ve sizde ne **sıklıkta** olduğunu gösteren numarayı daire içine alınız. Daha sonra lütfen, bu olayların sizin için ne kadar “**zorluk**” yarattığını göstermek için, aşağıdaki 5 dereceli ölçekteki sayılardan size en uygun olanı daire içine alınız. Birden fazla çocuğunuz varsa, bu olaylar çocuklarınızdan herhangi birini veya hepsini içerebilir.

		SIKLIK ÖLÇEĞİ				ZORLUK DERESESİ				
		Neredeyse Hiç	Bazen	Çoğu Zaman	Her Zaman	Hiç Zor Değil	Biraz Zor	Zor	Oldukça Zor	Çok Zor
1.	Sürekli olarak oyuncak ve yiyecek dağınıklığı toplama.	1	2	3	4	1	2	3	4	5
2.	Mızızlanma, sızlanma ve şikayet dinleme.	1	2	3	4	1	2	3	4	5
3.	Yemek zamanı (yemek seçme, yemek yememe, şikayetler gibi) zorluklarla uğraşma.	1	2	3	4	1	2	3	4	5
4.	Çocukların söz dinlememesi ve azarlanmadan istenileni yapmaması.	1	2	3	4	1	2	3	4	5
5.	Çocuk bakıcısı bulmakta zorlanma.	1	2	3	4	1	2	3	4	5
6.	Çocukların programlarına (anaokulu, uyku zamanı gibi), kendinizin ve evinizin ihtiyaçlarını karşılamanıza engel olması.	1	2	3	4	1	2	3	4	5
7.	Kardeşlerin, büyüklerin müdahalesini gerektiren tartışmaları veya kavga etmeleri.	1	2	3	4	1	2	3	4	5
8.	Çocukların eğlendirilmeyi veya kendileriyle oynanmasını beklemleri	1	2	3	4	1	2	3	4	5
9.	Çocukların uyku saati konusunda size karşı çıkması veya sizi uğraştırması.	1	2	3	4	1	2	3	4	5
10.	Çocukların sürekli ayakaltında olup, diğer işlerinize engel olması.	1	2	3	4	1	2	3	4	5

B. PARENTING DAILY HASSLES (Continued)

		SIKLIK ÖLÇEĞİ				ZORLUK DERECEŚİ				
		Neredeyse Hiç	Bazen	Çoğu Zaman	Her Zaman	Hiç Zor Değil	Biraz Zor	Zor	Oldukça Zor	Çok Zor
11.	Çocukların nerede ve ne yapıyor olduğunu bilmek için, gözünüzün devamlı onların üzerinde olması.	1	2	3	4	1	2	3	4	5
12.	Çocukların araya girip konuşmaları kesmesi.	1	2	3	4	1	2	3	4	5
13.	Çocukların beklenmeyen bir ihtiyacı yüzünden, planları değiştirmek zorunda kalma.	1	2	3	4	1	2	3	4	5
14.	Çocukların günde birkaç kez üstlerini değiştirmeyi gerektirecek kadar kirlenmesi.	1	2	3	4	1	2	3	4	5
15.	Çocukların banyo, tuvalet gibi kişisel bakım konularında zorluk yaşanması.	1	2	3	4	1	2	3	4	5
16.	Toplum içinde (örneğin, manav, alışveriş merkezi, lokanta), çocuklarla başa çıkmada zorlanma.	1	2	3	4	1	2	3	4	5
17.	Gezmeye giderken zamanında evden çıkmak gerektiğinde, çocukları hazırlamada zorlanma.	1	2	3	4	1	2	3	4	5
18.	Çocukları bir geceliğine birine bırakma, ya da okula veya yuvaya bırakma gibi konularda zorluk yaşama.	1	2	3	4	1	2	3	4	5
19.	Çocukların arkadaşlarıyla ilgili konularda (kavga etme, anlaşamama veya arkadaş edinememe gibi) sorunlar yaşama.	1	2	3	4	1	2	3	4	5
20.	Çocukların ihtiyaçlarını karşılamak için fazladan koşuşturmak zorunda olma.	1	2	3	4	1	2	3	4	5

C. WORK-FAMILY CONFLICT SCALE

İŞ-AİLE ÇATIŞMASI ÖLÇEĞİ

Aşağıdaki maddeler iş-aile sorumluluklarınıza dair tutumlara yöneliktir. Lütfen, aşağıdaki cümlelere ne dereceye kadar katıldığınızı size en uygun seçeneğin olduğu kutucuğu **1'den (Hiç katılmıyorum) 5'e (Kesinlikle katılıyorum) kadar** rakamlarla gösterilen ölçek üzerinde daire içine alarak işaretleyiniz.

1	2	3	4	5
Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

1.	İşimin yarattığı stres aileme karşı olan görevlerimi yerine getirmemi zorlaştırıyor.	1	2	3	4	5
2.	İşime harcadığım zaman aileme karşı sorumluluklarımı yerine getirmemi zorlaştırıyor.	1	2	3	4	5
3.	İşimin bana yüklediği sorumluluklardan dolayı ailemle ilgili yapmak istediğim bazı şeyleri yapamıyorum.	1	2	3	4	5
4.	İşim yüzünden, ailece yaptığımız planları değiştirmek zorunda kalırım.	1	2	3	4	5
5.	İşimle ilgili sorumluluklarım aile hayatımı etkiliyor.	1	2	3	4	5
6.	Ailemle ilgili sıkıntılarım, iş performansımı olumsuz etkiler.	1	2	3	4	5
7.	Aileme ayırmam gereken zaman nedeniyle, işlerimi ertelediğim olur.	1	2	3	4	5
8.	Ailemin ya da eşimin talepleri, işimi etkilemektedir.	1	2	3	4	5
9.	Aile hayatım yüzünden işimdeki temel sorumluluklarım aksayabiliyor.	1	2	3	4	5
10.	Ailemin ya da eşimin taleplerinden dolayı işimle ilgili olarak yapmak istediğim bazı şeyleri yapamam.	1	2	3	4	5

D. FAMIY SUPPORT INVENTORY FOR WORKERS

EŞ DESTEĞİ ENVANTERİ

Lütfen, aşağıdaki cümlelere ne dereceye kadar katıldığınızı size en uygun seçeneğin olduğu kutucuğu **1'den (Hiç katılmıyorum) 5'e (Kesinlikle katılıyorum) kadar** işaretleyiniz.

1	2	3	4	5
Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

1.	Eşim, kendisinin yapması gereken şeyleri bana yüklüyor.	1	2	3	4	5
2.	Eşim, ev işleri konusunda benimle işbirliği yapar.	1	2	3	4	5
3.	İş için şehirden ayrılmam gerekse, eşim ev işlerini yapmakta zorlanırdı.	1	2	3	4	5
4.	Eşim benden sürekli bir şeyleri talep eder ve bekler gibi görünür.	1	2	3	4	5
5.	Ev işlerinde eşim kendi payına düşen görevleri yerine getirir.	1	2	3	4	5
6.	Gerektiğinde eşim, evi toplamaya isteklilik gösterir.	1	2	3	4	5
7.	Eşim günlük ev işlerinin birçok detayını benim üzerime bırakıyor.	1	2	3	4	5
8.	Gerektiğinde eşim bana ufak tefek işlerde yardımcı oluyor.	1	2	3	4	5
9.	İşimin getirdiği yükümlülükler artarsa, eşim evle ilgili daha fazla sorumluluk yüklenir.	1	2	3	4	5
10.	Eşim bana evin onarımı ve bakımı konusunda çok fazla sorumluluk veriyor.	1	2	3	4	5
11.	İşe geç kaldığımda, eşimin bana yardımcı olacağına güvenirim.	1	2	3	4	5
12.	Eşim rutin ev işlerinde bana yardım eder.	1	2	3	4	5
13.	Eğer işte geç saate kadar çalışmam gerekirse, eşime evle ilgili her şeyle ilgileneceği konusunda güvenebilirim.	1	2	3	4	5
14.	Evde vaktimin çoğunu eşimin arkasını toplamakla geçiriyorum.	1	2	3	4	5
15.	İşte zor bir hafta geçirdiğimde, eşim ev işlerinin çoğunu yapmaya çalışır.	1	2	3	4	5

