THE FAMILY DYNAMICS IN NANNY-EMPLOYED FAMILIES AND THEIR
IMPACT ON THE CARED CHILD

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

BY

NAZLI AKAY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR PHILOSOPHY
IN
THE DEPARTMENT OF PSYCHOLOGY

MAY 2022

Approval of the thesis:

THE FAMILY DYNAMICS IN NANNY-EMPLOYED FAMILIES AND THEIR IMPACT ON THE CARED CHILD

submitted by **NAZLI AKAY** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Psychology, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Yaşar KONDAKÇI
Dean
Graduate School of Social Sciences _____

Prof. Dr. Sibel KAZAK BERUMENT
Head of Department
Department of Psychology _____

Assoc. Prof. Dr. Başak ŞAHİN ACAR
Supervisor
Department of Psychology _____

Prof. Dr. Pasco FEARON
Co-Supervisor
University of Cambridge
Department of Psychology _____

Examining Committee Members:

Assist. Prof. Dr. Hande ILGAZ (Head of the Examining Committee)
İhsan Doğramacı Bilkent University
Department of Psychology _____

Assoc. Prof. Dr. Başak ŞAHİN ACAR (Supervisor)
Middle East Technical University
Department of Psychology _____

Prof. Dr. Sibel KAZAK BERUMENT
Middle East Technical University
Department of Psychology _____

Assist. Prof. Dr. Berna AYTAÇ
Hacettepe University
Department of Psychology _____

Assist. Prof. Dr. Suzan CEYLAN BATUR
TOBB University of Economics and Technology
Department of Psychology _____

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

Name, Last Name: Nazlı AKAY

Signature:

ABSTRACT

THE FAMILY DYNAMICS IN NANNY-EMPLOYED FAMILIES AND THEIR
IMPACT ON THE CARED CHILD

AKAY, Nazlı

Ph.D., The Department of Psychology

Supervisor: Assist. Prof. Dr. Başak ŞAHİN ACAR

Co-supervisor: Prof. Dr. Pasco FEARON

May 2022, 184 pages

The present dissertation is aimed towards examining whether the nanny-child relationship has an impact on the psychological well-being of cared child. In the first study, we have examined relationships among the coparenting dynamics between mothers and nannies, their sensitivities towards the child, and child well-being, through home-visit observation of the mother-nanny-child play interaction. In the second study, through administering an online survey in Turkey and UK, we have sought to explore mothers' and fathers' perceptions on families' nanny care processes, nanny-family relationships and child well-being, and to understand the associations between nanny-child relationship, child well-being, and relationships in the family. The results pointed out at a positive direct relationship between nanny-child relationship and child well-being, and a relatively weak indirect influence of parent-nanny, parent-child, and interparental relationships on this association. This dissertation is important as a first quantitative step in understanding nannies, nanny-child relationship and their impact on child well-being.

ÖZ

BAKICI İSTİHDAM EDEN AİLELERDEKİ AİLE DİNAMİKLERİ VE BAKILAN ÇOCUĞA ETKİSİ

AKAY, Nazlı

Doktora, Psikoloji Bölümü

Tez Yöneticisi: Assist. Prof. Dr. Başak ŞAHİN ACAR

Ortak Tez Yöneticisi: Prof. Dr. Pasco FEARON

Mayıs 2022, 184 sayfa

Bu doktora tezi bakıcı istihdamının bakılan çocuğun psikolojik iyi oluşu üzerindeki olası etkilerini anlamayı amaçlamaktadır. İlk araştırmada, anne-bakıcı-çocuk oyun etkileşimini ev ziyareti ile gözlemleyerek, anneler ve bakıcılar arasındaki ortak anababalık dinamikleri, onların çocuğa yönelik duyarlıkları ve çocuk iyi oluşu arasındaki bağlantıları inceledik. İkinci araştırmada ise, çevrimiçi bir anket aracılığıyla Türkiye ve Birleşik Krallık'ta annelerin ve babaların ailelerin bakıcı bakım süreçleri, bakıcı-aile ilişkileri ve çocuk iyi oluşu konusundaki algılarını keşfetmeye ve bakıcı-çocuk ilişkisi, çocuk iyi oluşu ve aile içi diğer ilişkiler arasındaki bağlantıları anlamaya çalıştık. Sonuçlar, bakıcı-çocuk ilişkisi ile çocuğun iyi oluşu arasında olumlu bir doğrudan ilişkiye ve anababa-bakıcı, anababa-çocuk ile anne-baba ilişkilerinin bu ilişki üzerinde görece zayıf bir dolaylı etkisine işaret etmiştir. Bu tez, çocuk bakıcılarının ve bakıcı-çocuk ilişkisinin çocuk iyi oluşu üzerindeki etkilerinin anlaşılması açısından alanyazındaki ilk nitel adım olarak önemlidir.

Anahtar Kelimeler: Çocuk bakıcısı, anababalık, aile, çocukların psikolojik iyi oluşu, bakıcı-çocuk ilişkisi

To my dearest grandmother Nevin and all the mighty women out there

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Family is considered the core of society (Durant, 1946; as cited in Odland, 2010). Traditionally, the core of the family is counted as the mother, the father, and their children. However, families may consist of other members or different settings. In addition, there are other people, mostly professionals, who are in direct interaction with the family even though they are not counted as core members.

Nannies are among these people. As of 2009, the number of nannies were estimated to fall between 30-36 thousand only in England (NurseryWorld, 2009). For Turkey, the numbers are unknown, but in 2013, around 5% of working mothers with children under the age of 6 have employed a nanny for childcare, with the percentage being as high as 11% for women who are high school or college graduates (Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, 2014a). Approximately 15 thousand women were reported to have started working as nannies as a part of a Ministry of Labor and Social Security project in 2017 (Çalık, 2017). Additionally, according to a private agency's annual report in 2019, 66% of their client families (which made approximately 14 thousand clients) reached them for the care of a minor, and the mean age of those children was 2.5 years old (İçözü, 2020).

Nannies are unique in the sense that they are both professionally linked to their employer families and emotionally invested with them. They spend an amount of time with the cared children that is oftentimes comparable to those children's parents. They also seem to leave their mark on the cared child's inner world: Sigmund Freud is claimed to have attributed living and surviving during his early years to his nanny (Magagna, 1997). Despite their unique role, there is scarcity of research concentrated around nannies and their interactions with the employer families, especially the cared

1

children. Consequently, it is harder to pinpoint the impact of nannies on childcare or the cared child's development.

This dissertation is aimed towards exploring the impact of nannies and their interactions with the employer families in more detail. It consists of two studies: The first study (Chapter 2) is planned to get more details about the mother-nanny-child interaction, the carers' sensitivity and the cooperation and conflict dynamics in those interactions, as well as the relationship between these factors and the cared child's well-being, operationalized as low levels of internalizing and externalizing problems (two ends of the spectrum of child behavior problems, where former is the group of problems containing anxiety and mood disturbances, and the latter is the group with oppositionality and impulsivity-related issues (American Psychiatric Association, 2013; Hartz & Williford, 2015). The second study (Chapter 3) is aimed towards a cross-cultural exploration of family care patterns, relationships among the family members and nannies, and how these patterns are related to the cared child's well-being, with a multiple-informants approach.

Before explaining our aims and study design in more detail, we would like to provide an in-depth summary of the literature pertaining to childcare, parenting and nannies in terms of child well-being.

1.1. Caregiving

Human infants, like the infants of some other species, need the supervision and monitoring of adults to survive (Sakman, 2020). Therefore, adults take care of human infants until they reach a certain level of maturity. These adults have almost always been the biological mothers of the children (Chodorow, 1999). According to the Turkish Statistical Institute, 94.4% of children in Turkey are under the daily care responsibility of their mothers, with an increase from the 2016 figure of 86% and the 2006 figure of 92.1% (Türkiye İstatistik Kurumu, 2016, 2022). Moreover, 19% of adult mothers in Turkey and 15% in the UK have reported staying home (as opposed to going to work) to care for their children (Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, 2014a; Office for National Statistics, 2022).

Human fathers also take responsibility for child and family care, but a bit differently. According to a survey conducted in 2015, when working New Yorker mothers were mostly responsible for domestic chores like cleaning, cooking, vacuuming, and tidying, fathers were relied on more for financial management, car maintenance, and landscaping (Working Mother, 2015). The situation is similar in Turkey: According to one study, less than half of the fathers did domestic chores like cooking and cleaning and almost half did weekly grocery shopping (AÇEV, 2017). Additionally, 91% of the fathers named mothers as the primary carer for their children and the main decision-maker in issues related to childcare (AÇEV, 2017). Even though the majority of them have reported having shown behaviors of intimacy (e.g., hugging), fathers in Turkey were also argued to have avoided childcare chores (e.g., feeding, taking to the loo), especially in early years (AÇEV, 2017). In the UK, the fathers have recently had an increasing trend in involvement in care practices, which consisted of socially interacting with the child, while they were reported to give less physical care to their children (Henz, 2019). When compared in terms of the time that they spend with their children, Turkish and British fathers have seemed to be more similar than different: For Turkey, AÇEV (2017) has reported a daily time of 2 hours and 20 minutes, and for the UK Henz (2019) reported that fathers spent a little more than an hour and a half in the weekdays and a bit over two hours at weekends.

Some recent studies from around the world report that there has been an attitude change on parental involvement, which leads to the endorsement of fathers' involvement in childcare (e.g., Churchill & Craig, 2021; Henz, 2017; Pekel Uludağlı, 2017). This endorsement also reflects on the actual involvement of fathers, as reported by Mangiavacchi et al. (2021) in Italy. However, the pace of change seems to be slow: the relative increase in childcare due to COVID lockdowns in Germany, for instance, was reported to be higher for mothers than fathers, even though fathers stepped in too (Kreyenfeld & Zinn, 2021). The aforementioned increase in father involvement has plateaued in the UK and is seen mostly with fathers with higher SES (Henz, 2019). The Turkish family structure also seems to still support a relatively traditional perspective in terms of parental involvement: Even though modern Turkish fathers have emphasized intimacy and involvement in childcare in interviews (Toğay, 2019), Izci and Jones (2021) have found that preschoolers' care is still heavily the mothers'

responsibility, whereas the responsibility in decisions concerning the child's health, education, socialization, and material needs lie on both parents. Data collected from preschoolers support this observation (Ünlü Çetin, 2015).

1.2.   The Parent-Child Relationship

An inseparable part of caregiving is the parent-child relationship, defined as the quality of affinity in the parent-child interactions (Lezin et al., 2004). Perhaps in relation to this traditional view, historically, the quality of mother-child relationship was considered more in understanding child development than father-child relationship. After a paradigm shift has taken place to focus on both relationships, the researchers discovered that these two relationships had different dynamics and qualities as well as similarities (Malmberg & Flouri, 2011).

Even though studied through various operational definitions, parenting and parent-child relationships are related to child well-being closely (e.g., Acar et al., 2019; Pinquart, 2017. The connection between the mother-child relationship and child well-being has been found even after controlling for other factors, and it seems to have a moderating impact on relationships between other predictors and child well-being (Bornstein & Putnick, 2021; Okorn et al., 2021; Winstone et al., 2021; Wolchik et al., 2002; Xu et al., 2021). The association between the mother-child relationship and child well-being was also found to be similar among Turkish and English families (Aytac, 2014. Additionally, the positive impact of increased paternal involvement and father-child relationship on child well-being is well-established (e.g., Amato, 1994; Deutsch et al., 2001; Liu et al., 2021; Mangiavacchi et al., 2021) and this finding is also repeated with a few samples in the UK (e.g., Emmott & Mace, 2021; Opondo et al., 2017) and in Turkey (e.g., Kuzucu & Özdemir, 2013; Özdal & Aral, 2005; Sağkal et al., 2018).

We think that caregiver sensitivity deserves a separate emphasis here, in understanding the parent-child relationship. Sensitivity, a gift of evolution that is crucial to offspring survival especially in the first three years of life (DePasquale, & Gunnar, 2020; Mesman et al., 2016), could be summarized in three parts: A sensitive caregiver is able to receive, can correctly interpret and respond appropriately to the signals that the child sends them in their interaction (Mesman et al., 2016). In other words, the sensitive

caregiver is open to interacting with the child, understands them and can answer the child's need. This sensitive responding, in turn, gives the child a sense of security and encouragement to explore their surroundings (Cabrera, 2020). Parental sensitivity in general is linked to more positive internal working models of the child, leading to more secure attachment representations, and to higher well-being that spans from childhood to adulthood (Bohr et al., 2018; Bornstein et al., 2012; Bowlby, 1980; Dumont & Paquette, 2013; Ereky-Stevens et al., 2018; Hartz & Williford, 2015; Hirsh-Pasek & Burchinal, 2006; Main et al., 1985; Schoppe-Sullivan et al., 2006).

Sensitivity in parent-child relationship has mostly been examined in terms of maternal sensitivity and has demonstrated the positive impact of sensitivity on child well-being (Cabrera, 2020; Favez et al., 2017; Mills-Koonce et al., 2015). A recent finding by Langlois and colleagues (2021) suggested that lower levels of maternal sensitivity were associated with higher comorbidity in 1-5-year-olds' mental health diagnoses. With lesser number of publications, the literature on fathers also has suggested a link between paternal sensitivity and child well-being (Rodrigues et al., 2021). Additionally, paternal sensitivity is argued to be related to maternal sensitivity (Shoppe-Sullivan et al., 2006).

Having mentioned maternal and paternal care, it is also worth mentioning that in addition to their parents, human infants have received the care of other adults (who are mostly female) throughout the history and around the world (Fisher et al., 2017). Alloparenting is the parenting provided to children by people other than their parents and is a strategy for survival that is shared by a small portion of mammals (Emmott & Page, 2019). Sometimes, the alloparent is a relative, like the grandmother, but at times, especially if the family does not have relatives in proximity, the alloparent is an employee hired by the family to parent the children when they are unavailable (Bornstein & Güngör, 2013; Sakman, 2020). In the modern day, with the burden of daily work schedules and overlapping timetables added to the parents' load, a new type of alloparent, one who is paid for alloparenting, is added to the equation: The nanny.

1.3. The Nanny

As mentioned above, for parents, sharing the care of the offspring with others has not been new. Usually, the offspring has been cared for by relatives of the parents or members of the same flock (Hrdy, 2009). However, this has changed for humans with industrialization. Industrialization led to two outcomes: One, jobs required the practice of work shifts, which made handling care and work together impossible (Kaya, 2008), and two, people started migrating to cities, where they had no kin for childcare (İnan & Doğan-Temur, 2010). In the UK, nearing 72.4% of the mothers of under 5s have been actively working (Office for National Statistics, 2022). As a result, employing an unfamiliar person for childcare became mainstream (Kaya, 2008).

However, nannies' *unfamiliarity* is a bit different. Also mentioned previously, nannies are unique in the sense that they have both a professional and an intimate relationship with the family members. The nanny-family relationship is professional in the sense that nannies are paid for intimacy. This makes nannies expandable and governable. Put differently, they are the employees of the child's family, and should follow their instructions (Kaya, 2008). However, the working conditions of nannies are not that finely structured (Akay, 2013). Cox (2011) has argued that the nannies' work hours and pay depended on the employers' work hours and pay and was determined based on those conditions. There is a lack of governmental regulation and/or protection as well: To our knowledge, there are not any rules and regulations governing nanny care in Turkey. We could only come across information about one certificate program led by the Ministry of Labor and Social Security and the Social Security Institution that have taught stay-at-home women about childcare in hopes that they would find employment as nannies (Oğuz et al., 2017). In the UK, there are a few childcare qualifications that one can obtain (Rough, 2009), and carers are monitored by Ofsted, but not regulated very well (NurseryWorld, 2009) in the sense that one can still work as a nanny without holding these qualifications and be preferred for one's cheaper labor. The employing families also do not seem to run health or security checks on their potential nannies (İnan & Doğan-Temur, 2010).

Even though a nanny's job is simply *childcare*, because of the nature of the job and the shortage of official regulatory mechanisms, there seems to be a lack of clarity in

the industry about what a nanny's job is (Akay, 2013), which leads to different interpretations by different employers and unique agreements in each employment. Akay (2013) reported that most of the nannies in her sample were demanded extra work, which included the overall care of the household. This demand is also reflected in nanny ads placed on websites: The ads tend to demand lower wages, more work and leave pay and job description vague (Lair et al., 2016).

On the other side of the coin, the family's relationship with nannies is intimate, in the sense that nannies are relied for childcare when the parents are not there. This potentially includes gratifying the child's basic physiological needs like food, grooming and sleep as well as their psychological needs like love, nurturance, and trust, child associated tasks like cooking, washing clothes and ironing, and sometimes their logistic and intellectual needs like attending activities, learning concepts, and doing homework (Akay, 2013; Elden & Anving, 2019; Kaya, 2008; Romero, 2013; Rough, 2009). These duties are best summarized by Macdonald (1998) in naming nannies as "surrogate mothers". Indeed, nannies are expected to act as mothers when the mothers are not around (Akay, 2013; Cox, 2011; Kaya, 2008). Both families and nannies usually count the nanny as "one of the family" wholeheartedly, and the stories in which the family members and nannies support each other are not rare (Akay, 2013). Clinician observations support this finding too (Magagna, 1997). On the other hand, nannies suffer from the consequences of what's best described by Akalın (2007, p.220) as not being able to "take time off from being a family member": Usually, nannies work longer hours and are expected to attend to the cared child's and the household's needs whenever they are at work (Akay, 2013; Romero, 2013). Moreover, nannies reportedly have harder time having open negotiations about their work conditions with their employers (NurseryWorld, 2009).

Because nannies do parent when parents are not around, one might expect the issues and associations governing parent-child relationships to be present in the nanny-child relationship as well. Unfortunately, this has still not been explored in detail, except for a few attempts in understanding whether multiple attachments are possible. Main et al. (1985) have argued that they are, so that a child may be securely attached to one caregiver while insecurely attached to another. Magagna (1997) has generalized this

7

notion to nannies in her commentary. Of importance here would be caregiver sensitivity towards the child, which is a crucial precursor to child's attachment security.

Like parental sensitivity, the sensitivity of various types of other care figures in the early years were demonstrated to be a factor on a child's cognitive and social well-being (e.g., Ereky-Stevens et al., 2018 for caregivers in daily care centers; Hirsh-Pasek, & Burchinal, 2006 for a mixed group of caregivers and teachers; Hartz & Williford, 2015 for teachers in early years settings; Hawk et al., 2018 for institutionalized children). To the best of our knowledge, nanny sensitivity has not been specifically assessed yet, therefore more research is needed to understand the exact patterns with nannies.

One of the oldest attempts of understanding the nanny-child relationship is rooted in studies examining children's attachments to their mothers and caregivers (called metapelet) in the Israeli care system, where infants with working parents stayed in care homes with caregivers responsible for 3-4 children at the same time (Sagi et al., 1985). Comparing children's attachment to their mothers and metaplot, Fox (1977) found that both caregivers were interchangeable attachment figures: Presence of either one was sufficient for the child to feel secure in a typical Strange Situation. Sagi et al. (1985) added the father-child relationship to the comparisons and did not find significant relationships between any of the comparison groups, meaning that young children might tend to form different attachment relationships with their mothers, fathers, and metaplot. van IJzendoorn and colleagues (1992) also conducted a series of studies, after which they concluded that children could attach to non-parental caregivers and that those attachments could serve as a protective factor when the child's parental relationships lack attachment security. In addition, there are psychoanalytic arguments that nannies may serve as an outlet for children's aggressive impulses since they are a less punitive version of the mother, thus they are needed (Sachs, 1971; as cited in Magagna, 1997).