E. CHILD REARING QUESTIONNAIRE

ÇOCUK YETİŞTİRME ANKETİ

Aşağıdaki maddeler, çocuk yetiştirmeye ait bazı durumları anlatmaktadır. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelerin size ne kadar uyduğunu **1'den (Hiçbir Zaman) 5'e (Her Zaman) kadar** rakamlarla gösterilen ölçek üzerinde değerlendiriniz ve daire içine alarak belirtiniz. Doğru veya yanlış cevap yoktur. Amacımız, yalnızca annelerin çocuk yetiştirme konusundaki düşüncelerini öğrenmektir.

1	2	3	4	5
Hiçbir Zaman	Nadiren	Bazen	Çoğu Zaman	Her Zaman

1.	Çocuğum korkmuş ya da üzüntülü olduğu zaman, onu rahatlatır ve ona anlayışlı davranırım.	1	2	3	4	5
2.	Çocuğuma sevgimi, onu kucaklayarak, öperek ve sarılarak ifade ederim.	1	2	3	4	5
3.	Belirli bir neden olmaksızın, çocuğumu kucaklar veya sarılırım.	1	2	3	4	5
4.	Çocuğuma, davranışlarının sonuçlarını açıklarım	1	2	3	4	5
5.	Çocuğuma bazı şeylerin neden gerekli olduğunu açıklamaya çalışırım.	1	2	3	4	5
6.	Çocuğuma, onun beni ne kadar mutlu ettiğini söylerim.	1	2	3	4	5
7.	Çocuğumla benim, sıcak ve çok yakın olduğumuz anlar vardır.	1	2	3	4	5
8.	Çocuğumu dinlemek ve onunla bir şeyler yapmaktan zevk alırım.	1	2	3	4	5
9.	Çocuğuma, kurallara neden uyması gerektiğini açıklarım.	1	2	3	4	5
10.	Çocuğuma, neden cezalandırıldığını veya kısıtlandığını açıklarım.	1	2	3	4	5
11.	Çocuğumu kucaklamayı ve öpmeyi severim.	1	2	3	4	5
12.	Çocuğuma, kuralların nedenini açıklarım.	1	2	3	4	5
13.	Çocuğum mutlu olduğunda da, endişeli olduğunda da kendimi ona yakın hissedirim.	1	2	3	4	5
14.	Çocuğum yanlış davrandığı zaman, onunla mantıklı bir şekilde konuşur ve olayın üzerinden geçerim.	1	2	3	4	5
15.	Çocuğumla şakalaşır ve oyun oynarım.	1	2	3	4	5

F. CHILDREN’S BEHAVIOR QUESTIONNAIRE

ÇOCUK DAVRANIŞLARI ANKETİ

Aşağıda çocukların bir takım durumlar karşısında gösterdiği davranışların bir listesi verilmiştir. Lütfen, çocuğunuzun son **6 ayı** ‘nı göz önünde bulundurarak aşağıdaki ifadelerin çocuğunuz için ne dereceye kadar doğru olduğunu **1’den (Çok Yanlış) 5’e (Çok Doğru) kadar** daire içine alarak işaretleyiniz.

		ÇOK YANLIŞ	YANLIŞ	KISMEN DOĞRU	DOĞRU	ÇOK DOĞRU
1.	Yatağa gitmesi söylendiğinde öfkelenir.	1	2	3	4	5
2.	Oynamak istediği bir şeyi bulamayınca öfkelenir.	1	2	3	4	5
3.	Biraz eleştirildiğinde bile çığına döner.	1	2	3	4	5
4.	Bir şey yapmasına izin verilmediğinde engellenmiş hisseder ve sinirlenir.	1	2	3	4	5
5.	İstedikini almadığında öfke krizine girer.	1	2	3	4	5
6.	Diğer çocuklar tarafından kışkırtıldığında öfkelenip çığına döner.	1	2	3	4	5
7.	Bir hata yaptığında nadiren sinirlenir.	1	2	3	4	5
8.	Oyunu bırakması söylenip, çağırıldığında sinirlenir (oyunu bırakmaya hazır değilken).	1	2	3	4	5
9.	Bir görevi yapmakta zorlandığında kolayca sinirlenir (örneğin; lego inşa etmek, resim yapmak, kıyafetlerini giymek).	1	2	3	4	5
10.	Başka bir çocuk oyuncakını aldığına nadiren sinirlenir/karşı çıkar.	1	2	3	4	5
11.	Sevmediği bir yiyeceği yemesi gerektiğinde hırçınlaşır/huysuzlaşır.	1	2	3	4	5
12.	Yorgun olduğunda kolayca sinirlenir/huysuzlanır.	1	2	3	4	5
13.	Yatağa gitmesi söylendiğinde nadiren mutsuz olur.	1	2	3	4	5

**G. THE CHILDHOOD EXECUTIVE FUNCTIONING INVENTORY
(CHEXI)**

ÇOCUKLUK DÖNEMİ YÖNETİCİ İŞLEV ENVANTERİ

Lütfen, her ifadeyi dikkatlice okuyunuz ve o ifadenin çocuğunuz için ne dereceye kadar doğru olduğunu **1'den (Çok Yanlış) 5'e (Çok Doğru) kadar** daire içine alarak işaretleyiniz.

Lütfen her soruyu yanıt verdiğinizden emin olunuz.

		ÇOK YANLIŞ	YANLIŞ	KISMEN DOĞRU	DOĞRU	ÇOK DOĞRU
1.	Söylenilmesine rağmen, kendini tutmakta veya zapt etmekte zorluk yaşar.	1	2	3	4	5
2.	Durdurulması söylendikten hemen sonra bir etkinliği durdurmakta zorlanır. Örneğin, durdurması istendikten sonra birkaç kez daha zıplar veya bilgisayarda bir süre daha oynar.	1	2	3	4	5
3.	İlk olarak ne olabileceği hakkında düşünmeden bir şeyleri yapma eğilimi vardır.	1	2	3	4	5
4.	Bir grup içinde, diğer çocuklar ile karşılaştırıldığında daha haşarı şekilde davranır. (Örn.; Bir doğum günü partisinde veya grup etkinliği sırasında)	1	2	3	4	5
5.	Uygun olmayan durumlarda, gülümsememek veya gülmemek için kendini tutmakta zorlanır. (Örn.; herkesin üzgün ve/veya sessiz olduğu bir durumda)	1	2	3	4	5

H. THE INSTRUCTION OF PEG-TAPPING TASK

RİTİM TUTMA YÖNERGESİ

Araştırmacı: “Şimdi başka bir oyuna geçelim. Bu kalemleri tıklatarak bir ritim oyunu oynayacağız. Öncelikle bu kalemlerden hangisini istersin?”

“Şimdi eğer masaya böyle bir kere tıklatarsam (tıkladır ve bitirince kalemi havada tutar), senin iki kere tıkatmanı istiyorum (Çocuğun doğru yapmasını sağlar). Aferin, aynen böyle” (Tebessüm). “Eğer böyle iki kere tıklatarsam (iki defa tıkladır), senin sadece bir kere tıkatmanı istiyorum (Çocuğun doğru yapmasını sağlar). Aferin, aynen böyle” (Tebessüm).

İki kez tek ve çift tıkatma alıştırmaları yaparlar. Araştırmacı, çocuğun doğru yapmasına yardımcı olur, ona ne kadar iyi olduğu konusunda olumlu geribildirim verir, heyecan gösterir: “Harika! Sen bu oyunu nasıl oynayacağını biliyorsun. Haydi, şimdi gerçekten oynayalım.” Der ve tıkatmaya başlar.

Araştırmacı: “Benimle çok güzel oynuyorsun hadi biraz daha oynayalım. Unutma ben bir kere tıkatınca sen iki kere, ben iki kere tıkatınca sen bir kere tıkatıyorsun.” Der ve 12 tıkatma sonunda ilk aşamayı bitirir.

Araştırmacı: “Aferin... Hadi biraz daha zorlaştıralım bu oyunu. Bakalım daha zor bir ritmi oynayabilecek misin? Şimdi, eğer böyle bir kere tıklatarsam (tıkladır), senin sadece iki kere tıkatmanı istiyorum (Çocuğun doğru yapmasını sağlar), iki kere tıklatarsam (tıkladır) senin bir defa tıkatmanı istiyorum (Çocuğun doğru yapmasını sağlar), ama 3 kere tıklatarsam senin hiiiiiiç tıkatmanı istemiyorum. Hadi bir deneme yapalım. (Bir İki Üç deneme yaparlar). “Aferin, sen bu oyunu öğrenmişsin”. Der ve tıkatmaya başlar.

Araştırmacı: “Benimle çok güzel oynuyorsun hadi biraz daha oynayalım. Unutma ben bir kere tıkatınca sen iki kere, ben iki kere tıkatınca sen bir kere tıkatıyorsun, ben üç kere tıkatınca, sen hiç tıkatmıyorsun.” Der ve 12 tıkatma sonunda ikinci aşamayı bitirir.

Araştırmacı: “Aferin çok güzel oynadın benimle.”

NOT: Çocuk eğer “Kaç tane vurdun hatırlamadım/anlamadım” derse “Olabilir, devam edelim” diyoruz; eğer “Kuralı hiç hatırlamıyorum” derse kuralı hatırlatıyoruz.

I. HUMAN SUBJECTS ETHICS COMMITTEE FORM

İNSAN ARAŞTIRMALARI ETİK KURULU FORMU

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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08 ŞUBAT 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Sibel KAÇAK BERUMENT ;

Danışmanlığını yaptığımız Gözde BARADÖĞLU'nun "*Çalışan Annelerin İş-Aile Çatışması ve Çocuk Üzerindeki Etkileri Ebeveynliğin Aracı Rolü*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-SOS-004 protokol numarası ile 08.02.2018 - 30.12.2019 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinizi saygılarımla sunarım.

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zeha ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

J. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü yüksek lisans öğrencisi Psikolog Gözde Babaoğlu tarafından Prof. Dr. Sibel Kazak Berument danışmanlığında yürütülmektedir. Araştırma, İl Milli Eğitim Müdürlüğü'nün ve kurum yönetiminin izni ile gerçekleştirilmektedir.

Çalışmanın Amacı Nedir? Araştırmamızın amacı çalışan annelerin iş-ev dengesi ile ebeveynlik davranışlarının, okul öncesi dönemde olan çocuklarının kendilerini kontrol etme becerileri ile olan ilişkisini incelemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Araştırmaya katılmayı kabul ederseniz sizden demografik bilgi formundaki bilgileri doldurmanız ve anketlerde yer alan bir soruları derecelendirme ölçeği üzerinden cevaplandırmanızdır. Anketler, size okul öncesi kurum aracılığıyla ulaştırılacaktır. Sizden isteğimiz, tarafınızca doldurulan anketleri kapalı zarf içerisinde okul öncesi kuruma iletmenizdir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığımız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımla ilgili bilmeniz gerekenler: Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığımızı iletmek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz Psikoloji Bölümü öğretim üyelerinden Prof. Dr. Sibel Kazak Berument (e-posta: sibel@metu.edu.tr) ya da araştırmacı Gözde Babaoğlu (e-posta: gozdebabaoglu1@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

İsim Soyad _____ Tarih _____ İmza _____

K. PARENTAL CONSENT FORM

VELİ ONAY FORMU

Sevgili Anneler,

Bu çalışma, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü yüksek lisans öğrencisi Psikolog Gözde Babaoğlu tarafından Prof. Dr. Sibel Kazak Berument danışmanlığında yürütülmektedir. Araştırma İl Milli Eğitim Müdürlüğü'nün ve kurum yönetiminin izni ile gerçekleştirilmektedir.

Bu çalışmanın amacı nedir? Araştırmamızın amacı çalışan annelerin iş-ev dengesi ile ebeveynlik davranışlarının, okul öncesi dönemde olan çocuklarının kendilerini kontrol etme becerileri ile olan ilişkisini incelemektir.

Sizin ve çocuğunuzun katılımcı olarak ne yapmasını istiyoruz? Katılmasına izin verdiğiniz okul öncesi kurumda yaklaşık 15 dakika sürecek "Ritim Tutma" adlı bir çalışma gerçekleştireceğiz. Bu çalışmada, çocuğunuzun kalem tıktatırken verilen kuralları aklında tutarak etkinliği ne derece tamamlayabildiği gözlemlenecektir. Çocuğunuzla "Ritim Tutma" etkinliğine başlamadan önce sözlü olarak bu etkinliğe katılmak isteyip istemediği sorulacaktır.

Çocuğunuzdan alınan bilgiler ne amaçla ve nasıl kullanılacak? Sizin ve çocuğunuzun yanıtları kesinlikle gizli tutulacak ve bu yanıtlar sadece araştırmacılar tarafından bilimsel amaçla kullanılacak; çocuğunuzun ya da sizin kimlik bilgileriniz hiçbir şekilde paylaşılmayacaktır.

Çocuğunuz ya da siz çalışmayı yarıda kesmek isterseniz ne yapmalısınız? Etkinlik sırasında herhangi bir nedenden ötürü çocuğunuz kendisini rahatsız hissettiğini belirtirse, ya da araştırmacı çocuğun rahatsız olduğunu öngörürse, çalışmaya son verilecektir.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Psikoloji Bölümü öğretim üyelerinden Prof. Dr. Sibel Kazak Berument (e-posta: sibel@metu.edu.tr) ya da araştırmacı Psikolog Gözde Babaoğlu (e-posta: gozdebabaoglu1@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve çocuğumun bu çalışmada yer almasını onaylıyorum.

Evet onaylıyorum _____

Hayır, onaylamıyorum _____

L. DEBRIEFING FORM

ARAŞTIRMA SONRASI BİLGİLENDİRME FORMU

Öncelikle araştırmamıza katıldığınız için teşekkür ederiz.

Katıldığınız araştırmanın amacı, çalışan annelerin iş-ev dengesini nasıl kurduğunu, iş-aile çatışmasını ve çalışan annelerin okul öncesi dönemde olan çocuklarının kendini kontrol etme becerileri arasındaki ilişkiyi incelemektir. Yapılan çalışmalar, çalışan annelerin ev-iş dengesini kurarken iş ile ilgili (acil durumlarda izin alma sıkıntısı, esnek olmayan iş saatleri vb.) veya ev yaşamı ile ilgili (ev işleri, çocuk bakımı vb.) bazı zorluklar yaşadığını ve bu zorlukların onların ebeveynlik davranışlarını etkilediğini öngörmektedir. Bu araştırmada da annelerin ebeveynlik davranışının çalışan annelerin iş-aile çatışması ile çocukların davranışsal kontrol etme becerileri arasında olan ilişkiyi yordaması beklenmektedir.