Reversing the argument, it is possible to also assume that the nanny-child relationship might mess with the child's otherwise secure attachment pattern if constructed insecurely. In addition, nannies' presence might interfere with a child's development

of the internal world – the child can, through the presence of the nanny, avoid working through the merging of a mother's good and bad qualities (Magagna, 1997). Or according to Hardin (1985; as cited in Magagna, 1997), the presence and loss of nannies might lead to an increase in sensitivity towards separation and loss, which lead to difficulties in intimacy in adulthood, especially when the child had attached to the nanny earlier than 1.5 years and had separated from her before 3 years of age. Unfortunately, these are only prepositions that are yet to be explored.

There seems to be only one study which recently focused on the nanny-child relationship in particular: Hoiting (2022) has sought to explore the perceptions of nannies and children that they have cared for (young adults at the time of the interview) about the nanny-child relationship and found that for both the cared adults and nannies, the nanny-child relationship was intensely positively perceived, with intimacy and affection on the children's side, and pride on the nannies' side.

Another interesting finding, derived largely from sociological studies, is the impact of the nanny-child relationship on the nanny and her adjustment to this impact. It seems like, just the way children are attached to their nannies, nannies are also attached to the children that they care for. This attachment, though, is a bit different than the attachment between a parent and a child on a crucial detail: The nanny-child relationship is destined to end in separation. Due to this notion and the competitive dynamics with the mother (which we will touch upon in more detail in the following sections), the literature reported that some nannies tended to form *detached attachments* with the child (Hoiting, 2022; Hondagneu-Sotelo et al., 1997). That is, nannies were attached to cared children but tended to repress of conceal it (Macdonald, 1998). This was partly supported, at least with migrant nannies, by Akay (2013): Nannies tended to attach strongly to the children that they cared for, as if they were their biological children. This attachment served a reparatory purpose for the nanny's separation with her own children and the care that they were deprived of.

1.4. Family Dynamics

So far, we have focused on the dyadic relationships and their comparisons. However, parent- child or nanny-child interactions do not always take place in isolated bubbles;

rather, they sometimes influence each other or become triadic and even quadratic relationships, where the family members mutually interact with each other.

According to the family systems theory, individuals have an ongoing exchange with their immediate social circles; they cannot be separated from the relationship *systems* that surround them (Dallos & Draper, 2015; Smith & Acuna, 2010). Family is one such unit. Therefore, in understanding an individual's well-being, their intrafamilial relationships would yield insight to researchers. Similarly, Bronfenbrenner's ecological model (Bronfenbrenner & Morris, 2006) and Masten and Cicchetti's (2010) developmental cascades model have put forward the idea that there are various factors that exist on different levels of the child's life, from micro to macro level, that act in interaction and unison in shaping that child's development (and hence functioning).

Stemming from the arguments above, there can be two different ways of adding the family dynamics into the picture: One would be assessing the impact of each dyadic relationship on each other, where the other would be assessing the family in triads or quads for the dynamics that might occur. This is similar with Favez and colleagues' (2016) conceptualization of family research as measuring the relationship representations versus measuring *actual interactions*. According to McHale and Fivaz-Depeursinge (2010), coparenting can be assessed via surveys and interviews (arguably tapping into relationship representations) or observation (arguably tapping into actual interactions).

The first way has been adopted by researchers more, thus there is a considerable number of findings using this methodology. With this method, relationships of family members with each other can be taken in dyadic units and their influences on one another, as well as on other variables can be examined. Probably the best instance is the research on multiple attachments that we previously mentioned, comparing the child's relationships with multiple caregivers. These multiple relationships, as in the example of the moderate level of correlation between mother-child and father-child relationships (Wilson & Durbin, 2013; e.g., Kochanska et al., 2008) and children's responses to both parents in interactions (e.g., Kochanska & Aksan, 2004), are also related to each other when they are assessed separately.

A question at this point could be whether one of these relationships would be more salient than the other. Perhaps in line with the differences in care responsibility, Main and colleagues (1985) found that children in their study were influenced by their relationships with their mothers more than with their fathers. They interpreted this finding as there being a hierarchy of internal working models (with the mother-child relationship being at the top of such a hierarchy) even though both mothers and fathers have an impact on the development of children's internal working models. Another study by Malmberg and Flouri (2011) found for 3-year-olds that the mother-child relationship was stronger than the father-child relationship or was the only variable in predicting all subscales of the Strengths and Difficulties Questionnaire.

There are findings which have supported the opposite claim as well: For instance, Barnett et al. (1992) found that for grown-up sons, the father-son relationship mattered more than the mother-son relationship. Some other findings proposed that the child's relationship dynamics or the impact of those relationships were more similar than different. For instance, children were equally directed at their parents and were equally responsive to them in dyadic parent-child interactions (Kochanska & Aksan, 2004). Videon (2005) and Volling et al. (2002) found the impact of the mother-child relationship and the father-child relationship to be similar. Another example is by Amato (1994), who has found that the mother-child and father-child relationships were both important in predicting child well-being, with a separate and unique influence made by the father-child relationship.

Finally, another group of researchers reported that even though each relationship affected child well-being, their specific impacts were different. For instance, Favez and colleagues (2011) found that although the mother-child relationship seems to have more predictive power on child well-being, the mother-child relationship quality is linked more with internalizing problems, whereas the father-child relationship quality is linked more with externalizing problems. In addition, the relative impact of the child's relationship with the parent with psychopathology is higher than the child's relationship with the other parent (Favez et al., 2011). A somewhat opposite distinction has been made by Mathijssen and colleagues (1998): They found that the mother-child

relationship quality has been linked to externalizing, and the mother-father relationship has been linked to internalizing problems.

These differences among researchers might be due to their conceptualizations of parent-child relationships: It seems like there is a vagueness in definition, which sometimes has been tended to divert into measuring parenting behaviors or attitudes. Some researchers have used parental support and control to define parent-child relationships (e.g., Greenberger et al., 1994), some have used parental acceptance and rejection (e.g., Khaleque & Rohner, 2012), some have coined new terms like *mutually responsive orientation* (Kochanska et al., 2008) and some have brought together concepts like restrictiveness, justice, recognition and trust (Mathijssen et al., 1998), or "parental supervision, time spent with family, parent-child communication, and mutual sharing of feelings" (Vitaro et al., 1995, as cited in Xu, 2017, p. 10). Finally, a few researchers developed their own questionnaires (Cinamon et al., 2007; Kamphaus & Reynolds, 2006, as cited in Vieira et al., 2016; Roe & Siegelman, 1963; To et al., 2014). One of these also seemed to tap into concepts about warmth, discipline, and power assertion (Furman & Giberson, 1995, as cited in Xu, 2017). Even more confusingly, in their meta-analysis Pritchett and colleagues (2011) found that the measure most commonly used for measuring parent-child relationship were Parenting Stress Index and Child Abuse Potential Inventory, neither of which are direct or overarching measures of the parent-child relationship. We have decided to measure the parent-child relationship with single-item questions, in a more perception-based and global level. This perspective is not theory-driven or does not focus on specific aspects while neglecting other facets of the parent-child relationship, thus has higher external validity. It is also beneficial in the sense that it is less time-consuming, and it allows for asking the participants to rate multiple relationships at once, compared to filling different versions of the same questionnaire for each relationship. Finally, we expected different levels of intimacies in each rated relationship, which could not be tested by only one questionnaire.

Additionally, Amato (1994) as well as Erel and Burman (1995) found that the parent-child relationships were influenced by the romantic relationship of the parents, which can be counted as yet another dyadic relationship. Similarly, Cowan and colleagues

12

(2005) found that the couple and parent-child relationships each had unique predictive power on the young child's internalizing and externalizing problems when they started kindergarten and first grade, a finding supported by Favez et al. (2011) as well. El-Sheikh and Elmore-Staton (2004) have also found a unique contribution of the parent-child relationship after controlling for marital conflict.

The relationship between interparental relationship dynamics and child outcomes might be even more complex: Belsky & Fearon (2004) proposed that there could be even more variables mediating the relationship between marital conflict and parenting. An example of a possible complexity is Kaczynski and colleagues' (2006) proposal for parenting to be a mediator in the relationship between marital conflict and child well-being for boys, but not girls. Therefore, further research is needed to visualize a more detailed web of associations.

Nevertheless, perhaps by the relative ease of conducting research in the first way, the literature seems to have focused on dyadic relationships more than other combinations. For instance, parenting has usually been investigated in terms of mother-child or father-child relationships. However, parents seldom parent individually. Instead, parents support each other in different ways to do their parenting duties and make parenting decisions, called coparenting (Favez et al., 2012; McHale, 1997). Even the mere presence of the other parent reportedly changes the interactions of the parent-child dyad (Favez et al., 2011, 2017) so that, for instance, mothers tend to be less sensitive and more emoting in interactions in a parent-child triad in comparison to the mother-child dyad (Lindsey & Caldera, 2006). Similarly, fathers decreased all their affection and play behaviors towards the child when in triadic exchanges involving mothers compared to their dyadic interactions with the child (Goldberg et al., 2002). Thus, assessing more complex interactions are equally needed.

In that sense, the second way could be best understood through forming an understanding of each individual's dyadic to nth level relationship, where n is the total number of people in the given family system. Even though designs incorporating siblings are also used, the most frequently examined relationship is the triadic one between the parents and the child on the basis of coparenting (e.g., Favez et al., 2016).

In a triadic relationship, coparenting behaviors can be overt or covert (Favez et al., 2012) and can take different directions: Coparents might facilitate or obstruct each other's parenting, or they could form an alliance at the expense of the child. An effective coparenting takes place when coparents act in unison, cooperate, and collaborate in coordinating childcare and decisions related to it, as well as when they avoid conflicts of actions that exclude at least one family member from the triad (McHale & Fivaz-Depeursinge, 2010).

In various coding schemes, coparenting is conceptualized in two subsections: cooperation/affection and conflict/competition (i.e., Fauchier & Margolin, 2004; Favez et al., 2011). Cooperation happens when parents ease each other's parenting, either by explicitly helping or supporting, or by implicitly confirming (Scaiola et al., 2013; Teubert & Pinquart, 2010). Cooperation can also be conceptualized as instrumental or emotional (Favez et al., 2011). Cooperative coparenting encourages the child to have a consistent understanding of their coparents and family as positive (McHale, 1997). Cooperative coparenting also facilitates father's sensitivity towards the child (Brown et al., 2010).

Although coparenting seems to have a positive connotation, it might not always be the case. In some situations, parents might have conflictual interactions. Conflict is defined as the negative interactions among the coparents in relation to childcare (Teubert & Pinquart, 2010). Overt conflict takes place when parents express their conflicts directly and verbally, when covert conflict may be through one parent's interferences on the other's task or passive aggression or competition among parents that is masked with positivity (Favez et al., 2011; Scaiola et al., 2013).

Conflict could occur in a lot of ways between the two parents. Sometimes parents compete for the child's love and attention or carry the potential conflict among each other to their coparenting interaction. Another dynamic of conflict may appear when one parent thinks that they know better. Puhlman & Pasley (2013) have written about "maternal gatekeeping" to refer to the instances when fathers' parenting practices are prevented or encouraged by mothers. Conflict also happens in the form of coalition when the parents cooperate but at the expanse of the child. In this type of conflict, there actually appears to be a cooperative relationship between the parents but pointing

at the child's problems or shortcomings seems to be the only way that the parents could agree with each other (Scaiola et al., 2013). Therefore, the child becomes the scapegoat, which might lead to a conflict this time between the parents and the child. The family systems theory calls children in this position the "identified patient" because families with this dynamic usually approach mental health services due to a problem that is attributed to the child (McHale & Rasmussen, 1998).

As discussed above, coparenting can be counted as one of the many domains that the two parents define and redefine their relationship to handle tasks or make decisions as a unit. It would not be a surprise to find that the coparenting relationship is affected by and does affect a couple's romantic relationship, which is widely supported by findings from the coparenting literature (e.g., Favez & Frascarolo, 2013; Korja et al., 2016; McHale, 1995).

Likewise, coparenting dynamics have an impact on the child's level of internalizing and externalizing problems through shaping family interactions (McHale & Fivaz-Depeursinge, 2010). Parental conflict has specifically been found to have a toll on child well-being (Buehler & Gerard, 2002; Kaczynski et al., 2006; McHale & Rasmussen, 1998). For instance, Sturge-Apple and colleagues (2010) have found that the families' dominant pattern of interaction (e.g., enmeshed) was related to the type of maladaptive behaviors that their children had at school. According to Favez and colleagues (2017), this impact can take place directly (i.e., through the child witnessing conflict and developing emotion regulation problems), or indirectly (i.e., through the impact of interparental conflict on parent-child relationship). Recent research by McRae et al. (2021) has reported that the level of dyadic conflict that the parents had subsequently affected their level of conflict during triadic play, where the parents were coparenting. Buehler and Gerard (2002) have mentioned the idea of a spillover effect from marital relationship to parenting and there is a growing body of research suggesting that this idea might have good ground (Erel & Burman, 1995): For instance, Lindahl and Malik (1999) have found that marital conflict had an impact on fathers' parenting (but not mothers' parenting). Stroud and colleagues (2011) have additionally found a spillover from the parents' romantic relationship to warmth in triadic play.

Another study, by Kouros et al. (2014), has found a spillover from the parental relationship to the parent-child relationship instead of the opposite way around.

To conclude, we think that there is a need to further explore exact patterns through more research. Adding to this need is the need to understand how nannies are integrated to these dynamics.

1.5.   Nanny as a Part of the Family

Unfortunately, there aren't such complex explanations driven for nannies or how they are integrated into the family dynamics yet (Akay & Şahin-Acar, 2021), especially concerning their relationships with other family members and their parenting. However, nannies can also be argued to be a part of the family, from the point that they enter it (Akay & Şahin-Acar, 2021). The families' choice of a particular nanny might mark the beginning of her introduction to the family. Magagna (1997) has posited that the couple's nanny choice and a nanny's family choice is based on their inner worlds and the dynamic representations in those worlds. Magagna continued to state that the dynamic interplay among family members helped reshape these inner representations and also their reactions in the outer world.

Given the tenets of the family systems theory, one could speculate that the same dynamics between the mother and father's coparenting possibly appear in the mother-nanny coparenting relationship. The father-nanny relationship might also carry these dynamics, albeit to a lesser extent, since the nanny's presence in the family is organized by the mother to a great extent. According to Pieper and Pieper (2011, as cited in Hitt, 2016), this similarity in dynamics could be interpreted based on *continuity of care*: When the continuity of good-quality care is disrupted by nanny-child or nanny-parent dynamics, or the nanny's premature leaving, the child's well-being would be impacted negatively. To make sure that this discontinuity does not happen, Hitt (2016) suggested that the match between the parents and the nanny should be targeted.

It is possible to find cooperation and mutuality in the mother-nanny relationship due to the nature of the job which requires sharing mothering duties (Akay, 2013;

Macdonald, 1998). At the same time, there is an emotional connection between the mother and the nanny, so that they share emotions, or assume familial positions with each other (Akay, 2013; Souralová, 2015). This intimate connection might be based on the fact that the nanny is still a foreigner, and because of the tension of letting someone into the privacy of the family life, is familiarized with effort (Moody, 2015).

According to Magagna (1997), the competition dynamic can take place in mother-nanny coparenting relationships as well: When both caregivers fail to acknowledge the joint and cooperative nature of coparenting, they might let envy and jealousy prevail. Kaya (2008) and Magagna (1997) mention mothers who are afraid that their children do not love them, upon seeing their child's closeness with the nanny, or seeing the nanny give children what they cannot. This fear may lead some mothers to devalue nannies' importance. Additionally, Magagna has recited Bowlby's (1970) observation that mothers who have not been able to overcome their feelings of inadequacy had difficulties acknowledging their children's affection towards a nanny, and thus subconsciously avoided employing nannies with whom they could work for longer terms. From a more ethological side, cooperative and competitive maternal behaviors are observed phenomena both among human females and among the females of other species, when parental investment is high (Fisher et al., 2017). Since both cooperation and competition are needed for survival, the best way to balance this out has been using indirect aggression (Fisher et al., 2017), something that might also play a part in mother-nanny relationships. Fisher and colleagues have underlined that research is needed to understand these dynamics and how children under care receive these dynamics.

Despite our ability to have informed guesses about the mother-nanny relationship, we know even less about the father-nanny relationship. To the best of our knowledge, none of the researchers focused on the father-nanny relationship so far, an observation that we have also shared in Akay & Şahin Acar (2021). There is some research on the positive relationship between father's involvement in the preschool context and child's socioemotional development (Baker, 2018) but another study failed to find and impact of the father-teacher relationship on the child's well-being (Jeon et al., 2021). The only significant association of the father-teacher relationship was a moderate yet highly

significant correlation with the mother-teacher relationship, which had separate predictive value on child well-being. Using these findings as our starting point, we think it is possible to predict that the father-nanny relationship will be less salient than the mother-nanny relationship. Of course, this assumption might be falsified given that nannies have different roles in the families and work under different contexts.

1.6.   About This Dissertation

As explained in more detail above, there is a well-established literature on parenting (especially about mothering), parent-child interactions, parental satisfaction with romantic relationship, and coparenting. The connection of these variables with child well-being has also been explored by some researchers. However, there is a scarcity of research about whether and how this knowledge applies to nanny care and nanny-child relationships. Therefore, in this dissertation, we had aimed to unpack these possibilities with an exploratory perspective.

This dissertation is planned with a multiple informants-multiple methods perspective in mind. In the first study we have focused on observation of triadic interactions involving mothers, nannies and children, and dyadic mechanisms in those interactions, whereas in the second we have focused on the mothers' and fathers' perspectives on their dyadic relationships and family structuring around nannies, in two different countries.

CHAPTER 2

STUDY 1: MOTHER-NANNY-CHILD PLAY DYNAMICS AND CHILD WELL-BEING

2.1. Introduction

Considering the literature, it is possible to argue that the most connected family members to nannies are children and mothers. The former family member receives care from the nanny, and the latter organizes the care given by the nanny.

Among the relationships between these agents, the relationship between the mother and the child is probably the most investigated and most well-known relationship, both in terms of its qualities, depth, and implications. Nanny-child and nanny-mother relationships are much less known. Further, these agents interact with each other in a more complex communication web involving all three. Therefore, a study which allows for considering three-way relationships between them would provide more in-depth information. Another added benefit is the ability to see how two members with a similar role interact when they are faced with the task of co-parenting the child.

One of the best ways of understanding more complex (e.g., triadic) relationships in family research is observation, due to their relatively objective and precise nature (Grotevant & Carlson, 1987; Gridley et al., 2018). In this study, we sought to create an environment where the mother and nanny are simultaneously interacting with the child and each other in an observational, semi-structured play setting. We thought that the coparenting dynamics between the mother and the child, as well as their sensitivities towards the child would play a role on the child's well-being.