Bu amaçla, ilk olarak sizden demografik bilgi formu ile birkaç anketi doldurmanız istenmiştir. Daha sonrasında, çocuğunuzla “Ritim Tutma” adlı kısa bir etkinlik yapılmıştır. Bu etkinlikte kalem tıklatırken uyulması gereken bazı talimatlar bulunmaktadır ve çocuğunuzun verilen talimatları aklında tutarak etkinliği ne derece tamamlayabildiği ölçülmüştür. Davranışlarını kontrol etme becerileri yüksek olan çocukların, etkinlikte verilen talimatları daha fazla dikkate alması beklenmektedir.

Eğer araştırmayla ilgili bilgi almak isterseniz araştırmacı Gözde Babaoğlu’na sorabilir veya <http://psy.metu.edu.tr/tr> adresinden Prof. Dr. Sibel Kazak Berument’e ulaşabilirsiniz.

Teşekkür ederiz.

Gözde Babaoğlu

M. TURKISH SUMMARY/TÜRKÇE ÖZET

ÇALIŞAN ANNELERİN AİLE-İŞ ÇATIŞMASI VE ÇOCUK ÜZERİNDE OLAN ETKİLERİ: EBEVEYNLİĞİN ARACI ROLÜ

Annenin çalışması ve çocuk üzerine olan etkileri gelişim psikolojisi ve diğer disiplinler tarafından sıklıkla çalışılan konulardan biridir (Brooks-Gunn, Han & Waldfogel, 2010; Frone, Yardley, & Markel, 1997). Daha önceki yapılan çalışmalar, çalışan anne ve çocuk üzerinde olan etkileri ile ilgili çelişkili sonuçlar göstermişlerdir (Huerta ve diğerleri, 2011). Bazı çalışmalar annenin erken çocuklukta çalışmasının çocuğun sosyal, duygusal, davranışsal ve bilişsel gelişimi üzerinde çok az olumsuz etki ya da hiçbir olumsuzluğun olmadığını belirtirken (Lucas-Thompson, Goldberg & Prause, 2010; Vandell & Ramanan, 1992), diğer araştırmacılar ise erken çocuklukta annenin çalışmasının çocuğun bilişsel gelişimi üzerinde negatif etkisini ortaya koymuştur (Brooks-Gunn, Han & Waldfogel, 2010; Lucas-Thompson, Goldberg & Prause, 2010). Araştırmacılar, annenin çalışma saatleri, iş-aile çatışması, annenin çalışmaya başladığı zaman, çalışan annenin aldığı sosyal destek ve ebeveynlik gibi faktörlerin çocuk gelişimi üzerinde olan etkilerinin önemini vurgulamıştır (Brooks-Gunn, Han & Waldfogel, 2010; Huerta ve diğerleri, 2011; Friedman & Boyle, 2008; Lucas-Thompson, Goldberg & Prause, 2010; Waldfogel, Han, & Brooks-Gunn, 2002).

Günümüze kadar çeşitli çalışmalar iş ve ailenin ayrı alanlar olmadığı, aksine birbirleri ile iç içe geçen bir ilişki içerisinde bulunduğunu belirtmişlerdir (Pleck, 1977; Vieira, Ávila & Matos, 2012). Özellikle çift-gelirli ailelerde, anneler aile ve iş yerindeki çoklu roller dolayısı ile çeşitli zorluklar yaşamaktadır (Vieira, Ávila & Matos, 2012). İş-aile çatışmasına ilişkin çeşitli teoriler, çalışan annelerin iş-ev dengesini nasıl kurduğuna dair açıklamaya çalışmaktadır. Bunlardan rol teorisi, ev ve iş yerindeki taleplerin birbirleri ile uyuşmadığına vurgu yapmaktadır (Griggs, Casper & Eby, 2013; Kahn 1964; Aktaran: Michel, Mitchelson, Kotrba, LeBreton & Baltes, 2009).

Türkiye gibi kolektivist kültürlerde geleneksel cinsiyet rollerinden dolayı ev işi ve çocuk bakımı gibi görevlerin kadının sorumluluğunda olduğu düşünülmektedir (Aycan, 2008). Her ne kadar erkeğin ev işi ve çocuk bakımında olan rolü kadının iş gücüne katılımı ile beraber artmış olsa da (Bianchi, 2011) yapılan çalışmalarda kadınlar, sosyo-ekonomik statülerinden ve işlerinden bağımsız olarak erkeklerden daha çok rol üstlendiğini belirtmişlerdir (Lee, Vernon-Feagans, Vazquez & Kolak, 2003). İş-aile çatışmasını açıklamaya çalışan araştırmacılardan Greenhaus ve Beutell (1985), rol çatışmasının zamana, zorlanmaya ve davranışa olmak üzere üç etmene bağlı olarak yaşandığını belirtmektedir. *Zaman esaslı rol çatışması*, üstlenilen rollerden birinin gerekliliklerini yerine getirmek için gereken zamanın diğer rolün gereklilikleri ile çatışması sonucu ortaya çıkmaktadır. *Gerginliğe dayalı rol çatışması* ise, çalışanın çatışan ve birbiri ile iç içe geçmiş rollerin yükümlülüklerini karşılayamadığında yaşanan yetersizlik duygusundan dolayı oluşan psikolojik sıkıntıların roller arasında taşınması durumudur. Son olarak *davranışa dayalı rol çatışması* ise her iki roldeki davranışların birbirine uymaması ve birbirleri ile çatışması sonucu bir diğer role devam edememe ile ortaya çıkmaktadır.

İş-aile çatışması, çalışanın aile ve iş yeri yükümlülüklerinden dolayı yaşadığı roller arasındaki çatışmayı ve bu çatışmanın birbirine geçmiş ve çift yönlü ilişkisini incelemek üzere ortaya çıkan bir teoridir (Greenhaus, & Beutell, 1985; O'Brien, Ganginis Del Pino, Yoo, Cinamon, & Han, 2014; Voydanoff, 1988). Çalışanın aile yaşamı iş yaşamını etkileyebileceği gibi, tam tersi şekilde iş yaşamı da aile yaşamını şekillendirebilmektedir. Daha önce iş-aile çatışması üzerine yapılan çalışmalar, aileden işe ve işten aileye olmak üzere iki farklı yön bulmuşlardır (Byron, 2005; Carlson, Kacmar & Williams, 2000; Netemeyer, Boles & McMurrian, 1996). İşten-Aileye Çatışma (İAÇ) ve Aileden-İşe Çatışma (AİÇ), hangi alanın diğerine göre müdahaleye daha fazla açık olmasına göre şekillenmektedir (Frone, Russell & Cooper, 1992; Pleck, 1977).

Araştırmacılar, iş-aile çatışması'nın ortaya çıkmasına sebep olan öncülleri, iki ana grup içerisinde toplamışlardır. Bunlardan ilki olan *aile ile ilgili olan faktörler*; aile-gelir ilişkisi (tek-gelirli/çift-gelirli), evlilik çatışması, aile desteği, aile içi rol

çatışması ve rol belirsizliği, ev içi sorumluluklar ve ebeveynlik gereklilikleridir (Byron, 2005; Carlson & Perrewé, 1999; Frone, Russell & Cooper, 1992; Grzywacz & Marks, 2000; Luk & Schaffer, 2005; Voydanoff, 1988). *İş ile ilgili olan faktörler* ise, rol çatışması, rol belirsizliği, aşırı iş yükü, iş yerinde zaman esaslı taleplerin artması ve aile destekli örgütsel desteğin var olup olmadığıdır (Aycan, 2008; Behson, 2002; Frone, Yardley, & Markel, 1997; Frone, Russell & Cooper, 1992; Michel, Kotrba, Mitchelson, Clark & Baltes, 2011; Mesmer-Magnus & Viswesvaran, 2005; Parasuraman & Simmers, 2001; Voydanoff, 1988). Örnek olarak, esnek olmayan çalışma saatlerinin (geceleri, akşamları ve hafta sonları, vardiyalı-nöbetli çalışmak), iş-aile çatışmasını arttırdığı gösterilmektedir (Han & Fox, 2011; Hosking & Western, 2008). Demografik özelliklerden çalışanın medeni hali, çocuk sayısı ve en küçük çocuğun yaşı iş-aile çatışması ile hayli ilişkilidir (Byron, 2005; Bianchi & Milkie, 2010; Kirrane & Buckley, 2004; Voydanoff, 2004). Byron, evli ebeveynlerin bekar ve çocuklu ebeveynlere göre daha az iş-aile çatışması yaşadığını, fakat bu farkın çocuksuz evli ve bekar çiftlerde anlamlı olmadığını göstermiştir.

İş-aile çatışması hem çalışanın iş yaşamını hem de kişinin ev hayatını ve sağlığını olumsuz yönde etkilemektedir. Allen ve diğerleri (2000), iş-aile çatışmasının sonuçlarını üç ana kategoride toplamıştır. Örgütsel bağlılıkta düşüş ve işten ayrılma niyeti, iş stresi, tükenmişlik durumu ve iş performansında azalma iş-aile çatışmasının *iş üzerinde olan sonuçlarındandır*. Roller arasındaki çatışmadan dolayı yaşanan psikolojik stres, fiziksel ve ruhsal sağlıkta düşüş, iş-aile çatışmasının *genel stres ile ilgili sonuçlarındandır*. Ayrıca evlilikte, ailede ve ebeveynlikte yaşanan sorunlar da iş-aile çatışmasının *iş işe ilgili olmayan sonuçlarındandır*. Daha önce yapılan çalışmalarda iş-aile çatışmasının çalışanın iş ve aile üzerinde olan etkileri göz önüne alındığında, literatürde çok az araştırma İAÇ'nin ebeveynlik (Aycan & Eskin, 2005; Giallo ve diğerleri, 2014; Cooklin ve diğerleri, 2014; Gassman-Pines, 2011) ve çocuk üzerinde olan etkilerini (Brock and Kochanska, 2016; Dinh ve diğerleri, 2017; Erder, 2010; Holmes, Holladay, Hill & Yorgason, 2018; McLoyd, Toyokawa & Kaplan, 2008; Strazdins, O'Brien, Lucas & Rodgers, 2013; Vieira, Matias, Ferreira, Lopez & Matos, 2016) incelemiştir. Çocuk üzerinde olan etkilerin yer aldığı çalışmalar içerisinde ise bilindiği kadarı ile hiçbir çalışma

çocukların davranışsal öz düzenleme becerilerini çalışmamıştır. Dolayısı ile iş-aile çatışması literatüründe bu bağlamdaki eksikliğin giderilmesi için daha çok çalışmaya ihtiyaç duyulmaktadır.

İş-aile çatışması ve ebeveynlik arasındaki ilişkiye bakıldığında, Strazdins ve diğerleri (2006), iş-aile çatışmasının ebeveynlik üzerinden çocukları nasıl etkilediğini çeşitli yollar üzerinden tanımlamıştır. İlki olan *ebeveynlerin psikolojik iyi oluş halinde*, iş ile ilgili olumsuz faktörler ebeveynin olumsuzluklarla baş etme mekanizmasını bozarak ruhsal duygu durumunu olumsuz etkilediğinden, annelerin ruhsal iyi oluşlarındaki düşüşü onların olumsuz ebeveynlik davranışlarının sıklığı ile ilişkilendirilmiştir (Dinh ve diğerleri, 2017). Ayrıca annelerin işten dolayı yaşadıkları zamana ve gerginliğe dayalı rol çatışmalarından dolayı anne-çocuk etkili iletişimde azalma olduğu gösterilmiştir (Augustine, 2013; Greenhaus & Powell, 2006; Hope, Pearce, Whitehead & Law, 2014; Repetti & Wood, 1997; Roxburgh, 2004; Thompson & Meyer (2007;)) Aktaran: Salimiha, 2017; Tulk, Montreuil, Pierce & Pépin, 2016). Bu bağlamda sosyal destek, iş-aile çatışmasını düşüren önemli faktörlerden biridir (Noor,1999).

Sosyal destek, kişinin çevreden aldığı ve stres faktörleri ile baş etmesine yardımcı olan koruyucu bir kaynaktır (Nielson, Carlson, & Lankau, 2001). Bazı çalışmalar, sosyal desteğin iş-aile çatışması ve ile stres fakörleri arasında düzenleyici değişken olduğunu belirtirken (Greenhaus & Beutell, 1985), diğerleri sosyal desteğin iş-aile çatışmasını yordayıcı rolüne (Byron, 2005; Greenhaus & Parasuraman, 1986) vurgu yapmıştır. Sosyal desteğin birkaç türü olan araçsal sosyal destek, duygusal sosyal destek ve yapısal sosyal desteğin iş-aile çatışması üzerinde koruyucu etkisi çeşitli çalışmalar tarafından gösterilmektedir (House, 1981; Greenhaus & Beutell, 1985).

Sosyal desteklerin ilki olarak örgütsel destek, iş ve aile dengesini kurmada önemli bir varlık ve kritik bir kaynaktır (Dumani, Allen & Shockley, 2018). Yöneticinin sosyal desteği, yapılan işin niteliği (esnek olup olmadığı vb.), aile dostu örgütsel politikalar iş-aile çatışmasını düşürmektedir WFC (Allen, Shockley & Poteat, 2008; Frone, Yardley, & Markel, 1997). Çalışanın aldığı örgütsel desteğin iş-aile çatışmasını

düşürmede tek başına yeterli olmadığı, örgütsel destek ile beraber ailesinden ve eşinden aldığı sosyal desteğin de ayrı bir öneme sahip olduğu belirtilmektedir (Adams, King & King, 1996; Aycan & Eskin, 2005; Brooks-Gunn, Han & Waldfogel, 2010; Byron, 2005; Carlson & Perrewé, 1999; Edwards, 2006; Grzywacz & Marks, 2000; Griggs, Casper & Eby, 2013; Michel, Kotrba, Mitchelson, Clark & Baltes, 2011; Pluut, Ilies, Curşeu & Liu, 2018). Ayrıca çalışanın eşinden aldığı araçsal (ev işi ve çocuk bakımı ile ilgili vb.) ve duygusal sosyal desteğin (empati yapma, teşvik, tavsiye verme vb.) iş-aile çatışmasını düşürdüğü gösterilmektedir (Edwards, 2006; Kirrane & Buckley, 2004; Israel, Farquhar, Schults & Parker, 2012; Tanaka & Lowry, 2013). Dikkate alınması gereken bir diğer sosyal destek ise aileden çocuk bakımı üzerine alınan destektir. Çalışan anneler için en büyük stres kaynaklarından biri çocuk bakımını sağlamak olduğundan (Gassman-Pines, 2011; Gatchel & Schultz, 2012), ailenin, özellikle çalışan ebeveynin anne/babasının çocuk bakımına olan desteği iş-aile çatışmasını düşüren en temel etmenlerden bir tanesidir (Aycan & Eskin, 2005).