The following hypotheses were tested in this study:

1. When the mother-nanny relationship quality is rated higher, mother-nanny in-play cooperation is expected to be higher.
2. When the mother-nanny relationship quality is rated higher, mother-nanny in-play conflict is expected to be lower.
3. Maternal sensitivity, in-play cooperation and child well-being are expected to be significantly correlated.
4. Maternal sensitivity, in-play conflict and child well-being are also expected to be significantly correlated.
5. Higher levels of maternal in-play sensitivity are expected to lead to a higher cooperation to conflict ratio.
6. A higher cooperation to conflict ratio is expected to be related to higher child well-being.
7. Higher levels of nanny sensitivity is expected to be related to higher child well-being.

Additionally, we aimed to explore whether there were an association between dominance, an observational measure created for this study, and our other variables of concern.

2.2. Method

2.2.1. Participants

The participants for this study were 83 mother-nanny-child triads from intact heterosexual families, who have employed a nanny for the care of that child at least for the past 3 months. We did not include potential participants in this study if their children had a diagnosed developmental or psychological problem.

2.2.2. Measures

2.2.2.1. Video Recording

One of the two main measures for this study was the video recording of the triadic interaction (i.e., mothers, nannies and children participated together in this part). The

participants' play was recorded using two Sony (2013) HDR-PJ230E Full HD video cameras and two Addison (n.d.) ATR-101 tripods. As explained further in the following section, a bag of Mattel (n.d.) MEGA Bloks® Let'S Get Building lego blocks and a Fisher-Price (n.d.) Hippo Projection Soother were provided to participants during video recording to foster triadic interactions. The videos were later transferred to a laptop and were coded through VLC player. For more details about the coding of these videos and the instruments used in video coding, the readers may see the *Video Coding* section below.

2.2.2.2. *Survey Battery for Mothers*

For the present study, in addition to the triad's participation in video recording, the mothers filled a form which comprised of demographic questions, two single-item questions about the mother-nanny relationship, and Child Behavior Checklist $1^{1/2}$-5 (CBCL $1^{1/2}$-5), all further explained below.

2.2.2.2.1. Demographic Questions

This part of the battery comprised of fourteen questions. Demographic information that we obtained through these questions were the ages of the mother and the child, child's gender, number of siblings, information about marital status, childcare characteristics, family SES, the mother and father's education levels, and the mother's employment status.

We have added two single-item questions to the demographic form to understand the mother's perception of the mother-nanny relationship. These questions were how satisfied the mother was with her relationship with the nanny and how satisfied she was with nanny's work. Participants were asked to rate these two questions on a Likert scale from 1 to 6, with 1 being "not satisfied at all", and 6 being "very satisfied".

2.2.2.2.2. Child Behavior Checklist for Ages $1^{1/2}$-5 (CBCL $1^{1/2}$-5)

Child Behavior Checklist is a survey filled by the parents to denote various behavior problems that their children might have (Achenbach & Rescorla, 2001). For each item, the parent can score their child ranging from 0 (not true) to 2 (very true or often true).

In the original scoring, the scores of certain items are added up to reach syndrome profiles, which are later converted to t scores for comparison with the country's scoring norms of the same age group. Raw scores for some syndromes are added up to see a child's internalizing and externalizing CBCL scores, and raw scores from all syndromes are added up for getting a total CBCL score. Different forms of CBCL exist for different age groups. For this research, the Turkish version of CBCL for Ages $1^{1/2}$-5 was used. Yurduşen et al. (2013) demonstrated good psychometric properties for CBCL $1^{1/2}$-5.

For this research, we calculated and used the raw scores for internalizing and externalizing scales. Since the Turkish standardization of CBCL $1^{1/2}$-5 has not been done yet and given that we have not used CBCL to diagnose our participants, we have not applied t score standardization. Therefore, the following results must be interpreted with caution that they do not indicate the existence of psychopathology, or they cannot be used to infer any diagnosis.

2.2.3. Procedure

This research has been approved by the Middle East Technical University Human Subjects Ethics Committee with the number of 2018-SOS-009 (see Appendix A).

The participants were reached through multiple channels. In the beginning, for the dissemination of this research, flyers, leaflets, and an announcement message were created. These tools were then used to spread the research via social media accounts (i.e., in Facebook, Twitter, Instagram, and WhatsApp) and community e-mail groups. Additionally, a snowballing approach was adapted to reach participants. Acquaintances who might be familiar with the target group of participants, as well as the actual participants of both studies within this dissertation research were contacted for potential participants that they might know. Additionally, undergraduate students were trained as a part of a workshop course provided in the METU Department of Psychology in two cycles, and undergraduate interns from various universities were trained to collect or code data. The students followed the same participant recruitment, data collection and coding protocol.

At the next step, potential participants were contacted through e-mails, phone calls or WhatsApp messaging to give more detailed information about the study and to address their concerns (if there were any). For participating in this study, both mothers and nannies were asked for assent to arrange a home visit. The researcher responsible for data collection visited the house that the child has received care in the arranged time with the material kit. The researcher prepared the setup in a room relatively free of toys and wide enough for the play setting. The play setting consisted of two tripod-supported cameras facing each other, with a gap in between to make the play area with the lego bag in the middle of the play area (see Figure 1). We borrowed the positioning of the cameras and the participants from the setting of the third step in Lausanne Trilogue Play (LTP, Fivaz-Depeursinge et al., 1996). After setup, the researcher obtained informed consent from the mother and the nanny, as well as verbal assent from the child (if possible). The researcher started recording and invited participants to the play area, where the mother and the nanny were instructed to sit side-by-side and child to sit opposite them.

Play consisted of three phases. In the first phase, the researcher asked the triad to play just as they normally would and exited the scene. The triad was let play for five minutes, which was kept by the researcher with the timer app of their cell phone. In the second phase, the researcher asked the triad to make a tower together using all the blocks, again for five minutes. In the final phase, which lasted for two minutes, the researcher brought the hippo, placed it in between the mother and the nanny, and instructed the triad to postpone playing with it until s/he is back. After this final phase, the child was given the hippo (if not already given) to play until s/he lost interest.
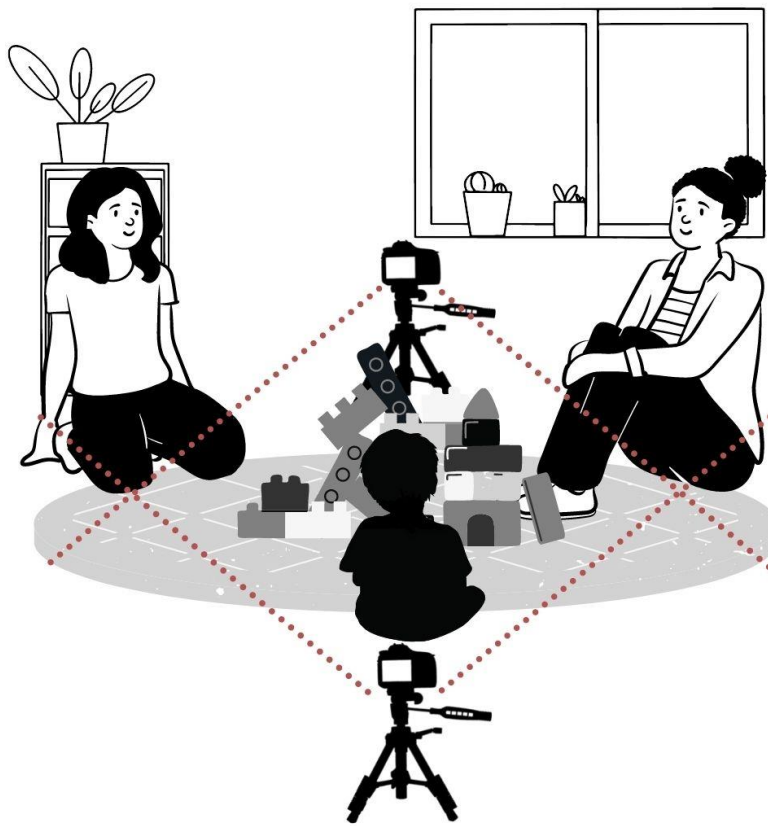
Figure 1

The Play Setting

Note. This figure was prepared by the author using Canva web interface.

Following play, the mother was handed the survey battery to fill. After the mother filled the survey, the visit was finalized by giving both the mother and the nanny a copy of the debriefing form. In total, a home visit took approximately 40 minutes.

2.2.3.1.   Video Coding

The videos were coded globally (i.e., different phases were not coded separately) using five dyadic and triadic codes in total, from three different sources. To assess the mother's and nanny's sensitivity levels, Ainsworth Maternal Sensitivity Scale (Ainsworth et al., 1974) was used. Two of the codes were from Family Alliance Assessment Scales (FAAS, Scaiola et al., 2013). And finally, a mother-nanny

dominance code was created by the researcher and her supervisor. Details about each code could be read below.

The codes used in this research was determined by the researcher and her supervisor and was piloted by simultaneously coding five videos and discussing discrepancies. After this, the researcher taught the codes to five undergraduate students, who did the coding of all videos as a part of an internship. Each student was given responsibility of one code. The researcher and coders met regularly to discuss simultaneously coded videos, which constituted approximately 20% of all videos. The interrater reliabilities were calculated using two-way mixed intraclass correlations (ICCs) with absolute agreement. The ICCs were high, being .98 for cooperation (95% CI .95-.99), .92 for conflict (95% CI .77-.99), .97 for maternal sensitivity (95% CI .92-.99), .88 for nanny sensitivity (95% CI .68-.96), and finally .99 for dominance (95% CI .96-1.00).

2.2.3.1.1.   Ainsworth Maternal Sensitivity Scale

Also called Ainsworth Sensitivity versus Insensitivity Scale (Mesman et al., 2016), this scale has been developed by Ainsworth and colleagues (1974) to measure the adult's sensitivity (i.e., ability to sense infant's/child's signals and respond appropriately) towards the child in adult-child interactions. Observers watch the dyadic interaction and rate the overall pattern of the adult's sensitivity between 1 and 9, with 9 signifying perfect sensitivity (Mesman et al., 2016; National Institute for Health and Care Excellence, 2015). In this research, we rated both mothers' and nannies' sensitivities towards the child.

Ainsworth Maternal Sensitivity Scale was translated to Turkish by the researchers of a study set out to explore the effectiveness of VIPP-SD in Turkey (Alsancak-Akbulut et al., 2021) with ICC estimates ranging from .66 to .85.

2.2.3.1.2.   Family Alliance Assessment Scales (FAAS)

FAAS is a coding scheme developed by Favez and colleagues (2011) to understand the triadic interactions between mothers, fathers, and children. FAAS is mostly used for coding Lausanne Trilogue Play (LTP), a play scheme developed by Fivaz-

Depeursinge and colleagues in 1996, the third of the four phases of which is done in a very similar setting with this thesis research.

We have borrowed two codes from FAAS in this study. Cooperation measures the extent to which the parents' implicit or explicit behaviors facilitate each other's parenting (Scaiola et al., 2013). On the other hand, conflict measures the extent to which the parents' implicit or explicit behaviors hamper each other's parenting (Scaiola et al., 2013). We have used these two dimensions together as they are not complete opposites of each other (e.g., a play can be high in both cooperation and conflict).

In the original coding scheme, both cooperation and conflict were coded using an ordinal 3-point zoomed-out measure with labels *appropriate*, *moderate*, and *inappropriate* (Favez et al., 2019). The label *appropriate* (scored by 2) was used for the triadic interactions that reflected ideal interactions, *inappropriate* (0) was used to label interactions which did not indicate coparenting – instead, weak, broken, or hostile interactions. *Moderate* (1) was assigned to interactions that fell in the middle of the former two (Favez et al., 2019). For this research, we thought that more variability in the scales were needed to capture more nuances in the coparenting relationship. Therefore, we added one more point to create a 4-point Likert scale. The new scale was scored using numbers 0, 1, 2, and 3 instead of 0, 1, and 2, where the extremes of the scale are still the same with the previous labels *inappropriate* and *appropriate*, respectively, but the mid-range was divided in two different scores.

2.2.3.1.3. Maternal Dominance

Maternal dominance is an additional code created by the researcher to capture the amount to which the mother dominates the play relatively to the nanny. This is a score ranging from 1 to 9, where 9 is given when the mother is fully and consistently taking the lead during the play, and 1 is given when the opposite is the case.

To our knowledge, this is a new coding scheme used in research of this area. There is a similarly named dominance code in McHale's (1995) work (i.e., leadership/power), but it is slightly different from ours in the sense that it was used to rate the couple's

26

interactions during a semi-structured interview, and the rating range is from balanced to imbalanced, when ours range from mother-dominant to nanny-dominant.

2.2.3.2.   Data Analysis

We used IBM SPSS Statistics (Version 28) for data analysis. The statistical method for testing each hypothesis is listed in Table 1 below:

Table 1

Hypotheses and Corresponding Statistical Tests

Hypothesis	Statistical Test
When the mother-nanny relationship quality is higher, mother-nanny in-play cooperation is expected to be higher.	Hierarchical regression
When the mother-nanny relationship quality is higher, mother-nanny in-play conflict is expected to be lower.	Hierarchical regression
Maternal sensitivity, in-play cooperation and child well-being are expected to be significantly correlated.	inter-class correlation (ICC)
Maternal sensitivity, in-play conflict and child well-being are also expected to be significantly correlated.	inter-class correlation (ICC)
Higher levels of maternal in-play sensitivity are expected to lead to a higher cooperation to conflict ratio.	Hierarchical regression
A higher cooperation to conflict ratio is expected to be related to higher child well-being.	Hierarchical regression
Higher levels of nanny sensitivity are expected to be related to higher child well-being.	Hierarchical regression

We also ran a series of regressions to see whether child age and child gender led were related to our hypothesized variables. Results revealed that none of the variables, except for the impact of child gender on nanny sensitivity scale ($B = -.726$, $SE = .341$, $t = -2.128$, $p = .036$) and CBCL externalizing problems scale ($B = 4.428$, $SE = 1.245$,

$t = 3.558$, $p < .001$). Following up with these results, we added child gender to the regressions with nanny sensitivity and CBCL externalizing problems at the second step (i.e., tests of Hypotheses 6 and 7). The tests revealed that, for both hypotheses the direct impact of the first step predictor was not significant but the relationship became significant after adding child gender to the model, leading us to suspect that the effect depended on child gender. Further moderation analyses of child age were also nonsignificant. Therefore, neither child age nor child gender were added to the tests presented below as covariates.

2.3.   Results

2.3.1. Data Cleaning

We excluded the videos of participants which had missing data in the degree of interference with coding. One participant's data was not added to analyses for this reason, resulting in 83 participant triads.

2.3.2. Demographic Characteristics of Participants

More details on the demographic characteristics of the participants can be found on the table below:

Table 2

Demographic Characteristics

Characteristic	n	%
Child's gender		
Girl	45	54.2
Boy	38	45.8
Mother's level of education		
Below higher education	5	6

Table 2 (continued)

Higher education or above	78	94
Monthly household income		
Lower than 6000	5	6.2
6000-10000	21	25.9
10000-15000	23	28.4
15000-20000	18	22.2
Higher than 20000	14	17.3
	M	*SD*
Child's age (in months)	32.14	9.14
Mother's age (in years)	34.87	4.24
Marriage duration	8.77	6.96

2.3.3. Variable Characteristics

The means and standard deviations of the hypothesized variables can be found on Table 3 below.

In the initial analyses, correlations were found among nanny sensitivity and cooperation ($r = .24$, $p = .03$), as well as maternal sensitivity and nanny sensitivity ($r = .31$, $p = .004$).

Table 3

Variable Characteristics

Characteristic	*M*	*SD*
Mother-nanny relationship	5.48	.73
Coparenting variables		
Cooperation	2.08	.79
Conflict	2.35	.78
Dominance	5.55	1.32
Sensitivity		
Maternal sensitivity	6.49	1.39
Nanny sensitivity	5.91	1.6
Child well-being		
CBCL internalizing scale	7.81	5.51
CBCL externalizing scale	10.09	6.07

2.3.4. Hypothesis 1: When the mother-nanny relationship quality is higher, mother-nanny in-play cooperation is expected to be higher.

We tested the first hypothesis concerning the relationship between mother-nanny relationship and cooperation through a linear regression with cooperation as the outcome, and the mother-nanny relationship as the predictor. The model was not significant.

2.3.5. Hypothesis 2: When the mother-nanny relationship quality is higher, mother-nanny in-play conflict is expected to be lower.

We tested the proposed relationship in a similar fashion to the first hypothesis, with conflict being the outcome instead of cooperation this time. This regression did not reveal any significant pattern either.

For the first two hypotheses, a possible explanation might be related to the range of our predictor, mother-nanny relationship quality. We observed that this variable was negatively skewed, with only 9.4% of the participants rating their relationship something other than 5 or 6 out of 6, and the lowest rating being 3. Perhaps, the variability is too low to detect a relationship between the mother-nanny relationship quality and their in-play interactions.

2.3.6. Hypothesis 3: Maternal sensitivity, in-play cooperation and child well-being are expected to be significantly correlated.

To test this hypothesis, an inter-class correlation was executed involving maternal sensitivity, cooperation, and internalizing and externalizing CBCL scales. None of the correlations were significant. CBCL's internalizing and externalizing scale scores were also positively correlated ($r = .59$, $p < .001$), which is consistent with the literature: Tan et al. (2007) found this correlation to be .52, whereas Achenbach and Rescorla (2002) found it to be .59 when they first developed this scale.

2.3.7. Hypothesis 4: Maternal sensitivity, in-play conflict and child well-being are also expected to be significantly correlated.

Another inter-class correlation was executed to test this hypothesis. None of the correlations were significant, except for the intra-CBCL correlation reported above.

2.3.8. Hypothesis 5: Higher levels of maternal in-play sensitivity are expected to lead to a higher cooperation to conflict ratio.

The third hypothesis concerned the relationship between maternal sensitivity and mother-nanny in-play interactions. For this hypothesis, we calculated a cooperation to conflict ratio by subtracting the conflict score of each triad from their cooperation

score. Because higher conflict scores meant that the level of conflict within the play session was lower, the scores were reversed to find the actual level of conflict. The resulting variable (Range = -3, 3) was used as the outcome in this regression. Scores over zero meant more cooperation than conflict was observed within the triads, while scores below zero meant the opposite.

The linear regression with cooperation to conflict ratio as the outcome and maternal sensitivity as the predictor did not yield a significant result.

2.3.9. Hypothesis 6: A higher cooperation to conflict ratio is expected to be related to higher child well-being.

For this hypothesis, we aimed to see the relationship between mother-nanny interactions and child well-being. Like with the previous hypotheses, we tested this via two linear regressions, one with internalizing and the other with externalizing as the outcome. Neither of these regressions yielded significant results.

2.3.10. Hypothesis 7: Higher levels of nanny sensitivity are expected to be related to higher child well-being.

We tested for the final hypothesis using two separate regressions as done previously, with one having internalizing scale as the outcome, and the other having externalizing scale. Neither regression led to significant results.