İş-aile çatışması, ebeveynlik ve çocuk üzerinde olan etkilerine tekrar değinildiğinde literatürdeki çalışmalar ebeveynlik özelliklerinin doğrudan veya dolaylı olarak çocuklar üzerinde etkileri olduğunu göstermektedir (Crouter & Bumpus, 2001; Stewart & Barling, 1996). Annenin sıcaklık ve açıklayıcı akıl yürütme ebeveynlik özelliklerinin çocukların davranışsal öz düzenleme becerileri üzerinde, özellikle istenmeyen davranışları baskılamada ve yürütücü işlevlerini geliştirmede etkileri olduğu bulunmuştur (Conway & Stifter, 2012; Suchodoletz, Trommsdorff & Heikamp, 2011; Roskam, Stievenart, Meunier, Noël, 2014). Annenin çalışması, iş-aile çatışması ve ebeveynlik tutumlarının yanı sıra çocuğun mizacı da davranışsal öz düzenleme becerilerinin gelişmesinde önemli bir role sahiptir (Posner & Rothbart, 2000). Bazı çalışmalar, çocuğun zor mizacının ebeveynlik tutumları ve çocuğun davranışsal öz düzenleme becerileri arasında düzenleyici değişken rolünü göstermiştir (Broekhuizen, van Aken, Dubas, Mulder & Leseman, 2015; Campbell, 1995).

Daha önceki yapılan çalışmalardan yola çıkarak bu çalışmanın temel amacı annelerin iş-aile çatışması ile çocuklarının davranışsal öz-düzenlemeleri arasındaki ilişkide ebeveynliğin aracı rolünü incelemektir. İkinci olarak, annelerin sahip olduğu örgütsel destek, aile desteği ve eş desteği gibi sosyal desteklerin iş-aile çatışması ile ebeveynlik davranışı arasında düzenleyici değişken olup olmadığını araştırmaktır. Ayrıca, annelerin yaşadığı günlük zorlukların, sahip olduğu sosyal desteğin (eş desteği, aile desteği ve örgütsel destek), ve çocukların kırgınlık/düş kırıklığı mizaç özelliklerinin ebeveynlik tutumlarını yordayıcı rolünü incelemektir.

Çalışmaya toplamda yaşları 34-59 ay arasında olan 111 çocuk ve onların anneleri katılmıştır ($M_{\text{çocuk yaş}} = 49.13$ ay, $SS = 7.23$). Çalışma kriterlerine uymayan üç çocuk çalışmaya dahil edilmeden analize 109 çocuk ile devam edilmiştir. Katılımcıların standard sapmaları, minimum ve maksimum değerleri ve yüzdeleri Tablo 2’de verilmiştir. ODTÜ Uygulamalı Etik Araştırma Merkezi’nin ve Konya İl Milli Eğitim Müdürlüğü’nün izni alındıktan sonra çalışma Konya’daki belirlenen yedi okul öncesi kurumda yürütülmüştür. Annelere gönüllü katılım formu ve veli onay formu, okul öncesi kurum aracılığı ile yollanmıştır. Çalışmaya katılmayı kabul eden annelere Demografik Bilgi Formu, Günlük Zorluklar Ölçeği, İş-Aile Çatışması Ölçeği, Eş Desteği Envanteri, Çocuk Yetiştirme Anketi, Çocukluk Dönemi Yönetici İşlev Envanteri, ve Çocuk Davranışları Anketi ’ni doldurmaları ve tamamlanan ölçeklerin kapalı zarfta okul öncesi kuruma geri yollamaları belirtilmiştir.

Demografik bilgi formu, aile özelliklerini, annenin çalışma saatlerini ve örgütsel desteği ölçmeye yönelik sorular içermektedir. Günlük Zorluklar Ölçeği ise annenin evde çocuk bakımı ve ev işleri ile ilgili yaşadığı 20 günlük durumun sıklığı ve algılanan şiddetini ölçmeyi amaçlamaktadır. İş ile ilgili faktörlerin aile hayatını ve bireylerini ne derece etkilediğini ölçmek amacı ile annelere verilen İş-Aile Çatışması Ölçeği 10 adet soru içermektedir. Annelerin algıladıkları eş desteği ise Eş Desteği Envanteri ile ölçülmüştür. Annelere, ebeveynliğin sıcaklık ve açıklayıcı akıl yürütme alt ölçeklerini ölçmek amacı ile Çocuk Yetiştirme Anketi verilmiştir. Çocukların kırgınlık/hayal kırıklığı mizaç özelliklerine yönelik bilgiler ise Çocuk Davranışları Anketi ile toplanmıştır. Son olarak anneler, çocuklarının engelleyici kontrol

problemlerini ölçmeye yönelik Çocukluk Dönemi Yönetici İşlev Envanteri'ni doldurmuşlardır. Anne formları alındıktan sonra, çocuklara okul öncesi kurumda ders saatinde yaklaşık on beş dakika süren “Ritim Tutma” görevi bireysel olarak uygulanmıştır. “Ritim Tutma”, çocuğun kalemleri tıklatırken araştırmacının kalem tıklatma ile ilgili verdiği talimatları aklında tutarak görevi tamamlayıp tamamlayamadığını ölçmeyi amaçlamaktadır.

Ana analizlere başlamadan önce verilerde hata ve uç değerler olup olmadığı kontrol edilmiş ve hiçbir değer %5'ten fazla veri eksikliği olmadığı ve uç değerlere sahip olmadığı tespit edilmiştir. Bu aşamadan sonra ilk olarak korelasyon analizi yapılmıştır. Korelasyon sonuçları beklenildiği gibi çıkmıştır. Çocukların davranışsal öz düzenleme becerileri ile çocuğun yaşı ($r = .472, p < .01$), gündüz bakım evinde bulunduğu haftalık toplam saat ($r = .192, p < .05$), annenin sıcaklık ($r = .262, p < .01$) ve açıklayıcı akıl yürütme ($r = .434, p < .01$) ebeveynlik tutumları pozitif yönde bir korelasyona sahipken çocuğun kızgınlık/hayal kırıklığı mizaç özelliği ($r = -.382, p < .01$) ve annenin günlük zorlukları ($r = -.41, p < .01$) ile negatif yönde bir korelasyon bulunmuştur. Annenin sıcaklık ve açıklayıcı akıl yürütme ebeveynlik tutumları ile örgütsel destek ($r_{warmth} = .29, p < .01$) ve annenin iş-aile çatışması ($r_{sıcaklık} = -.41, p < .01$, $r_{akıl\ yürütme} = -.36, p < .01$) pozitif yönde bir korelasyon oluştururken, günlük zorluklar ölçeği ($r_{sıcaklık} = -.34, p < .01$, $r_{akıl\ yürütme} = -.39, p < .01$) ile negatif bir korelasyona sahiptir. Ayrıca İAÇ ile annenin yaşadığı günlük zorluklar ($r = .52, p < .01$), çocukların engelleyici kontrol problemleri ($r = .32, p < .01$) ve çocuğun kızgınlık/hayal kırıklığı mizaç özelliği ($r = .25, p < .01$) pozitif bir korelasyon oluştururken, çocukların davranışsal öz düzenleme becerileri ($r = -.347, p < .01$), aileden gelen çocuk bakımına yönelik sosyal destek ($r = -.214, p < .05$) ve örgütsel sosyal destek ($r = -.194, p < .05$) negatif yönde bir korelasyona sahiptir. Annelerin gündüz bakım evi bulmada zorluk yaşaması ile annenin İAÇ'si arasında ($r = .39, p < .01$) pozitif bir korelasyon bulunmuştur. Son olarak annenin sıcaklık ve açıklayıcı akıl yürütme ebeveynlik özellikleri ($r_{sıcaklık} = -.20, p < .05$, $r_{akıl\ yürütme} = -.28, p < .05$), aileden gelen çocuk bakımına yönelik sosyal destek ($r = -.26, p < .01$) ile annelerin gündüz bakım evi bulmada yaşadığı zorluklar negatif yönde bir korelasyona sahiptir. (bkz: Tablo 3.1).

Ebeveynlik davranışlarının İAÇ ve çocukların davranışsal öz düzenleme ilişkisi üzerinde olan aracı rolünü test etmek için PROCESS MACRO ile iki ayrı çoklu aracı değişken analizi yapılmıştır. İAÇ ebeveynlik davranışlarından annenin sıcaklığını anlamlı olarak açıklamakla beraber ($B = -.31$, $SE = .07$, $t(107) = -4.23$, $p < .001$), annenin sıcaklığı hem çocukların davranışsal öz düzenleme becerilerini ($B = -.14$, $SE = .17$, $t(104) = -.84$, $p = .40$) hem de çocukların engelleyici kontrol problemlerini ($B = -.31$, $SE = .10$, $t(104) = .33$, $p = .74$) anlamlı düzeyde açıklamamıştır. Analiz sonuçlarına göre İAÇ'nin çocukların davranışsal öz düzenleme becerileri üzerinde toplam etkisi anlamlıdır ($B = -.34$, $SE = .12$, $t(106) = -2.92$, $p < .05$, 95% CI [-.1747, -.0063]), fakat aracı değişkenler kontrol edildiğinde bu anlamını kaybetmiştir ($B = -.22$, $SE = .12$, $t(104) = -1.85$, $p = .07$, 95% CI [-.4572, .0160]). Sonuçlar, ebeveynlik davranışlarından annenin açıklayıcı akıl yürütme ebeveynlik özelliklerinin ($B = -.16$, Boot SE = .06, 95% Boot CI [-.2811, -.0621]) İAÇ ve çocukların davranışsal öz düzenleme becerileri üzerinde tam aracı olduğunu göstermiştir. İkinci çoklu aracı değişken analiz sonuçlarına göre İAÇ'nin çocukların engelleyici kontrol problemleri üzerinde olan toplam etkisi anlamlıdır ($B = .22$, $SE = .06$, $t(106) = 3.342$, $p < .001$, 95% CI [.0144, .2073]). Aracı değişkenler kontrol edildikten sonra İAÇ'nin çocukların engelleyici kontrol problemleri üzerinde olan etkisi istatistiksel olarak anlamlı olmakla beraber katsayısı düşmüştür ($B = .15$, $SE = .07$, $t(104) = 2.20$, 95% CI [.0145, .2787]). Dolayısı ile İAÇ ve çocukların engelleyici kontrol problemleri üzerinde kısmi aracı olduğu tespit edilmiştir.

Hipotez edilen modele ek olarak annenin sosyal desteklerin, İAÇ'nin, annenin günlük zorluklarının ve çocuğun kızgınlık/hayal kırıklığı mizaç özelliğinin annenin ebeveynlik davranışlarını (sıcaklık ve açıklayıcı akıl yürütme) açıklayıp açıklamadığını ölçmek için iki adet hiyerarşik çoklu regresyon analizi yapılmıştır. Analiz sonuçlarına göre annenin açıklayıcı akıl yürütme ebeveynlik tutumları üzerinde çocuğun kızgınlık/hayal kırıklığı mizaç özelliğinin ($\beta = -.33$, $t(96) = -3.03$, $p = .003$) anlamlı olarak; annenin iş-aile çatışması ($\beta = -.19$, $t(96) = -1.81$, $p = .07$) ve örgütsel desteğinin ($\beta = .18$, $t(96) = 1.91$, $p = .059$) marjinal bir şekilde açıkladığı bulunmuştur (Bkz: Tablo 3.1). Annenin sıcaklığını yordayan en önemli faktörler ise

anneninin iş-aile çatışması ($\beta = -.29, t(96) = -2.64, p = .01$) ve aldığı örgütsel destekler ($\beta = .21, t(96) = 2.17, p = .03$) (Bkz: Tablo 3.2). Ayrıca sosyal desteklerin, iş-aile çatışmasının, annenin günlük zorluklarının, çocuğun kızgınlık/hayal kırıklığı mizaç özelliğinin ve annenin ebeveynlik tutumlarının (sıcaklık ve açıklayıcı akıl yürütme) çocukların davranışsal öz düzenleme becerileri ve engelleyici kontrol problemleri üzerinde anlamlı etkileri olup olmadığı, ayrı iki adet hiyerarşik çoklu regresyon analizi ile test edilmiştir. Sonuçlara göre çocuğun yaşı ($\beta = .34, t(94) = 4.11, p < .001$) ve annelerin akıl yürütme ebeveynlik tutumlarının ($\beta = .23, t(94) = 2.16, p = .03$) çocukların davranışsal öz düzenleme becerilerini; ek olarak çocukların kızgınlık/düş kırıklığı mizaç özellikleri ($\beta = .33, t(94) = 3.16, p = .002$) ve annelerin yaşadığı günlük zorlukların ($\beta = .32, t(94) = 2.88, p = .005$) çocukların engelleyici kontrol problemlerini pozitif yönde açıkladığı bulunmuştur (bkz. Tablo 3.3 ve Tablo 3.4).

Bu çalışmada düşük katılımcı sayısından dolayı sosyal desteğin, iş-aile çatışmasının ve çocukların davranışsal öz düzenleme becerileri ve iş-aile çatışması ile çocukların engelleyici kontrol problemleri üzerindeki düzenleyici değişken rolünü incelemek amacı ile PROCESS MACRO kullanmak yerine hiyerarşik çoklu regresyon analizi tercih edilmiştir. Sonuçlara göre annelerin aldıkları yüksek oranda eş desteğinin aile iş çatışması ve çocuk davranışsal öz düzenleme becerileri arasındaki ilişkide düzenleyici değişken olduğu bulunmuştur ($t(94) = -2.04, p < .05$) (Bkz: Şekil 3.3).

Literatüre paralel olarak (Strazdins ve diğerleri, 2006) bu çalışmanın en temel ve dikkat çekici sonuçlarından biri annenin iş-aile çatışmasının olumlu ebeveynlik tutumu ve çocuklar üzerinde negatif yönde olan etkisini göstermesidir. Sonuçlara bakıldığında, sadece annenin açıklayıcı akıl yürütme ebeveynlik tutumunun çocukların davranışsal öz düzenleme becerileri ve engelleyici kontrol problemleri üzerinde anlamlı etkileri olduğu tespit edilmiştir. Anne-baba tutumları ile ilgili yapılan araştırmada her ebeveyn-çocuk ilişkisinin ve çocuk sosyal-duygusal ve davranışsal gelişiminin farklı bir ebeveynlik tutumuna gereksinim duyduğu belirtilmektedir (Grusec, 2011). Grusec'in çalışmasına göre, çocukların davranışsal öz düzenlemesinin ebeveynin sıcaklığından ziyade kontrol ve disiplin davranışı ve

kılavuzlu yönlendirmesi ile daha fazla ilişkili olduğu belirtilmiştir. Anne sıcaklığının, çocukların davranışsal problemleri ile baş etmede kendi başına yeterli olmadığı ve bir miktar ebeveyn kontrolüne ihtiyaç olduğu belirtilmiştir. Örneğin ebeveyn-çocuk ilişkisinde çocuğun davranışını yönlendirmek, duygu düzenlemesine yardımcı olmakla beraber ödül kısıtlayıcı aktivitelerde hayal kırıklığını da azaltmaktadır.