2.3.11. Additional Analyses

We conducted a few additional analyses for a deeper exploration of our data. These analyses were not related to any of our hypotheses, but we thought they would form compelling leads for future studies.

2.3.11.1.   Logarithmic and Quadratic Testing of The Hypotheses

Since none of the hypotheses for this study were supported, we wanted to additionally explore the possibility that the proposed relationships were nonlinear and hence undetected, as suggested by Favez et al. (2011). We had five hypotheses which could be tested for curvilinear patterns. Additionally, because the relationship between

maternal sensitivity and CBCL were tested indirectly in our hypotheses, we added a curvilinear test exploring the presence of a direct relationship between these two variables.

To test for curvilinear relationships, we used the curve estimation function of SPSS, with the same predictors and outcomes in our hypotheses. We sought to explore linear, as well as logarithmic and quadratic relationships between our predictors and outcomes.

Only two of the models were significant: One was the quadratic model testing for the relationship between cooperation to conflict ratio and CBCL externalizing scale (F (2, 76) = 3.525, p = .034). The quadratic model explained approximately 8% of the total variance (R^2 = .085), which carried most of the weight in comparison to the linear relationship between cooperation to conflict ratio and CBCL externalizing scale (R^2 = .011; ΔR^2 = .074). The coefficients for only the quadratic model was significant, and the relationship was concave (B = -1.004, SE = .405, t = -2.477, p = .015). This meant that when the mother-nanny interaction involved more of conflict or cooperation than the other, children had fewer externalizing problems. However, when both coexisted at the same level (i.e., when the relationship was equally cooperative and conflictual), children seemed to have more externalizing problems. Figure 2 is a demonstration of all tested models.

The other significant model was the quadratic relationship between nanny sensitivity and CBCL internalizing scale (F (2, 76) = 4.944, p = .01). The quadratic model explained approximately 12% of the total variance (R^2 = .115), which explained an additional 10% variance from the linear relationship between nanny sensitivity and CBCL internalizing scale (R^2 = .019). The coefficients for both linear and quadratic models were significant, and the relationship was convex (for the linear model, B = -7.231, SE = 2.370, t = -3.051, p = .003; for the quadratic model, B = .613, SE = .213, t = 2.880, p = .005). This finding could be interpreted as both very high and low nanny sensitivity being related to more internalizing problems. Figure 3 is a demonstration of all tested models. The logarithmic model here was not significant.

33
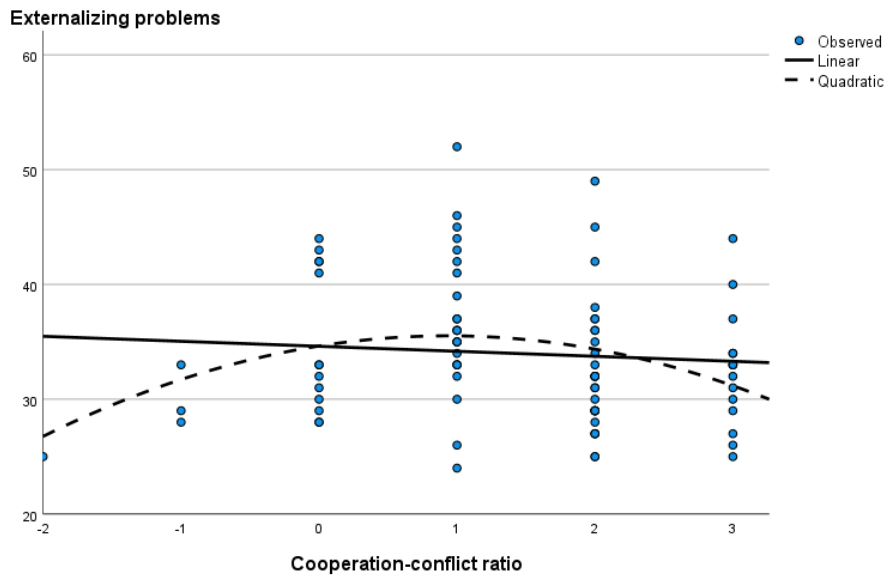
Figure 2

Linear and Curvilinear Demonstrations of the Relationship Between Cooperation-to-Conflict Ratio and CBCL Externalizing Problems Scale
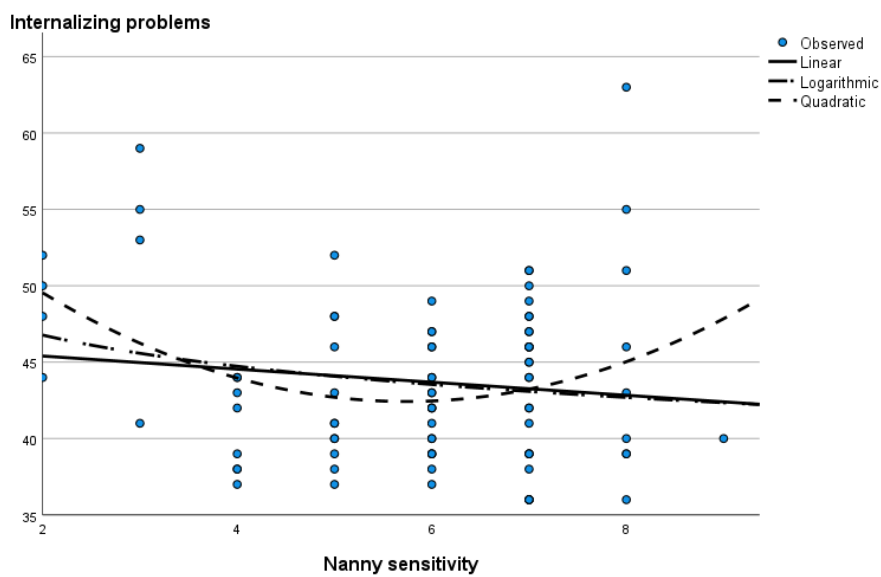
Figure 3

Linear and Curvilinear Demonstrations of the Relationship Between Nanny Sensitivity and CBCL Internalizing Problems Scale

2.3.11.2.   *Dominance and its Relationship to Other Variables*

In addition, we sought to explore linear and curvilinear relationships between dominance and cooperation, conflict, cooperation to conflict ratio, and CBCL (i.e., externalizing and internalizing scales). An inter-class correlation among these variables revealed two significant correlations: a negative correlation between cooperation and dominance ($r = -.267$, $p = .03$), and another between nanny sensitivity and dominance ($r = -.592$, $p < .001$).

In terms of linear and curvilinear relationships, we have found a few meaningful results. First, both linear and quadratic models of the dominance-cooperation relationship were significant, but the logarithmic model was not (linear: $F(1, 77) = 3.958$, $p = .05$, $R^2 = .049$, quadratic: $F(2, 76) = 3.978$, $p = .023$, $R^2 = .095$). The graph containing the visualization of these models can be found in Figure 4 below.
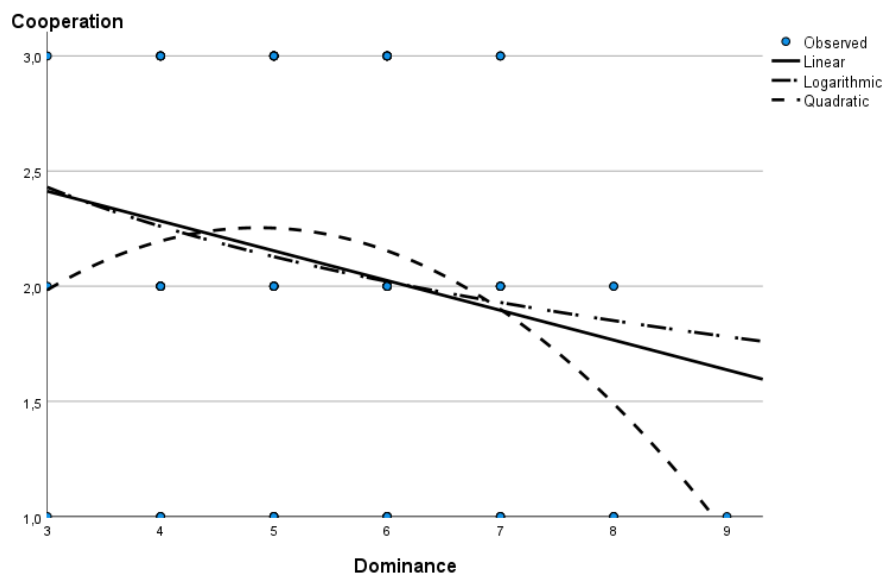
Figure 4

Linear and Curvilinear Demonstrations of the Relationship Between Cooperation and Dominance

As could also be seen above, the relationship was concave, but the logarithmic coefficient was marginally significant, hinting at a weak association between these variables ($B = -.078$, $SE = .04$, $t = -1.962$, $p = .053$). This finding could be interpreted

35

as both very high and low dominance being related to lower cooperation, and more cooperation being linked to the mother and nanny's balanced dominance, with the best option seeming to be when the mother is slightly more dominant than the nanny. This model explained an additional 5% of the variance compared to the linear model (ΔR^2 = .046).

The second significant relationship was found between dominance and maternal sensitivity in the quadratic model (F (2, 76) = 3.880, p = .025, R^2 = .093). Both linear and logarithmic coefficients were significant as well (quadratic coefficient: B = -.190, SE = .07, t = -2.726, p = .008), with a concave relationship, as demonstrated in Figure 5 below:
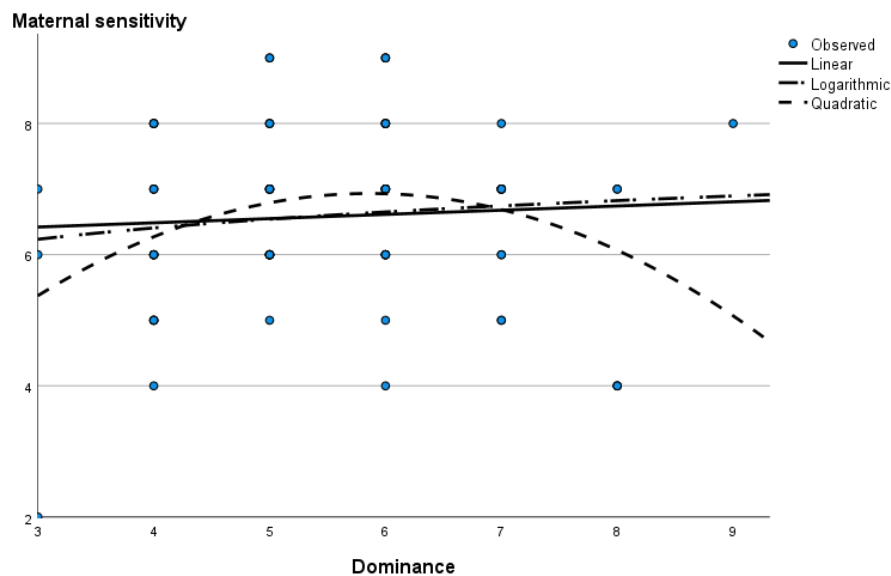
Figure 5

Linear and Curvilinear Demonstrations of the Relationship Between Maternal Sensitivity and Dominance

We interpret these findings as the ideal dominance environment for maternal sensitivity being the one where the mother is a bit more dominant than the nanny (rated at 6 out of 9). In this setting, the mother is clearly more dominant than the nanny, but the nanny is also active. In both cases where dominance is less balanced, maternal sensitivity is lower.

Finally, all three models were significant for the relationship between dominance and nanny sensitivity (linear: $F(1, 77) = 36.348$, $p < .001$, $R^2 = .321$, $B = -.648$, $SE = .108$, $t = -6.029$, $p < .001$; logarithmic: $F(1, 77) = 28.276$, $p < .001$, $R^2 = .269$, $B = -3.19$, $SE = .6$, $t = -5.318$, $p < .001$; and quadratic: $F(2, 76) = 25.294$, $p < .001$, $R^2 = .4$, $B = -.200$, $SE = .063$, $t = -3.161$, $p = .002$). Similarly with maternal sensitivity, in the ideal environment for boosting nanny sensitivity, nannies must be slightly more dominant than or equally dominant with the mother. Differently, when nannies are more dominant, they still have high sensitivity but as the mothers get more sensitive, nanny sensitivity starts to suffer. Please refer to Figure 6 for the graph.
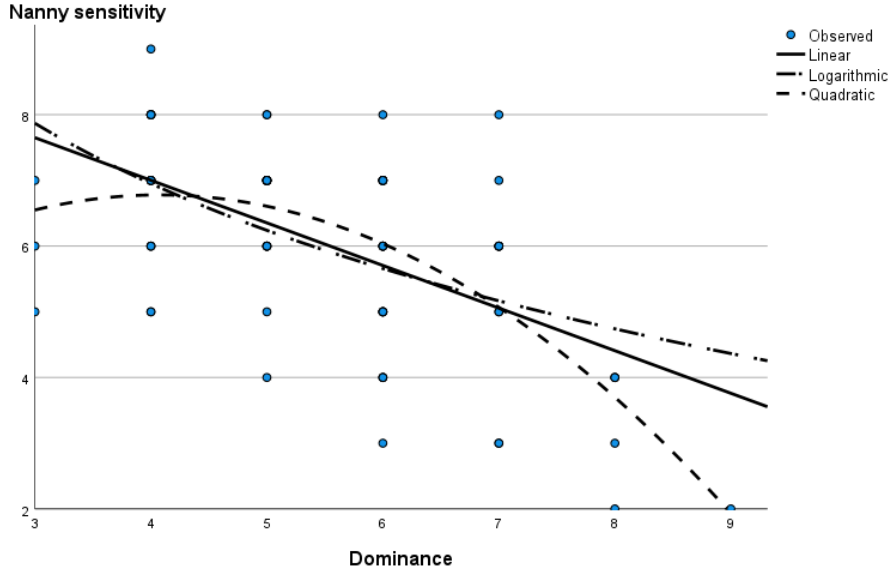
Figure 6

Linear and Curvilinear Demonstrations of the Relationship Between Nanny Sensitivity and Dominance

2.4. Discussion

In this study, we sought to explore mothers' and nannies' coparenting dynamics and sensitivities towards the child, as well as to understand whether these factors were associated with child well-being. We had seven hypotheses, none of which were supported by tests.

The first two of these hypotheses were about testing the influence of the mothers' ratings of mother-nanny relationship quality on the mother-nanny coparenting interaction during play. When we examined the variables, we found that the mothers' rating of the mother-nanny relationship was almost always high: The mean rate was 5.48 out of 6 (SD = .72), with the mode being 6. This ceiling effect might be a reason why the hypotheses that involved the mother-nanny relationship as the predictor (i.e., hypothesis 1 and hypothesis 2) did not yield any significant results. At the same time, a ceiling effect might have been unavoidable, since we have asked for the participation of families who had worked with their current nannies for at least three months. Arguably, the possibility of the continued employment of a nanny who has a relatively bad relationship with the main employer, the mother, would be low. Ergo, an observational measure of the mother-nanny relationship with more nuances noted in coding scheme might be a better measure for future researchers.

In our second group of hypotheses, we had aimed to see possible relationships between maternal sensitivity, coparenting and child well-being. The first subgroup looked simply at correlations between these variables. The second subgroup tested the association between maternal sensitivity and cooperation to conflict ratio, and subsequently between cooperation to conflict ratio and CBCL.

There are two expected findings which were not appearing in our results. The first one is the link between cooperation, conflict, and CBCL. Even though there are findings pointing at the link between coparenting and child well-being (Teubert & Pinquart, 2010), there are others that failed to find it (e.g., McHale et al., 2013). Palkovitz and colleagues (2013) concluded after their findings that coparenting might be secondary to the parent-child relationships in understanding child well-being. Given that one of the coparents in this study is the nanny, it would not be surprising if we failed to find an effect that already has low explanatory power when two parents are examined in coparenting (Teubert & Pinquart, 2010). Starting from that, we think higher sample sizes may be needed in future studies.

The second surprising failure of findings in these hypotheses is maternal sensitivity's link to child well-being, since this finding has been repeatedly reported in the literature (Bernier et al., 2021). We separately ran linear and curvilinear regressions to test the

direct association of maternal sensitivity with CBCL internalizing and externalizing scales to see if the literature was replicated in our findings, and surprisingly found that none of these tests were significant, despite sufficient variability in measures. According to a recent review by Deans (2020), there are also studies which failed to find a significant relationship like ours. One reason might be the different combinations of demographics and the impact of maternal sensitivity having a stronger effect on certain combinations more than the others. Another reason, as suggested by Bernier and colleagues (2021), might be that maternal sensitivity is not a unitary measure and different dimensions of sensitivity contribute differently to child well-being. In our sample, these dimensions and their impacts might not be appropriately represented, or their effects might be cancelling each other out in tests. Finally, specific to our study, the measurement of a dyadic exchange during a triadic interaction might not be sufficient to reach enough good-quality observations for testing.

Additionally, our setting's triadic nature might have caused mothers and nannies to act differently than they normally would. What's more, the triadic setting might have impacted some mothers and/or nannies more than the others. Some might have thrived because there was another carer in the play (they might have felt better when executing or sharing care), and some might have suppressed their attention to the child (either because they felt that the other person should have taken the lead or to not overshadow them).

As a reflection of that, the setting might have prevented some mothers from reacting sensitively to the child, especially when dominance is patterned. Or even more compellingly, our mothers' sensitivity towards the nannies might have been in a balanced relationship with their sensitivity towards the child. Our results have hinted at this possibility: There was a curvilinear relationship between maternal sensitivity and dominance. The same association is also significant for nanny sensitivity; thus, we can argue that sensitivity in general is linked to dominance in triadic settings. We think that for future researchers, taking dyadic and triadic measures separately, or additionally measuring the sensitivities of coparents to each other might be a more methodologically sound option.

What's more, mother and nanny sensitivities have slightly different patterns: When nannies are dominant, both nanny and mother sensitivities are higher, with higher sensitivity on the mother's side. In contrast, as mothers' dominance increased, both mothers and nannies got less sensitive. This could be interpreted differently for mothers and nannies: For nannies, their job is replacing the mother, so this could be a pattern that indicates that they were trying to fulfill their main job requirement. On the other hand, being a mother is a natural and unpaid process, which perhaps keeps mothers alert at their child all the time, except for when they are highly dominant.

A similar case could be argued for the relationship between nanny sensitivity and child well-being (tested in hypothesis 7). The failure to detect a linear relationship might have been due to dyadic measures not working on triadic domains or because the relationships in question are not linear but curvilinear.

Sturge-Apple and colleagues (2010) underlined the importance of focusing on processes and nonlinear relationships when studying families and argued that variable-based and linear testing might fail to catch the interactional patterns in families. Similarly, Favez and colleagues (2011) had shared the same perspective for moving from dyadic to triadic interactions. We think that our study is an embodiment of such a perspective: Upon following some suggestions in the literature, we also ran curvilinear tests for further exploration, some of which were significant. These were the association between the cooperation-conflict ratio and CBCL externalizing problems (hypothesis 6, partly supported) and the association between nanny sensitivity and CBCL internalizing problems (hypothesis 7, partly supported). The first finding is significant for suggesting that it might not be beneficial for the child when these two caregivers' relationship has elements of conflict at a level that is similar to cooperation, which might be vague and confusing for the child, hence, leading to acting-out behaviors. The second finding is significant for pointing out to a possible direct association between nannies and child's internalizing problems.

One possible explanation for finding significant curvilinear relationships might be that some of the relationship difficulties are not the cause but the outcome of the child's behavior problems. It is previously demonstrated that psychological difficulties impact parent-child interactions negatively, with a higher negative impact on the mother-child

relationship compared to father-child relationship (i.e., Gerdes et al., 2003). Similarly, Serbin and colleagues (2015) found a negative impact of child psychopathology on parenting, and Zemp and colleagues (2018) found a bidirectional relationship between interparental conflict and child's externalizing problems. Therefore, we think that one should consider the possibility of testing for a two-way association, where both the nanny-mother-child relationship and child well-being mutually affect each other. Of course, at this point it is important to note that all our curvilinear findings are exploratory, and they are yet to be confirmed with further research.

Around the same time with this study's data collection, Bureau and colleagues (2021) have examined the relationship between the mother-child attachment security, father-child attachment security, and the coparenting dynamics (i.e., cooperation and competition) in triadic play with 83 parent-preschooler triads. Using a similar methodology and SEM modeling for analysis, they have also failed to find significant relationships between attachment and coparenting. Also similarly with our results, they have found significant associations between mother and father attachment. Even though they have recruited fathers instead of nannies, the similarity in patterns is striking.

Likewise, deriving results from the parent-child triadic interaction (Goldberg et al., 2002), it makes sense to find that nannies were less intimate than mothers with children, and less sensitive in most of the triadic interactions. Since mothers are their employers and the actual parent of the child, nannies might have been downgrading their responses to the children in an attempt to make room for the mother-child interaction, or even conceal their attachment with the child to avoid jealousy, as mentioned by Magagna (1997).

Dominance was a new observation code that we have added during the pilot data collection to our coding scheme. We have realized that the same cooperation and conflict score combinations still differed on one aspect of the mother-nanny interaction: for instance, in some triads, a lower conflict score was due to the supportive and egalitarian relationship among the coparents, whereas in some others, it was because one parent stepped back and only complied with a dominant other. Since dominance was a novel code, we did not add any hypotheses about dominance

41

to our list, and rather chose to explore the relationships of dominance to our other variables. Compellingly, we found that dominance was related to cooperation (linear and curvilinear), maternal sensitivity (curvilinear), and nanny sensitivity (linear and curvilinear) but not to conflict or child well-being. These results point to the conclusion that dominance is a variable that perhaps does not have a direct relationship with child well-being but is related to other relational variables. From the results, we can also conclude that a slightly higher dominance of the coparent in question (i.e., the mother is only slightly dominant from the nanny or vice versa) is optimal for observing the highest sensitivity of that coparent towards the child.

Finally, some demographic characteristics of participating children might have affected the associations. Child's gender and age are usually controlled characteristics in developmental research, but we did not find a moderating impact of child gender. In dyadic research concerning child gender, Schoppe-Sullivan and colleagues (2006) have demonstrated that mothers were more sensitive to daughters than sons, which might have resulted in higher sensitivity rates in both mother and nanny's interactions with the girls in our study. On triadic interactions, mothers treated girls and boys differently in interactions involving the father in comparison to dyadic interactions with the child (Lindsey & Caldera, 2006). In another, fathers were found to be less attentive to daughters than sons during triadic interactions if the marital relationship had problems (McHale, 1995). Also, girls experienced problems in coparental involvement, whereas boys received more conflictual interactions (McHale, 1995). Gender of the child impacted CBCL 4-18 years results in some countries (Crijnen et al., 1999). However, opposing findings were also found (e.g., Kochanska & Aksan, 2004; Yüceol, 2016). We were unsure whether the impact of child gender implied to triadic relationships where both caregivers are female, like mothers and nannies.

Secondly, we thought that variety in the age of the target child might have affected the impact of the parent-child, parent-parent relationships and family relationships with the nanny on child well-being. There is a wide range of child age in the literature starting from infancy (e.g., McHale & Rasmussen, 1998) that spans to adulthood (e.g., Barnett et al., 1992). Some researchers have found an impact of age (e.g., Crijnen et al., 1999; Kochanska & Aksan, 2004 for child and parent bids; Wilson & Durbin,

42

2013), but there are others who did not (e.g., Kochanska & Aksan, 2004 for child and parent responsiveness) and similarly with them, we did not find an impact of child age on our variables. One reason might be the smaller variability in child age in this study: Children were supposedly 1.5-4 years old, with most children being around 3 years of age. A comparison might not be meaningful unless the age difference is higher among participants, such as Margolin et al. (2001).

Our final note concerns the methodology of the play observation. We were inspired by a few researchers in designing the play procedure, involving the third step of LTP. Nevertheless, we designed the structure and order of the tasks and materials. We also made a few additions to the coding, including the introduction of dominance coding and the widening of the coding range for coparenting codes. We are hoping for these additions and changes to inspire future researchers who would like to focus on observing family processes.

2.4.1. *Limitations and Future Directions*

This study has a few limitations. First, we would like to note that our participants, especially nannies, might have felt and acted upon the Hawthorne effect. Hawthorne effect, the impact of participants' awareness of being recorded on their behavior tendencies (Pesch & Lumeng, 2017), is reported to have been observed in parent-child interactions before (e.g., Vanden Abeele et al., 2020) and is difficult to disentangle and control. Given that we observed our triads with a camera, our study design might have altered their behaviors during play, albeit differently for each member of the triad. Children have been demonstrated to be impacted from video recordings, especially in relation to topics that are sensitive (Sparrman, 2005).

Because mothers were mostly the people who mitigated the home visits, they might also have felt responsible to attend to the researcher's needs. At times, some mothers felt that they needed to check in with the researcher, asking whether what they did was sufficient for the study. In addition, given that nannies are the employees of the family, at least some of them might have perceived this study as a means for evaluating their performance. This was evident in some nannies' attempts during recordings to demonstrate the things that they taught to the children. This might be linked to lower

conflict scores and lack of significant variable relationships to conflict because conflictual interactions with her employer would have negative consequences for the nanny. An obtrusive observation is the gold standard to avoid this type of bias, however, because mothers and nannies alternate in childcare, they rarely spend time all together, including the child. The triadic nature of the measurement is needed, therefore we preferred unobtrusive observation in this study. Having stated that, it is also important to note that this observation setting has relatively low ecological validity, given that mothers and nannies do not usually jointly take care of children. Nevertheless, it was this artificial setting that has helped us see the interactions between mothers and nannies. Future researchers may also focus on the dyadic interactions between this caregiver dyad, whose relationship also becomes qualitatively different as they interact in different settings (e.g., before birth, during maternal leave, when the mother is working). The creation of a dominance code has helped uncover one aspect of these unique dynamics in the mother-nanny relationship but discovering and addressing more nuances in future research is needed.

The period of data collection was another limitation. Data for this research was collected in a long timeframe, in the middle of which COVID-19 happened. We paused data collection for almost a year when the pandemic hit the world, due to health concerns and the uncertainty around families' financial situations – which led many families to let go of their nannies temporarily or permanently. Even if they did not, the lockdowns brought a period of uncertainty which made potential participants uneasy in accepting people outside of their family in their houses, including nannies and researchers. Therefore, we think that a future replication of this study would help rule out a potential third variable problem.

We have previously noted that our participant mothers have rated the mother-nanny relationship quite high. In addition to the possible explanations mentioned above, we think that the order of the tasks might have led to a recency effect – mothers might have rated their nannies based on their play interaction. We propose future researchers to have their participants fill their self-report forms a day prior to play observation, to be able to capture more variability. Another explanation may be rooted in sampling. This is understandable twofold: First, there is a very low possibility for an employee

to continue working with an employer, or the employer to keep working with that employee when one or both are not satisfied with their relationship. Our inclusion criterion of a nanny having worked with the same family for at least the past 3 months therefore eliminates families where a mother would rate a nanny low. Second, even though a mother's satisfaction with her relationship with the nanny is low or moderate after 3 months, one or both might hesitate to join the study due to a need to avoid each other or feel that their play would be conflictual. Similarly, the employment relationship between our coparents might have impacted their coparenting, based on selection effect. Per Magagna (1997), a specific mother and nanny's choice to work with each other has the power to impact their relationship dynamics.

Another limitation concerns the measurement of sensitivity. We coded the mother and nanny sensitivity variables using the video recordings of triadic interactions. Even though dyadic exchanges do exist in triadic interactions, even the presence of the other coparent might have changed how dyads interacted in the play. For instance, nannies might have been gentler to children due to being in the mother's presence (and possibly under scrutiny), since the mothers are their employers. Bureau et al. (2021) and Sturge-Apple et al. (2010) have separated their dyadic and triadic examinations, but they had to meet their families in a few different sessions, which possibly prolonged their process of data collection. We believe that our method was more convenient, but it also risked being less efficient. Future research replicating our study with separated dyadic and triadic interactions might confirm if this is really the case.

For sensitivity, we also do think that parents' attachment securities might have had an impact on the relationships tested in this study. It is a well-established finding that parents' attachment security is related to their child's (Doyle et al., 2000). In addition, McRae et al. (2021) recently found that the relationship between couples' conflict in dyadic and triadic play has been moderated by each parent's attachment security. Future researchers might specifically focus on the role of attachment security in understanding parent-nanny-child relationships. Another factor that has been mentioned in the literature to affect sensitivity is the cultural patterns of sensitivity behaviors (DePasquale & Gunnar, 2020). This study's results were obtained on a

Turkish sample; therefore, we advise the readers to take caution in generalizing our results to different populations.

On demographics of participants, some characteristics were overrepresented in our sample. This notion might have limited the generalizability of our results. One example is SES, mostly limited to the mid-to-high range. On the other hand, nanny employment is an economical decision. It is possible that only families who have reached some financial stability can hire nannies, which would mostly correspond to families who have middle or high SES. This is consistent with the literature on nanny-employing families (Cox, 2011; Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, 2014a). Therefore, it is also possible that we have worked with a generalizable sample, given the conditions. Nevertheless, it would be useful if future researchers focused on comparisons of different SES groups in understanding nanny-child interactions. Another common characteristic of this demographic is the relatively higher education level (The impacts of social class, 2022), which was also reflected in our sample. As a final note on demographics, we think that future researchers can reach more robust results by controlling for a few demographic characteristics more rigorously than we have. A great example is the duration of care by the nanny who has participated in the study. Another example is the need for further clarification of the target child in this study, as some parents had more than one child who was eligible to be considered by the participant. We have sought to obtain this information via open-ended questions, which some participants left blank. This piece of information can be obtained in forced response question format in future studies.

Finally, we have two statistical warnings: First, this study has a combination of methods: We have used both observational and self-report measures. Even though multiple sources strengthen results, bringing them together in tests might not be ideal, due to a possible discrepancy in reporting. Smith (2007) has stated this to be the case when some of the measures are observational, and some are based on self-report. Ergo, we urge our reader to take this into account when interpreting results. In addition, one missing source of information in this study, the child, could be incorporated into future studies by using observational coding related to their participation in the play, to fully focus on family dynamics. Second, even though we have statistically tested for a

direction of effect, it is impossible to determine this direction with confidence before replicating this study with a longitudinal study design. Thus, we suggest future researchers to design longitudinal studies in understanding the nannies' impact on children and their well-being.

CHAPTER 3

STUDY 2: MOTHERS' AND FATHERS' PERCEPTIONS OF THE NANNY-CHILD AND NANNY-FAMILY RELATIONSHIPS AND CHILD WELL-BEING

3.1. Introduction

As mentioned previously, one channel where the nanny-child relationship might impact the cared child is proposed to be the intrafamilial dynamics and the addition of nannies' presence to them. The child's mother seems to be an important figure, as she seems to be the person who selects, runs, delegates, and negotiates the family processes with the nanny. Thus, the first study focused on the mother's presence in the child's relationship with the nanny.

Even though the first study touched upon the momentary dynamics between children with their mothers and nannies, there are other dynamics when other family members and their care responsibilities come into play, like the fathers. In this study, we sought to understand these dynamics, and if and how they were related to child well-being. As a result, we aimed to understand how relationships among family members and nannies were associated with child well-being, with the focus on the nanny-child relationship. We had two research questions in mind:

1. Does the quality of the nanny-child relationship affect the child's well-being?
2. Is the impact of the nanny-child relationship on the child's well-being affected by other relationships within the family (i.e., mother-nanny, father-nanny, mother-father, mother-child, father-child)?

We also wanted to get more information about the care dynamics in the household (e.g., taking care of the child in the absence of the nanny, the division of domestic responsibilities and household chores).

3.2. Method

3.2.1. Participants

Data from this study has been collected from both Turkey and the UK. Inclusion criteria were for the participants to be from intact heterosexual partnerships with the child's other parent, to have at least one child aged between 1.5-5 years during data collection, for that child to be cared by a nanny, for the nanny to be working with the family for at least three months and to have an employment-based relationship with the family. Children cared by unpaid relatives (e.g., grandmothers) were excluded from this study.

3.2.1.1. Participants from Turkey

Citizens and residents of the Republic of Turkey made this group. In total 122 mothers (60.1%) and 81 fathers participated in this study. The participants were not obligated to be from the same couple; in other words, the mothers and fathers were not matched. The mean age of the participants was 36.92, with an SD of 6.993. Most of the parents had one child (64.9%), followed by parents with two (27.2%), three children (5.4%), and four children or more (2.5%). Among the 1–5-year-old children of the participants, 47 (21.9%) were 1 year old, 56 (26%) were 2, 58 (27%) were 3, 31 (14.4%) were 4, and 23 (10.7%) were 5 years old, whereas 94 (46.3%) were female and 109 (53.7%) were male.

3.2.1.2. Participants from the United Kingdom

Citizens and residents of the United Kingdom received the survey battery as a part of this group. There were 105 mothers (48.6%) and 111 fathers in the final dataset, similarly with Turkey, not matched to one another. The mean age of the participants was 35.33, with an SD of 5.698. In this sample, most of the parents had two children (45.4%), followed by one child (37.5%), three children (14.4%), and four children or

more (2.8%). The eligible children of the participants were distributed as follows: 53 (19.1%) were 1 year old, 73 (26.4%) were 2, 61 (22%) were 3, 49 (17.7%) were 4, and 41 (14.8%) were 5 years old, whereas 132 (48.9%) were female and 138 (51.1%) were male.

3.2.2. Measures

For this study, we administered all participants a survey battery comprising of demographic questions (Nanny and the Family), CBCL $1^{1/2}$-5, and Perceived Partner Responsiveness Scale (PPRS).

3.2.2.1. Nanny and the Family

The first part of the survey battery was Nanny and the Family, an online survey prepared in Turkish by the researcher and her supervisor for this study. In the survey, we designed the questions to get detailed information about the family care organization from the parents. The survey includes questions about the family's nanny employment history, the distribution of care in and out of the nanny's working hours, nanny responsibilities in the house, parental distribution of responsibilities regarding housework and childcare, and the participant's relationships with their nanny and other family members. For this research, this scale was translated by the researcher to English, back translated by another researcher to Turkish, and was controlled by the researcher's co-supervisor.

3.2.2.2. CBCL $1^{1/2}$-5

We used CBCL in this study to measure child well-being. Detailed information about the scale can be found in Section 2.2.2.2.2. We used the Turkish version mentioned in the same section for our Turkish participants, and we used the original version for our UK participants (Achenbach & Rescorla, 2001). The scoring was the same for both versions.

3.2.2.3. Perceived Partner Responsiveness Scale (PPRS)

PPRS is an 18-item Likert-based survey that aims to measure how responsive the participants feel their significant others are. Each item is rated between 1 and 9. PPRS

was developed by Reis and Carmichael (2006) and was adapted to Turkish by Selçuk (2018). We collected data using this version from our Turkish participants, whereas participants from the UK filled the original version – again, the scoring was the same for both versions. In this study, we used this scale to understand the mother-father relationship.

3.2.3. Procedure

For this research, ethics approval was obtained from METU Human Subjects Ethics Committee with the approval number of 2017-SOS-049 (see Appendix A), and from UCL's Research Ethics Committee with the Project ID of 19251/001 (see Appendix B). In the UCL part, the project has been amended to add Prolific as an additional medium for data collection.

We reached participants through convenience sampling and online announcements, like it was done in the first study. For each country, we prepared and disseminated an invitation letter and a flyer through Facebook, Instagram, Twitter, WhatsApp, mumsnet (UK only) and METU and UCL's Sona systems. In the ads participants were provided with a QR code and a link, using either of which directed them to a Qualtrics survey battery (prepared using METU's service in Turkey, and UCL's service in the UK) consisting of all the measures in the order of Nanny and Family, PPRS and CBCL.

There were three types of participation in this study. Initially, we designed this study without any incentives or rewards for participation. In other words, participants whom we reached via convenience sampling, social media and/or e-mail channels were not paid or given any credit or discount for participation. Later, we added recruitment via Sona, a cloud-based participant management tool used by universities (Sona Systems, n.d.). Both METU and UCL's Sona systems were used for data collection; students who helped find a participant to successfully complete the survey received course credit (one credit for METU, half credit for UCL) in line with the rules of each university's own Sona accreditation.

Due to difficulties in participant recruitment in the UK, with UCL REC's approval, we additionally chose to recruit some of our participants via Prolific, a website

designed to bring potential participants and researchers together. The participants still completed the survey via Qualtrics, Prolific acted as an intermediary. Each participant was paid 7.5 £/hour for their participation in this study.

3.2.3.1. *Data Analysis*

Because data was collected using two Qualtrics accounts, we first downloaded data directly from Qualtrics in .sav format and prepared one SPSS document containing data from both countries. We used the 28th version of SPSS Software for data analysis.

With participants who had one-year-old children, we have realized that some of the responses about the child's age was unclear. We conducted a series of t-tests to compare all one-year-old responses with the other age groups to see whether we could include the responses with ambiguity on child age in the final analyses. The results revealed that the parents of one-year-olds had less children, their nannies were taking care of less children, and they attributed more responsibility to themselves for shopping for the home. However, since none of the hypothesized variables significantly differed among these groups, we included all one-year-olds in the final dataset.

Additionally, we ran a set of hierarchical regressions with our predictor variables and child age on our outcome variables (i.e., CBCL internalizing and externalizing scales) to see whether child age should be added as a covariate in hypothesis testing. For the data from mothers, child age was not a significant predictor. For the fathers, child age made significant contributions to the models with internalizing problems as the outcome, with the p values between .016 and .042, and R^2 changes between .02 and .03. Consequently, we ran the regressions which are a part of the first hypothesis, and the five moderated moderations from the father data of the second hypothesis with internalizing problems as the outcome, by adding child age as a covariate. In these regressions, age did not make a significant contribution. Therefore, we did not include child age as a variable in our final analyses.

Due to problems in response quality, child gender could not be controlled in this study's analyses. This will be evaluated further in the limitations section.

3.3. Results

3.3.1. Data Cleaning

Before conducting main analyses, the researcher checked the data for the answers to questions validating exclusion criteria. Responses indicating that the participants who did not fulfill the inclusion criteria (e.g., child age is out of the 1-5 years range) were excluded from all analyses.