Literatürde Türk annelerin yüksek eğitim düzeyi ile açıklayıcı akıl yürütme ebeveynlik özelliği arasında bir bağlantı bulunmuştur (Durgel, van de Vijver & Yagmurlu, 2012). Bu bağlamda, önerilen bir diğer fikir ise öz bildirim ölçeği kullanıldığında annelerin toplumsal açıdan istenir kılacak yönde cevaplar verme eğiliminde olduklarından dolayı kendilerini daha sıcak olarak rapor etmiş olabileceğidir (Bahtiyar, 2015). Ek olarak bazı çalışmalar, annelerin zaman odaklı rol çatışmasından dolayı anne-çocuk etkileşimine daha az zaman ayırdığında çocuklarına daha az sıcak davranabileceğini belirtmişlerdir (Greenhaus & Beutell, 1985). Ayrıca literatürde (Posner & Rothbart, 2000) bulunan çocuk mizacı ile davranışsal öz düzenleme arasında olan ilişki bu çalışmada da desteklenmiştir. Anneler, yüksek oranda kızgınlık/hayal kırıklığı mizaç özelliğine sahip olan çocuklarının daha fazla engelleyici kontrol problemleri olduğunu belirtmişlerdir.

İş-aile çatışması, ebeveynlik davranışları ve çocuk üzerinde olan etkileri göz önüne alındığında sosyal destek, aile iş çatışmasının olumsuz özelliklerinde koruyucu bir unsur olarak gösterilmiştir. Bu çalışma örgütsel desteğin annelerin açıklayıcı akıl yürütme ve sıcaklık ebeveynlik özellikleri üzerinde olumlu etkisini ortaya koymuştur. Ayrıca annenin aldığı yüksek oranda eş desteği, iş aile çatışmasının çocukların davranışsal öz düzenleme becerileri üzerinde koruyucu etkisini göstermiştir, fakat bu etki annelerin iş-aile çatışması arttıkça ortadan kalkmıştır. Bu sonuçtan yola çıkarak iş-aile çatışmasının çocuk üzerinde ne kadar kuvvetli bir değişken olduğu çıkarılabilir. Hipotezlerin aksine, aileden çocuk bakımı için alınan sosyal destek hiçbir analizde anlamlı çıkmamıştır. Gatchel ve Schultz'un (2012) çalışmasına paralel olarak örneklemin çoğu, iş ve eğitim dolayısı ile ailelerinden uzakta yaşıyor olabilirler.

Daha önce belirtildiği üzere bilindiği kadarıyla bu çalışma, şu ana kadar yapılan çalışmalar arasında annelerin iş-aile çatışmasının çocukların davranışsal öz düzenleme becerileri üzerinde olan etkilerini ebeveynliğin aracı rolü ile inceleyen ilk çalışmadır. Bu çalışma çocuktan doğrudan ölçüm yapmakla beraber annelerin çocukların engelleyici kontrol problemlerine yönelik raporunu da kullanmıştır. Ayrıca davranışsal öz düzenlemenin engelleyici kontrol, hafıza ve yürütücü işlevler gibi alt boyutlarını ölçmüştür. Fakat her çalışmada olduğu gibi bu çalışmanın da çeşitli eksiklikleri bulunmaktadır. İlk olarak bu çalışmada kullanılan çoğu ölçek, annelerin öz bildirimini ile toplanmıştır. Gelecek çalışmalarda, annelerin ebeveynlik davranışlarının çocuktan alınması ya da gözlem yolu ile elde edilmesi önerilmektedir. Ayrıca bu çalışma sadece annelerin işten aileye olan çatışmasını analize dahil etmiştir. Her ne kadar araştırmanın temel amacı iş ile ilgili faktörlerin aile dinamiklerine ne derece etki ettiğini araştırmak olsa da gelecek çalışmalarda hem babaların iş-aile çatışması hem de aileden işe olan çatışmanın dahil edilmesi daha yararlı olacaktır. Bu çalışmayı oluşturan örneklem yüksek eğitim seviyesine sahiptir. Dolayısı ile gelecek çalışmalarda daha fazla katılımcı sayısı ve daha farklı sosyo-ekonomik statüler kullanılarak içeren bir örneklemeyle tekrarlanmalıdır.

Bu çalışma, sosyal desteğin (eş desteği ve örgütsel destek) önemini ortaya koymakla beraber yönetici ve aile dostu örgütsel politikalarından ne derece memnun olduğunu ölçmemiştir. İlerleyen çalışmalar örgütsel doyumun da iş-aile çatışması üzerinde olan etkilerini incelemelidir. Ek olarak, yapılan çalışmalar yarı-zamanlı çalışma koşullarının tam-zamanlı çalışma şekline göre daha az oranda iş-aile çatışmasına yol açtığını belirtmiştir (Holmes, Holladay, Hill & Yorgason, 2018). Bu çalışmada az sayıda yarı-zamanlı çalışan anne bulunduğundan bu etki test edilememiş olup gelecek çalışmalarda annelerin çalışma şartlarının göz önünde bulundurulması önerilmektedir.

Yapılan önceki çalışmalar evlilikte olan doyum (Aycan & Eskin, 2005; Dinh ve diğerleri, 2017) ve sağlık durumları (Allen, Herst, Bruck & Sutton, 2000; Parasuraman & Simmers, 2001; Strazdins ve diğerleri, 2006) ile iş-aile çatışması ve ebeveyn-çocuk arasında anlamlı bir ilişki bulunmaktadır. Dolayısı ile gelecek çalışmalar sadece eş desteğine bakmayıp aynı zamanda çalışanın fiziksel/ruhsal

sađlıđı ve evliliklerindeki doyumunu da arařtırmalıdır. Çocuk ile ilgili etkilere bakıldıđında bu alıřma, gndz bakım evinde bulunan sreyi lmekle beraber kalitesini ve annelerin memnuniyetini lmemiřtir. Gelecek alıřmalar gndz bakım evinin niceliđi ve niteliđini lerek ocukların davranıřsal z dzenlemeleri zerine olan etkilerini arařtırması nerilmektedir.

Bu alıřma sadece annelerin iř-aile atıřması ve ebeveynliđin ocuk zerinde olan etkisine bakmayıp aynı zamanda annenin sosyal destekleri, stresli ev ortamını ve ocuk mizacını da inceleyerek hem geliřim psikoloji literatr hem de endstri ve rgt psikolojisi alıřmalarına katkıda bulunmayı amalamıřtır. Ayrıca bu alıřma, rgtsel desteđin alıřanın ebeveynlik tutumlarında ve aile hayatında ne kadar nemli olduđunu vurgulayarak iř yerlerinde aile dostu rgtsel politikaların arttırılmasını hedeflemektedir. Gelecek alıřmalar alıřan annelerin ev-iř dengesini kurmasına yardımcı olmak ve ebeveynlikleri hakkında daha fazla bilin kazanmaları iin iř yerlerinde alıřan ebeveynlere mdahale alıřmalarında bulunabilirler.

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