3.3.2. Nanny Care Characteristics and Relationship Patterns

3.3.2.1. Data From Turkish Parents

Approximately 80% of the participants' nannies cared for only one child in the family ($N = 118$). Approximately 88% of the participants had live-out nannies ($N = 179$), whereas the remaining had their nannies stay with them. Eighty-four per cent of the participants employed Turkish nannies, followed by Uzbek nannies (5.7%), Turkmen nannies (3.4%), and Filipina and Georgian nannies (1.7% each). In addition, 3 Kurdish, 1 American and 2 Russian nannies were reportedly employed by the participants. Most of the nannies (approximately 79%) had children.

To understand the responsibilities of the nannies within the house that they were employed, we asked the participants to select the jobs that their nannies did from a list. As would be expected, the main responsibility of the nannies was taking care of the children (selected by 98% of the participants). The second most selected nanny responsibility was cooking for the child (selected by 68.5% of the participants). However, most nannies were not expected to care for the children alone. The third most selected responsibility was tidying up the house (selected by 55% of the participants), which overlapped with the literature. The detailed numbers and percentages are presented in Table 4 below.

Table 4

Nanny Responsibilities According to Parents in Turkey

Type of responsibility	Number of participants	Percentage of participants
Shopping for the home	10	4.9
Taking care of the child	199	98
Tidying up the house	111	54.7
Cooking for the household	80	39.4
Cleaning for the household	44	21.7
Doing laundry for the household	38	18.7
Doing the dishes of the household	52	25.6
Washing the child's clothes	76	37.4
Washing the child's dishes	106	52.2
Cooking for the child	139	68.5
Ironing the child's clothes	58	28.6
Other	8	3.9

To understand how the responsibilities of different household members during and out of the nanny's shift, we asked participants to evaluate mothers', fathers', nannies', and others' responsibilities, in terms of percentages reflecting their share during daytime. In the days that the nanny worked, on average 20.6% of a child's time was spent with the mother (*SD* = 19.1, *Range* = 0-100, *Mode* = 0%) and 11.4% was spent with the father (*SD* = 12.9, *Range* = 0-100, *Mode* = 0%), whereas 53.8% of the time the child was with the nanny (*SD* = 32, *Range* = 0-100, *Mode* = 100%) and 4.9% of the child's time was spent with someone other than these three (*SD* = 14.9, *Range* = 0-100, *Mode* = 0%). In the days that the nanny did not work, the mothers took 52.1% of the child's

time (*SD* = 22.4, *Range* = 0-100, *Mode* = 50%), the fathers took 33.4% (*SD* = 17.4, *Range* = 0-100, *Mode* = 50%), and the others took 4.9% (*SD* = 15, Range = 0-100, *Mode* = 0%) of the child's time. One could see a trend for the nannies to be the main agent of care in the days they worked, which is expected given that they are paid to do so. Despite high variation, nannies seemed to be the main actors in taking the responsibility of children, and some children spent their whole day with their nannies. For the remaining time, the families of our participants relied more on the mother compared to the father. The same trend is also visible when the nanny was off. These results may also show that the nanny is not only the mother's surrogate as the literature suggested, but also the father's (although on a smaller scale). In other words, when nannies are gone, childcare is still shared between the mother and the father, so the father is involved.

In addition to involvement, each parent was asked to rate each family member's relationships with each other and with the nanny in 10-point Likert scales. Regardless of gender, all participants rated these relationships high. All mean scores were above 8 out of 10, except for the mothers' ratings of the nanny-father relationship (*M* = 7.3, *SD* = 2.36). For a summary of these scores, please see Table 5 below:

Table 5

Descriptive Statistics of the Parents' Ratings of Nanny and Family Relationships

	M		*SD*	
Relationship	Mother	Father	Mother	Father
Nanny-child	8.66	8.79	1.69	1.16
Mother-child	9.26	9.33	1.04	1.05
Father-child	8.87	9.28	1.49	0.98
Nanny-mother	8.25	8.61	1.83	1.56
Nanny-father	7.3	8.05	2.26	1.8

T-tests revealed that or female and male participants rated relationships similarly, except for nanny-spouse ($t(200.672) = -4.912$, $p < .001$, 95% CI [-1.859, -.794], $d = -.655$) and child-spouse ($t(197.235) = -2.603$, $p = .01$, 95% CI [-.823, -.114], $d = -.35$) relationships. Mothers rated both significant relationships lower than fathers.

3.3.2.2.   Data From British Parents

Among the parents who answered this question, approximately 53.7% of the participants' nannies cared for two children in the family ($N = 72$), followed by one-child-care (32.8%, $N = 44$). Approximately 92% of the participants had live-out nannies ($N = 197$), whereas the remaining had their nannies stay with them. Just like with the Turkish families, most of the nannies that the UK families employed were from their country of residence: 76.4% of the participants employed English, Welsh, Scottish, Northern Irish, or British nannies and an additional 2% employed Irish nannies. This was closely followed by nannies from unspecified White background (10.6%). Differently from the nannies in Turkey, a bit over half of the nannies in the UK (55.6%) did not have any children.

Just like in Turkey, the main responsibility of the nannies was taking care of the children (selected by 99% of the participants). The second most selected nanny responsibility was the same with Turkey as well: cooking for the child (selected by 74% of the participants). Finally, again similarly with the Turkish participants, the third and fourth most selected nanny responsibility were washing the child's dishes and tidying up the house, although the participants from Turkey picked tidying up the house third, when the participants from the UK picked it fourth. The detailed numbers and percentages are presented in Table 6 below.

In the days that the nanny worked, on average 25.23% of a child's time was spent with the mother ($SD = 17.32$, $Range = 0$-100, $Mode = 20\%$) and 18.21% was spent with the father ($SD = 13.79$, $Range = 0$-100, $Mode = 10\%$), whereas 40.87% of the time the child was with the nanny ($SD = 26.15$, $Range = 0$-100, $Mode = 60\%$) and 1.97% of the child's time was spent with someone other than these three ($SD = 8.89$, $Range = 0$-60, $Mode = 0\%$). All numbers seemed close to the numbers from the Turkish participants, with one difference: In the UK, nannies were a lesser part of the child's day. However,

nannies still spent more of the day with the child than mothers, which pattern showed a similarity with Turkey. In the days that the nanny did not work, the mothers took 50.74% of the child's time (*SD* = 22.29, *Range* = 0-100, *Mode* = 50%), the fathers took 35.16% (*SD* = 17.88, *Range* = 0-100, *Mode* = 50%), and the others took 1.31% (*SD* = 6.75, *Range* = 0-63, *Mode* = 0%) of the child's time. In the UK too, the families seemed to rely more on the mother for childcare when the nanny is absent, and nanny absence is filled by both mothers and fathers.

Table 6

Nanny Responsibilities According to Parents in the UK

Type of responsibility	Number of participants	Percentage of participants
Shopping for the home	16	7.4
Taking care of the children	213	98.6
Tidying up the house	84	38.9
Cooking for the household	28	13
Cleaning for the household	38	17.6
Doing laundry for the household	32	14.8
Doing the dishes of the household	37	17.1
Washing the child's clothes	72	33.3
Washing the child's dishes	112	51.9
Cooking for the child	160	74.1
Ironing the child's clothes	30	13.9
Other	2	0.9

Just like the Turkish parents, the British parents rated all family and nanny relationships above 8 out of 10, but this time the fathers' ratings of the mother-child

and nanny-mother relationships were also above 8 and were much higher than the Turkish fathers' ratings. For a summary of these scores, please see Table 7 below:

Table 7

Descriptive Statistics of the Parents' Ratings of Nanny and Family Relationships

	M		*SD*	
Relationship	Mother	Father	Mother	Father
Nanny-child	9.32	8.75	0.85	1.06
Mother-child	9.5	9.37	1.09	0.97
Father-child	9.46	9.14	0.84	1.09
Nanny-mother	8.96	8.68	1.31	1.21
Nanny-father	8.45	8.32	1.56	1.54

T-tests revealed that female and male participants rated nanny-child ($t(213) = 4.271$, $p < .001$, 95% CI [.302, .819], $d = .583$), nanny-parent ($t(211.254) = 3.32$, $p < .001$, 95% CI [.262, 1.03], $d = .451$), and child-parent ($t(211) = 2.401$, $p = .017$, 95% CI [.064, .654], $d = .329$) relationships differently. Females rated all significant relationships higher than males.

3.3.3. Coparenting And Parental Relationship

3.3.3.1.   Data From Turkish Parents

As mentioned above, when the nanny is not around, childcare is divided between the mother and the father, despite the mothers being more heavily relied on. Just like with nanny responsibilities, we asked parents to rate their own responsibilities in the house and related to childcare. This time, each parent compared their level of responsibility with the other parent and used a slider to indicate the division of responsibility between both parents. Positive scores meant that the participants saw themselves more responsible than their partner (*Range* = 1-5), and negative scores meant that the

participants saw their partner more responsible for that job (*Range* = (-5) - (-1)). When the participants thought they had equal responsibility for the job, they left the slider at 0. Table 8 and Table 9 indicate the mothers' and fathers' allocation of responsibilities in percentages, respectively.

Table 8

Division of Parent Responsibilities Related to Childcare, According to Mothers

Percentage of mothers who assigned…	Equal responsibility (%)	More responsibility to the mother (%)	More responsibility to the father (%)
Jobs			
Fixing up the house	8.8	17.5	73.7
Shopping	19.8	60.4	19.8
Taking care of the children	15.5	80.4	4.1
Tidying up the house	9.4	88.7	1.9
Cooking	7.5	85.9	6.6
Cleaning	10.9	86.1	3
Doing the laundry	8	89.3	2.7
Washing the dishes	8.6	80	11.4
Outdoor activities	35.6	55.2	9.2
Playing at home	22.1	47.4	30.5
Dealing with care/education	35.4	53.2	11.4
Helping with homework	33.8	52.1	14.1
Reading	24.7	63	12.3
Feeding	12.6	81.6	5.8
Putting to bed	17.3	71.8	10.9

Table 8 (continued)

Bathing	14.1	72.8	13.1
Changing the nappy	19.6	78.3	2.1

Table 9

Division of Parent Responsibilities Related to Childcare, According to Fathers

Percentage of fathers who assigned… Jobs	Equal responsibility (%)	More responsibility to the mother (%)	More responsibility to the father (%)
Fixing up the house	3.9	9.1	87
Shopping	19.7	30.3	50
Taking care of the children	20	60	20
Tidying up the house	14.9	66.2	18.9
Cooking	6.7	65.3	28
Cleaning	11	74	15
Doing the laundry	6.8	76.7	16.5
Washing the dishes	7	66.2	26.8
Outdoor activities	37	24.1	38.9
Playing at home	18.8	18.8	62.4
Dealing with care/education	38.9	31.5	29.6
Helping with homework	35.7	30.4	33.9
Reading	20.6	44.4	35
Feeding	11.3	67.6	21.1

Table 9 (continued)

Putting to bed	18.9	55.4	25.7
Bathing	15.1	69.9	15
Changing the nappy	14.7	67.6	17.7

In both informants' perspectives, most of the jobs were under the mothers' responsibility. But male participants had a more balanced view of the responsibilities, whereas females reported that the mothers were more heavily relied on.

Finally, most females (*Mean* = 113.98, *SD* = 36.32) and males (*Mean* = 126.57, *SD* = 21.12) seemed satisfied of the responsiveness of their partners.

3.3.3.2.   Data From British Parents

Table 10 and Table 11 indicate the mothers' and fathers' allocation of responsibilities in percentages, respectively.

Table 10

Division of Parent Responsibilities Related to Childcare, According to Mothers

Percentage of mothers who assigned…	Equal responsibility (%)	More responsibility to the mother (%)	More responsibility to the father (%)
Jobs			
Fixing up the house	2.1	34.7	63.2
Shopping	5.3	71.3	23.4
Taking care of the children	12.8	84.9	2.3
Tidying up the house	5.5	79.1	15.4
Cooking	5.3	60.7	34

Table 10 (continued)

Cleaning	9.2	75.9	14.9
Doing the laundry	3.2	81.9	14.9
Washing the dishes	8.5	53.7	37.8
Outdoor activities	16.9	51.9	31.2
Playing at home	11	69.5	19.5
Dealing with care/education	8.1	87.2	4.7
Helping with homework	18.8	72.5	8.7
Reading	12.0	76	12
Feeding	6.3	83.7	10
Putting to bed	18.7	64	17.3
Bathing	12.7	55.7	31.6
Changing the nappy	22.7	68.2	9.1

Similarly with the Turkish participants, British mothers rated themselves as more responsible in most of the tasks, whereas fathers were also tending to report a more balanced division of responsibility.

The parent-child relationship had a direct positive impact on child well-being (for internalizing, $b = -1.692$, $SE = .341$, $p < .001$, for externalizing, $b = -1.609$, $SE = .317$, $p < .001$), as has been predicted in the literature.

Finally, most females ($M = 117.35$, $SD = 30.66$) and males ($M = 126.22$, $SD = 24.02$) seemed satisfied of the responsiveness of their partners, with very close numbers to the Turkish participants. An additional independent samples t-test did not reveal any significant differences between the Turkish and British participants' PPRS scores.

Table 11

Division of Parent Responsibilities Related to Childcare, According to Fathers

Percentage of fathers who assigned…	Equal responsibility (%)	More responsibility to the mother (%)	More responsibility to the father (%)
Jobs			
Fixing up the house	6.4	13.6	80
Shopping	13.1	44.9	42
Taking care of the children	27.7	55.4	16.9
Tidying up the house	25.5	40.6	33.9
Cooking	10.3	52.3	37.4
Cleaning	16.8	43.9	39.3
Doing the laundry	11.8	56.4	31.8
Washing the dishes	19	26.7	54.3
Outdoor activities	13.6	22.3	64.1
Playing at home	15.1	37.7	47.2
Dealing with care/education	30.5	40	29.5
Helping with homework	32	26	42
Reading	30	33	37
Feeding	21.2	45.2	33.6
Putting to bed	28.4	33.3	38.3
Bathing	23.6	39.6	36.8
Changing the nappy	39	35	26

3.3.4. Child Well-Being

3.3.4.1. Data From Turkish Parents

CBCL internalizing scale scores of the participants were on the mostly lower to mid side of the spectrum (*Range* = 0-43, *M* = 9.17, *SD* = 7.49). The case was similar with the externalizing scale (*Range* = 0-37, *M* = 9.78, *SD* = 6.79).

The most prevalent ratings of the CBCL items were 0, followed by 1, even though all scores were used by at least one parent for most of the items. The most problematic behavior rated by the parents was "Doesn't want to sleep alone" (*M* = 1.07, *SD* = .79, *Mode* = 1). It was followed by "Can't stand waiting; wants everything now" (*M* = .97, *SD* = .72, *Mode* = 1). The least problematic behavior was "Cruel to animals" (*M* = .03, *SD* = .17, *Mode* = 0). T-tests revealed that females and males did not report child well-being differently.

3.3.4.2. Data From British Parents

The CBCL scores were also low among the parents in the UK (for internalizing, *Range* = 0-49, *M* = 6.11, *SD* = 7.36; for externalizing, *Range* = 0-48, *M* = 7.97, *SD* = 7.2). The most problematic behavior was "Can't stand waiting; wants everything now" (*M* = .75, *SD* = .68, *Mode* = 1), followed by "Easily frustrated" (*M* = .6, *SD* = .58, *Mode* = 1). The least problematic behavior was "Vomiting, throwing up (without medical cause)" (*M* = .02, *SD* = .15, *Mode* = 0). Females and males did not report child well-being differently.

T-tests with the participants' country as the predictor and CBCL items as the outcomes revealed that around 55% of the items were rated similarly by the Turkish and British parents. The ones that were different are reported on Table 12 below:

Table 12

CBCL Items Which Were Rated Differently by Turkish and British Parents

Item	t	df	p	95% CI		Cohen's d	Higher scoring parents
				Lower	Upper		
Can't sit still, restless, or hyperactive	2.164	399.3	.031	.014	.294	.213	Turkish
Can't stand waiting; wants everything now	3.222	417	.001	.086	.355	.315	Turkish
Constantly seeks help	4.832	391.6	<.001	.161	.383	.477	Turkish
Defiant	2.859	417	.004	.054	.290	.279	Turkish
Demands must be met immediately	4.526	417	<.001	.167	.424	.442	Turkish
Doesn't want to sleep alone	8.596	416	<.001	.472	.751	.841	Turkish
Doesn't answer when people talk to him/her	-3.237	411.6	.001	-.253	-.062	-.315	British
Doesn't get along with other children	4.166	329.6	<.001	.089	.249	.413	Turkish
Doesn't know how to have fun; acts like a little adult	2.987	332.6	.003	.039	.188	.296	Turkish
Easily frustrated	-2.693	417	.007	-.266	-.041	-.263	British
Easily jealous	7.235	377.1	<.001	.307	.537	.713	Turkish
Eats or drinks things that are not food—don't include sweets	4.691	332.1	<.001	.126	.308	.466	Turkish
Fears certain animals, situations, or places	3.290	417	.001	.071	.284	.322	Turkish
Feelings are easily hurt	8.132	376.9	<.001	.349	.572	.804	Turkish
Gets hurt a lot, accident-prone	2.501	405.3	.013	.028	.238	.246	Turkish
Gets in many fights	2.634	342.8	.009	.023	.162	.261	Turkish
Gets too upset when separated from parents	4.508	401.5	<.001	.158	.404	.443	Turkish
Has trouble getting to sleep	4.661	381.7	<.001	.157	.387	.46	Turkish
Looks unhappy without good reason	1.966	361.1	.05	0	.128	.195	Turkish

Table 12 (continued)

Nervous, highstrung. or tense	2.566	359.3	.011	.019	.146	.254	Turkish
Overtired	-8.07	283.6	<.001	-.388	-.236	-.771	British
Physically attacks people	2.644	358.9	.009	.023	.156	.262	Turkish
Picks nose, skin, or other parts of body	-2.561	413.4	.011	-.250	-.033	-.249	British
Plays with own sex parts too much	2.349	356.8	.019	.014	.155	.232	Turkish
Poorly coordinated or clumsy	4.495	372.3	<.001	.112	.285	.444	Turkish
Quickly shifts from one activity to another	4.640	417	<.001	.160	.396	.454	Turkish
Refuses to eat	3.087	387.2	.002	.059	.266	.304	Turkish
Refuses to play active games	2.542	313.1	.012	.023	.177	.253	Turkish
Repeatedly rocks head or body	3.366	323	.001	.051	.194	.334	Turkish
Resists going to bed at night	4.33	394.4	<.001	.146	.389	.426	Turkish
Screams a lot	3.111	377.6	.002	.061	.272	.307	Turkish
Self-conscious or easily embarrassed	4.934	338.3	<.001	.138	.321	.489	Turkish
Shows too little fear of getting hurt	2.812	400.3	.005	.047	.265	.276	Turkish
Too shy or timid	3.010	381.3	.003	.052	.247	.297	Turkish
Sleeps less than most kids during day.	2.001	397.2	.046	.002	.212	.197	Turkish
Rapid shifts between sadness and excitement	2.362	393.5	.019	.015	.169	.233	Turkish
Stubborn, sullen, or irritable	-3.990	406	.003	-.209	-.043	-.290	British
Sudden changes in mood or feelings	2.323	388.4	.021	.017	.203	.229	Turkish
Temper tantrums or hot temper	-5.822	391.1	<.001	-.364	-.180	-.564	British
Too concerned with neatness or cleanliness	12.568	289.2	<.001	.583	.8	1.252	Turkish
Unusually loud	3.973	368.2	<.001	.116	.344	.393	Turkish
Upset by new people or situations	4.587	380.5	<.001	.138	.345	.452	Turkish

Table 12 (continued)

Vomiting, throwing up (without medical cause)	2.561	278.2	.011	.015	.116	.255	Turkish
Wants a lot of attention	4.184	416	<.001	.147	.407	.41	Turkish

The Turkish and British parents also differed on the level of total internalizing and externalizing problems that they reported, with the Turkish parents reporting more difficulties than British parents for both scores (for internalizing, $t(417) = 4.226$, $p < .001$, 95% CI [1.640, 4.492], $d = .413$; for externalizing, $t(417) = 2.638$, $p = .009$, 95% CI [.46, 3.152], $d = .251$). These results also can be interpreted as the need to account for the participants' country in hypothesis testing.

3.3.5. *Cross-Cultural Variable Comparisons*

For the aim of exploring our variables further, we compared Turkish and British participants using separate t-tests for the mother and father samples. Turkish and British mothers tended to rate all variables differently except for the mother-child relationship and PPRS.

Turkish mothers rated CBCL internalizing ($t(225) = 3.764$, $p < .001$, 95% CI [1.623, 5.191], $d = .501$) and externalizing problems ($t(225) = 2.855$, $p = .005$, 95% CI [.741, 4.042], $d = .38$) higher, whereas British mothers gave higher scores to all remaining variables: nanny-child relationship ($t(181.162) = -3.756$, $p < .001$, 95% CI [-1.014, -.315], $d = -.48$), nanny-mother relationship ($t(217.224) = -3.425$, $p < .001$, 95% CI [-1.14, -.307], $d = -.445$), nanny-father relationship ($t(214.437) = -4.575$, $p < .001$, 95% CI [-1.679, -.668], $d = -.593$), and father-child relationship ($t(195.96) = -3.767$, $p < .001$, 95% CI [-.908, -.284], $d = -.482$).

On the contrary, the Turkish and British fathers rated all variables similarly, except for CBCL internalizing problems ($t(190) = 2.706$, $p = .007$, 95% CI [.856, 5.466], $d = .395$), on which the Turkish fathers had a tendency for higher ratings.

3.3.6. The First Research Question: Does the quality of nanny-child relationship affect child well-being?

The relationship between the nanny-child relationship and child well-being was tested twofold: First, separate regressions testing the same relationship for internalizing problems and externalizing problems were run for each country (two for Turkey, two for the UK). Second, the moderating effect of country of residence was tested using Model 1 in Hayes' (2022) SPSS PROCESS macro.

In both countries and for both internalizing and externalizing problems, the relationship between nanny-child relationship and child well-being was significant and negative (please refer to Table 13 below for coefficients). Put differently, when the parents rated the nanny-child relationship higher, the child's CBCL scores tended to be lower, suggesting less prevalent or severe problematic behaviors. It is additionally important to note here that even though the Turkish and British parents differed in their perceptions in child problems, the association of nanny-child relationship with child well-being was significant.

Table 13

Regression Coefficients for Research Question 1

Syndrome scale	Country	b	SE	p	R^2	95% CI
Internalizing	Turkey	-.977	.342	.005	.039	-1.653, -.302
	UK	-2.332	.479	<.001	.10	-3.276, -1.387
Externalizing	Turkey	-.960	.309	.002	.046	-1.570, -.350
	UK	-1.047	.49	.034	.016	-2.012, -.082

The moderating effect of the country of participants was also significant, but only for the CBCL internalizing scale ($F(1, 413) = 5.1952$, $p = .0232$, $\Delta R^2 = .0112$) suggesting that the nanny-child relationship was related to child well-being more strongly for the

UK (b = -2.3315, SE = .492, p < .0001, 95% CI [-3.2977, -1.3654]) than for Turkey (b = -.9772, SE = .334, p = .0036, 95% CI [-1.6336, -.3209]).

In informant- and country-specific analyses, we have found that all tests were significant, except for two instances: One, when internalizing disorders is the outcome and Turkish mothers are the informants, and two, when externalizing disorders is the outcome and British fathers are the informants. Detailed results are presented in Table 14 below:

Table 14

Detailed Analysis for Research Question 1

Syndrome scale	Country	Informant	b	SE	p	R^2	95% CI
Internalizing	Turkey	Mother	-.668	.366	.07	.027	-1.392, .057
		Father	-2.116	.753	.006	.091	-3.615, -.616
	UK	Mother	-2.984	.719	<.001	.144	-4.41, -1.557
		Father	-1.726	.693	.014	.054	-3.101, -.352
Externalizing	Turkey	Mother	-.784	.341	.023	.043	-1.459, -.11
		Father	-1.629	.666	.017	.07	-2.955, -.303
	UK	Mother	-1.538	.69	.028	.046	-2.906, -.169
		Father	-.349	.728	.632	.002	-1.793, 1.094

3.3.7. The Second Research Question: Is the impact of nanny-child relationship on child well-being affected by other relationships within the family (mother-nanny, father-nanny, mother-father, mother-child, father-child)?

To determine the impact of family dynamics on the relationship between nanny-child relationship and child well-being, ten moderated moderation analyses were conducted by using Model 3 on Hayes' (2022) PROCESS macro. In detail, these models tested

69

whether there were impacts of mother-nanny, father-nanny, mother-father, mother-child or father-child relationships (W) on the association between nanny-child relationship (X) and CBCL score (Y), and if there was, whether those impacts were country (Z) dependent (see Figure 1). For each W variable, two models were tested using two syndrome scales from CBCL: internalizing and externalizing problems, which denoted two total raw scores of the syndrome scales related to internalizing and externalizing symptoms in CBCL.
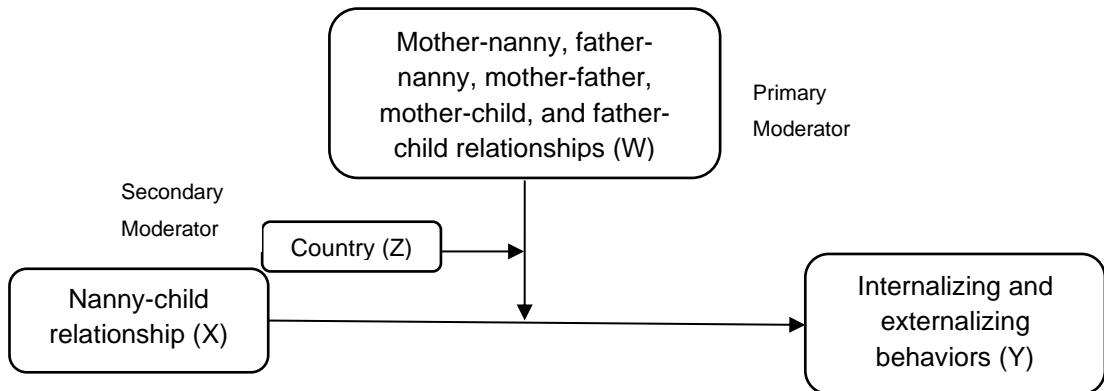
Figure 7

Conceptual Diagram of Moderated Moderation Analyses

Since participants from both genders and different families have participated in this study, we analyzed the mothers' and fathers' data separately. To achieve this, we created a separate dataset containing data from the mothers and another for fathers. The aforementioned analyses were conducted separately for each dataset.

3.3.6.1.   Mothers

Among the ten moderated moderation analyses, all models were significant (see Table 15). Total variance explained by the models ranged between 12% and 25%.

Table 15

The Model Summaries of Moderated Moderation Analyses

Model	DV	*df2*	*F*(7, *df2*)	*R²*	*p*
1. NCR*MNR*Country	Internalizing	217	7.8207	.2015	<.0001
2. NCR*MNR*Country	Externalizing	217	4.2204	.1198	.0002
3. NCR*FNR*Country	Internalizing	217	9.0644	.2262	<.0001
4. NCR*FNR*Country	Externalizing	217	4.4861	.1264	.0001
5. NCR*MCR*Country	Internalizing	216	10.2639	.2496	<.0001
6. NCR*MCR*Country	Externalizing	216	7.383	.1931	<.0001
7. NCR*FCR*Country	Internalizing	216	7.0418	.1858	<.0001
8. NCR*FCR*Country	Externalizing	216	5.5877	.1533	<.0001
9. NCR*MFR*Country	Internalizing	217	6.5236	.1739	<.0001
10. NCR*MFR*Country	Externalizing	217	5.5869	.1527	<.0001

Note. NCR = Nanny-child relationship, MNR = Mother-nanny relationship, FNR = Father-nanny relationship, MCR = Mother-child relationship, FCR = Father-child relationship, MFR = Mother-father relationship, Internalizing = CBCL internalizing problems total raw score, Externalizing = CBCL externalizing problems total raw score.

3.3.6.1.1.   The Moderating Role of the Mother-Nanny Relationship

The first moderated moderation, using the mother-nanny relationship as the primary moderator and internalizing problems as the outcome variable was significant ($F(1,217) = 16.3106$, $p = .0001$, $\Delta R^2 = .06$), but only in effect in the UK sample ($F(1,217) = 14.6063$, $p = .0002$), and specifically when the mother-nanny relationship was rated 1 SD below the mean ($b = -6.0081$, $SE = 1.3198$, $p < .0001$, 95% CI [-8.6094,

-3.4068]) and at the mean ($b = -2.0509$, $SE = .9563$, $p = .0331$, 95% CI [-3.9358, -.166]). This means that the negative predictive power of the nanny-child relationship on child internalizing problems is present only when the mothers rate their own relationship with their nannies closer to or lower than the average rating.

Table 16

Conditional Effect(s) of Nanny-Child Relationship on Internalizing Problems by Mother-Nanny Relationship and Country

Variable	b	SE	t	p	95% CI	
NCR	23.9735	5.6369	4.2529	<.0001	12.8634	35.0837
MNR	24.7478	6.147	4.026	.0001	12.6324	36.8632
NCR*MNR	-2.7708	.6752	-4.1036	.0001	-4.1016	-1.44
Country	206.8361	48.0351	4.3059	<.0001	112.1609	301.5112
NCR*Country	-23.3197	5.4309	-4.2939	<.0001	-34.0239	-12.6156
MNR*Country	-23.4472	5.8136	-4.0331	.0001	-34.9056	-11.9887
NCR*MNR*Country	2.5858	.6403	4.0386	.0001	1.3239	3.8477

With externalizing problems as the outcome variable, the three-way interaction was also significant ($F(1,217) = 4.7088$, $p = .0311$, $\Delta R^2 = .019$) but the interaction effect was not significant on any of the countries.

3.3.6.1.2.   The Moderating Role of the Father-Nanny Relationship

For both internalizing ($F(1,217) = 19.866$, $p < .0001$, $\Delta R^2 = .0708$) and externalizing ($F(1,217) = 6.2464$, $p = .0132$, $\Delta R^2 = .0251$) problems, the father-nanny relationship was found to moderate the nanny-child relationship and CBCL association, along with the participants' country of residence.

Figure 8

The Three-way Interaction Plot Using Mother-Nanny Relationship as the Primary Moderator and Internalizing Problems as the Outcome

For internalizing problems, the country*FNR interaction was significant for both Turkish ($F(1,217) = 4.679$, $p = .0316$) and British participants ($F(1,217) = 16.5204$, $p = .0001$), albeit in different patterns. For Turkish participants, the interaction reached significance when the rating of the father-nanny relationship was at the mean ($b = -1.1488$, $SE = .5095$, $p = .0251$, 95% CI [-2,153, -.1446]) or 1 SD above the mean ($b = -1.6382$, $SE = .6766$, $p = .0163$, 95% CI [-2.9718, -.3046]). This could be interpreted as the nanny-child relationship being significantly associated to internalizing problems when the father-nanny relationship was reported by Turkish mothers to be better. On the contrary, for the British participants the interaction was significant only when the rating of the father-nanny relationship was rated 1 SD below the mean ($b = -5.3864$, $SE = 1.2826$, $p < .0001$, 95% CI [-7.9143, -2.8584]), meaning that in the UK, the nanny-child relationship was negatively related to child internalizing problems only when the father-nanny relationship was worse.

73

Table 17

Conditional Effect(s) of Nanny-Child Relationship on Internalizing Problems by Father-Nanny Relationship and Country

Variable	b	SE	t	p	95% CI	
NCR	17.8801	3.9311	4.5483	<.00001	10.132	25.6282
FNR	21.8354	4.7563	4.5909	<.00001	12.461	31.2099
NCR*FNR	-2.374	.516	-4.6003	<.00001	-3.3911	-1.3569
Country	156.4284	33.3026	4.6972	<.00001	90.7905	222.0664
NCR*Country	-17.1342	3.7525	-4.5661	<.00001	-24.5301	-9.7382
FNR*Country	-20.0086	4.4026	-4.5447	<.00001	-28.6859	-11.3313
NCR*FNR*Country	2.1324	.4784	4.4571	<.00001	1.1895	3.0754

Figure 9

The Three-way Interaction Plot Using Father-Nanny Relationship as the Primary Moderator and Internalizing Problems as the Outcome

74

For externalizing problems, the results from both countries indicated moderated moderation effects ($F(1,217) = 5.7744$, $p = .0171$ for Turkey and $F(1,217) = 3.974$, $p = .0475$ for the UK). In detail, for Turkey, the nanny-child relationship had a negative impact on CBCL scores for all ratings of the father-nanny relationship (for -1 SD $b = -.9082$, $SE = .3928$, $p = .0217$, 95% CI [-1.6825, -.134], for the mean $b = -1.436$, $SE = .4946$, $p = .0041$, 95% CI [-2.4109, -.4611], and for +1 SD $b = -1.9638$, $SE = .6569$, $p = .0031$, 95% CI [-3.2585, -.6692]), but the relationship was stronger when the father-nanny relationship was rated higher, when for the UK, the impact was not significant.

Table 18

Conditional Effect(s) of Nanny-Child Relationship on Externalizing Problems by Father-Nanny Relationship and Country

Variable	b	se	t	p	95% CI	
NCR	8.8192	3.8164	2.3109	.0218	1.2973	16.3412
FNR	13.2525	4.6175	2.8701	.0045	4.1517	22.3534
NCR*FNR	-1.4213	.501	-2.8371	.005	-2.4088	-.4339
Country	76.2746	32.3307	2.3592	.0192	12.5522	139.9969
NCR*Country	-8.2118	3.643	-2.2542	.0252	-15.3919	-1.0317
FNR*Country	-11.0885	4.2741	-2.5943	.0101	-19.5125	-2.6644
NCR*FNR*Country	1.1608	.4645	2.4993	.0132	.2454	2.0763
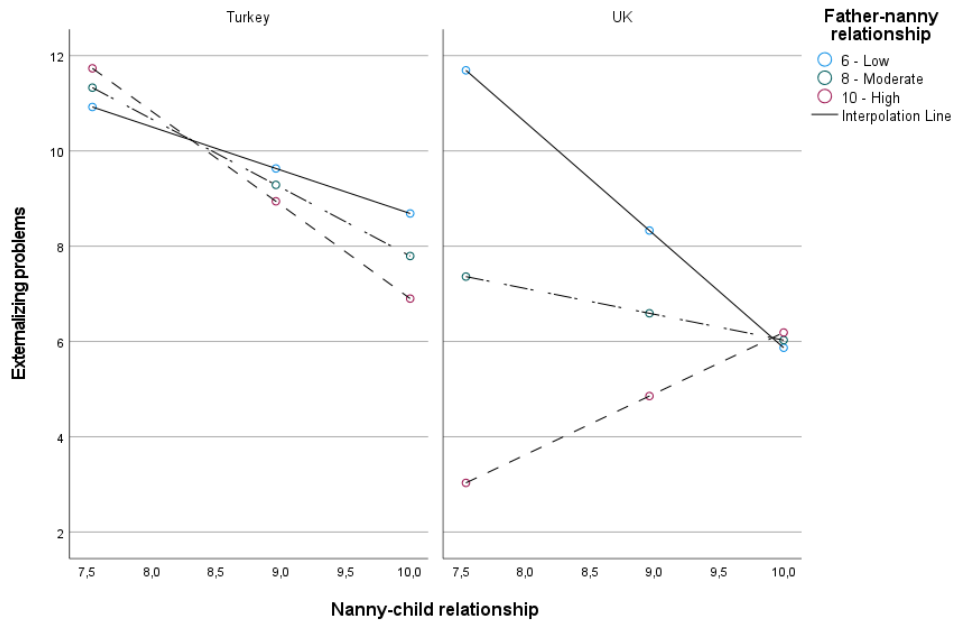
Figure 10

The Three-way Interaction Plot Using Father-Nanny Relationship as the Primary Moderator and Externalizing Problems as the Outcome

3.3.6.1.3.   The Moderating Role of the Mother-Child Relationship

The three-way interaction between the nanny-child relationship, the mother-child relationship and country of residence was significant in predicting both child internalizing and externalizing behaviors. For internalizing, the nanny-child relationship and mother-child relationship interaction was present for participants from both Turkish ($F(1,216) = 8.4756$, $p = .004$) and British backgrounds ($F(1,216) = 13.3699$, $p = .0003$). The interaction effect was present when Turkish mothers rated the mother-child relationship at -1 SD ($b = -1.0689$, $SE = .4398$, $p = .0159$, 95% CI [-1.9358, -.202]). Similarly, the British mothers the effect was present at − 1 SD ($b = -5.7274$, $SE = 1.1389$, $p < .0001$, 95% CI [-7.9722, -3.4826]), but the effect was also significant at the mean ($b = -2.4352$, $SE = .7469$, $p = .0013$, 95% CI [-3.9073, -.963]). Therefore, for both countries, the moderating role of the mother-child relationship was present when it was rated lower by the mothers.

Table 19

Conditional Effect(s) of Nanny-Child Relationship on Internalizing Problems by Mother-Child Relationship and Country

Variable	b	se	t	p	95% CI	
NCR	16.1307	9.3298	1.729	.0852	-2.2583	34.5197
MCR	13.9363	8.7601	1.5909	.1131	-3.3299	31.2025
NCR*MCR	-1.512	.9968	-1.5168	.1308	-3.4767	.4528
Country	218.4113	73.7469	2.9616	.0034	73.0555	363.7672
NCR*Country	-23.673	8.2568	-2.8671	.0046	-39.9472	-7.3987
MCR*Country	-21.4887	7.9299	-2.7098	.0073	-37.1187	-5.8587
NCR*MCR*Country	2.2924	.8821	2.5988	.01	.5538	4.031
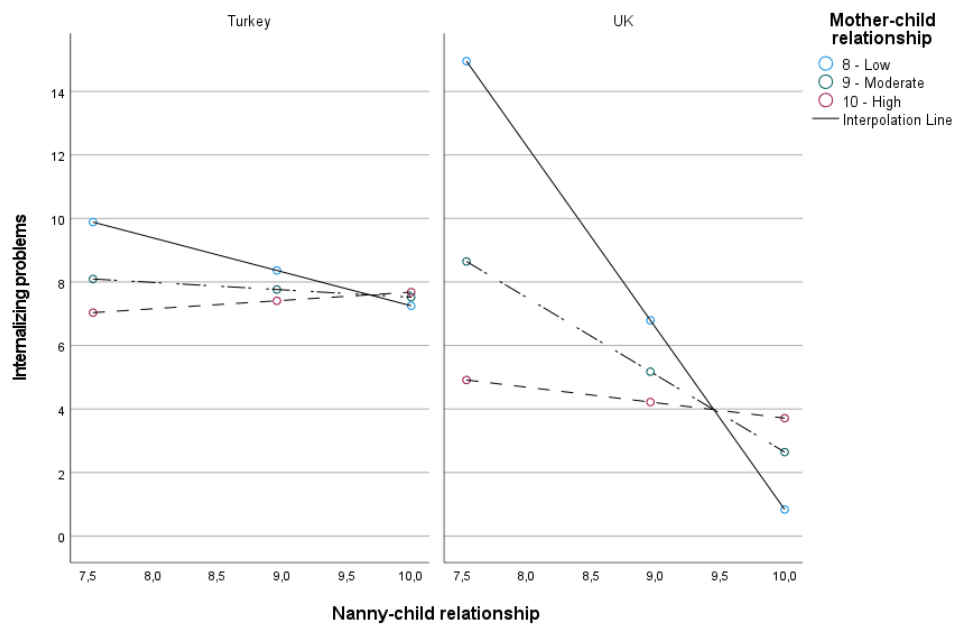
Figure 11

The Three-way Interaction Plot Using Mother-Child Relationship as the Primary Moderator and Internalizing Problems as the Outcome

For the externalizing scale, the interaction was only significant for the UK ($F(1,216)$ = 10.7682, p = .0012) and was only present when the mother-child relationship was rated 1 SD below the mean (b = -3.8805, SE = 1.0775, p = .0004, 95% CI [-6.0042, -1.7568]). Put differently, the interaction between the nanny-child relationship and the externalizing scale was present for the families where the mothers rated the mother-child relationship relatively lower.

Table 20

Conditional Effect(s) of Nanny-Child Relationship on Externalizing Problems by Mother-Child Relationship and Country

Variable	b	se	t	p	95% CI	
NCR	16.3056	8.8264	1.8474	.0661	-1.0913	33.7026
MCR	13.4426	8.2875	1.622	.1063	-2.8921	29.7774
NCR*MCR	-1.6824	.943	-1.784	.0758	-3.5411	.1764
Country	183.6934	69.7684	2.6329	.0091	46.1793	321.2076
NCR*Country	-20.913	7.8114	-2.6773	.008	-36.3093	-5.5167
MCR*Country	-19.0449	7.5021	-2.5386	.0118	-33.8317	-4.2582
NCR*MCR*Country	2.1456	.8345	2.5712	.0108	.5008	3.7905

3.3.6.1.4.   The Moderating Role of the Father-Child Relationship

The analyses revealed that neither model tested here was significant.

3.3.6.1.5.   The Moderating Role of Mother-Father Relationship

The final two models tested whether there was a three-way interaction between nanny-child relationship, mother-father relationship and country in understanding child well-being. For internalizing problems, the interaction was present for only the British participants ($F(1,217)$ = 4.611, p = .0329). In detail, when British mothers rated PPRS

lower than the mean ($b = $ -5.6632, $SE = $ 1.4432, $p = $ .0001, 95% CI [-8.5077, -2.8187]), or at the mean ($b = $ -3.4563, $SE = $ .7789, $p < $ .0001, 95% CI [-4.9914, -1.9211]), there was a negative impact of the nanny-child relationship on CBCL internalizing scores.
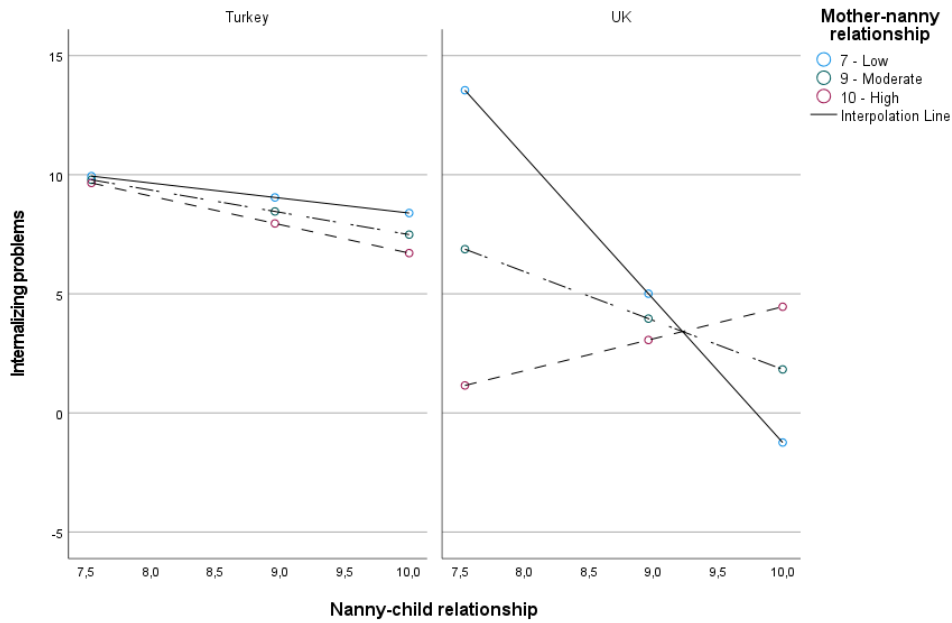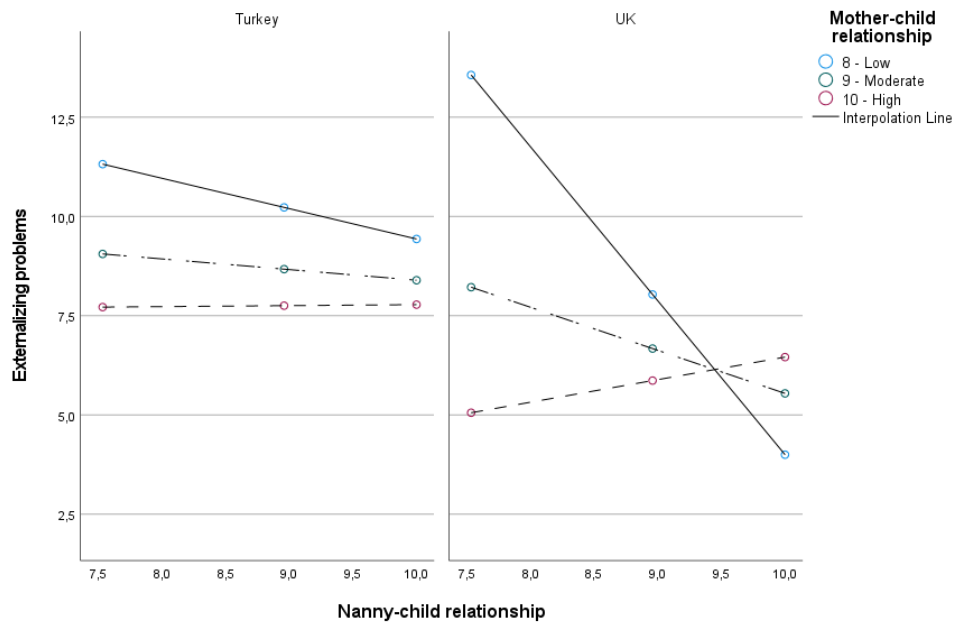

Figure 12

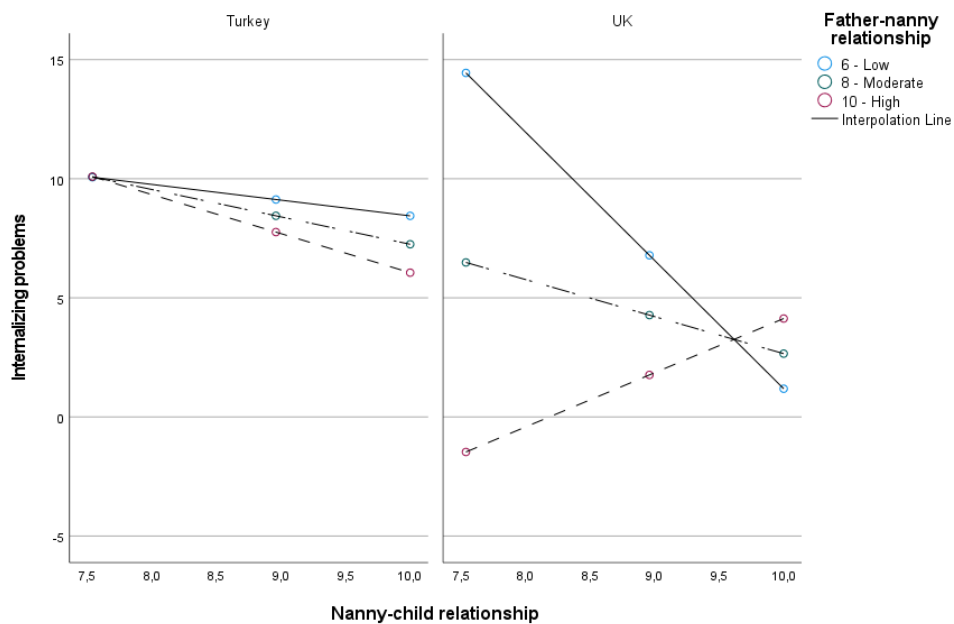*The Three-way Interaction Plot Using Mother-Child Relationship as the Primary Moderator and Externalizing Problems as the Outcome*

Table 21

Conditional Effect(s) of Nanny-Child Relationship on Internalizing Problems by Mother-Father Relationship and Country

Variable	*b*	*se*	*t*	*p*	95% CI	
NCR	12.006	4.2022	2.8571	.0047	3.7236	20.2883
MFR	.8863	.3318	2.6715	.0081	.2324	1.5402
NCR*MFR	-.0912	.0355	-2.5669	.0109	-.1612	-.0212

Table 21 (continued)

Country	108.9993	36.6416	2.9747	.0033	36.7804	181.2183
NCR*Country	-11.4979	3.8957	-2.9515	.0035	-19.1761	-3.8198
MFR*Country	-.7697	.2986	-2.5773	.0106	-1.3583	-.1811
NCR*MFR*Country	.0782	.0318	2.4633	.0145	.0156	.1408
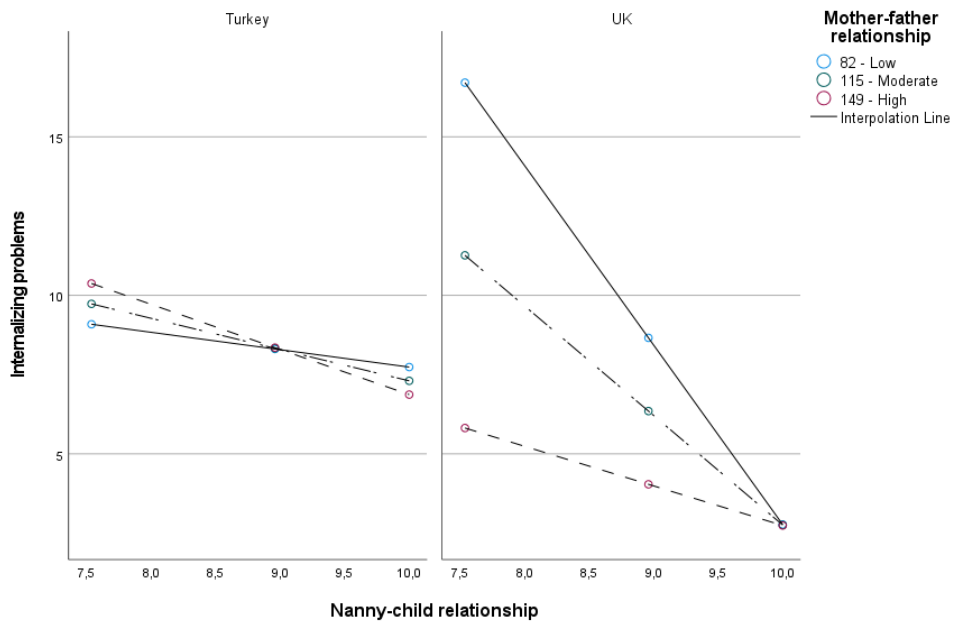
Figure 13

The Three-way Interaction Plot Using Mother-Father Relationship as the Primary Moderator and Internalizing Problems as the Outcome

Finally, for externalizing problems, the nanny-child relationship and CBCL association was not significant for any of the countries.

3.3.6.2.   Fathers

Among the ten moderated moderation analyses, only the models demonstrated on Table 22 were significant or marginally significant, and most were related to

80

internalizing problems. Total variance explained by the models ranged between 7% and 15%.

Table 22

The Model Summaries of Moderated Moderation Analyses

Model	DV	*df2*	*F*(7, *df2*)	R^2	*p*
1. NCR*MNR*Country	Internalizing	184	4.4153	.141	.0002
2. NCR*MNR*Country	Externalizing	184	2.0642	.0728	.0495
3. NCR*FNR*Country	Internalizing	184	3.966	.1311	.0005
4. NCR*MCR*Country	Internalizing	181	4.1558	.1385	.0003
5. NCR*FCR*Country	Internalizing	183	4.6087	.1499	.0001
6. NCR*MFR*Country	Internalizing	184	4.5984	.1489	.0001

3.3.6.2.1.   The Moderating Role of the Mother-Nanny Relationship

The first moderated moderation with internalizing score as the outcome was significant (F(1,184) = 6.3327, p = .0001, ΔR^2 = .0127), and similar to the mothers' data, only in effect in the UK sample (F(1,184) = 4.8231, p = .0293). However, none of the conditional effects in the Johnson-Neyman output were significant.

With externalizing problems as the outcome variable, the three-way interaction was not significant.

3.3.6.1.2.   The Moderating Role of the Father-Nanny Relationship

For either internalizing or externalizing problems, the father-nanny relationship was not found to moderate the nanny-child relationship and CBCL association, along with the participants' country of residence.

Table 23

Conditional Effect(s) of Nanny-Child Relationship on Internalizing Problems by Mother-Nanny Relationship and Country

| Variable	*b*	*se*	*t*	*p*	95% CI	
NCR	11.1237	6.5442	1.6998	.0909	-1.7876	24.035
MNR	15.2649	6.5371	2.3351	.0206	2.3675	28.1622
NCR*MNR	-1.7489	.7682	-2.2767	.024	-3.2644	-.2333
Country	84.9893	36.8347	2.3073	.0222	12.3167	157.6619
NCR*Country	-9.9275	4.5539	-2.18	.0305	-18.9122	-.9429
MNR*Country	-12.093	4.5875	-2.6361	.0091	-21.1438	-3.0421
NCR*MNR*Country	1.3476	.5355	2.5165	.127	.2911	2.4041

3.3.6.1.3. The Moderating Role of the Mother-Child Relationship

The three-way interaction between the nanny-child relationship, the mother-child relationship and country of residence was significant in predicting child internalizing ($F(1,181) = 6.3637$, $p = .0125$, $\Delta R^2 = .0303$) but not externalizing problems. The moderating effect of the mother-child relationship was significant only for the British participants ($F(1,181) = 5.1739$, $p = .0241$). In detail, the effect was significant when the fathers rated the mother-child relationship lower ($b = -2.1088$, $SE = .8096$, $p = .01$, 95% CI [-3.7062, -.5114]). This could be interpreted as the association between the nanny-child relationship and internalizing scale being present when British fathers rate the mother-child relationship relatively lower.

Table 24

Conditional Effect(s) of Nanny-Child Relationship on Internalizing Problems by Mother-Child Relationship and Country

Variable	*b*	*se*	*t*	*p*	95% CI	
NCR	16.5643	9.3417	1.7732	.0779	-1.8683	34.9969
MCR	18.2611	7.9314	2.3024	.0225	2.6113	33.9109
NCR*MCR	-2.1782	1.0077	-2.1616	.032	-4.1665	-.1898
Country	106.63	43.9315	2.4272	.0162	19.9462	193.3137
NCR*Country	-13.2655	5.7085	-2.3238	.0212	-24.5293	-2.0016
MCR*Country	-13.0638	4.9095	-2.6609	.0085	-22.7511	-3.3765
NCR*MCR*Country	1.5596	.6182	2.5226	.0125	.3397	2.7794

3.3.6.1.4.   The Moderating Role of the Father-Child Relationship

The father-child relationship was not a significant factor for any of the problem scales.

3.3.6.1.5.   The Moderating Role of Mother-Father Relationship

The final two models tested whether there was a three-way interaction between nanny-child relationship, the parental relationship (as measured by PPRS) and country in understanding child well-being. However, for neither internalizing nor externalizing problems, mother-father relationship and country did moderate the association between the nanny-child relationship and CBCL.
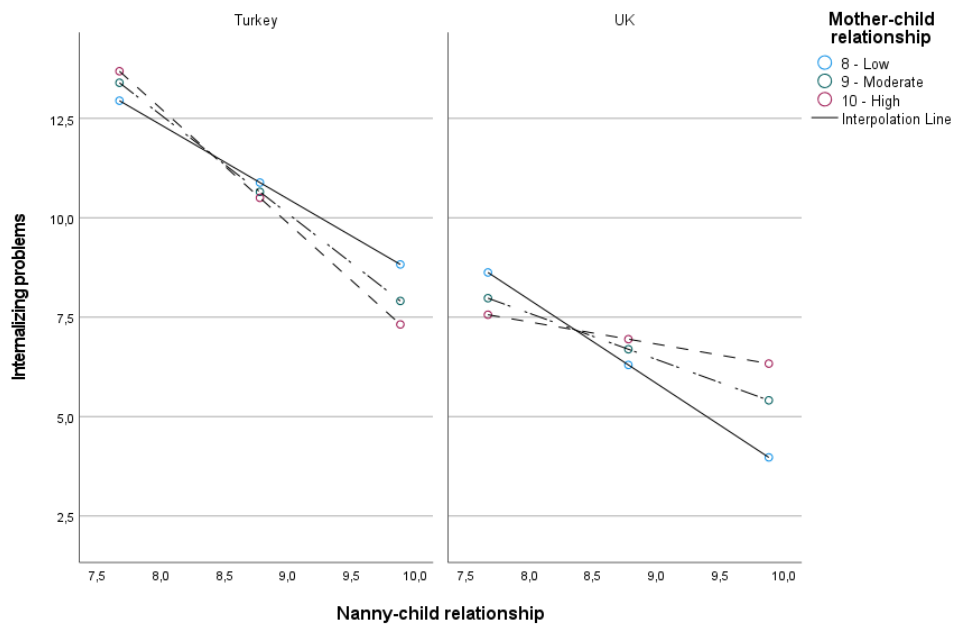
Figure 14

The Three-way Interaction Plot Using Mother-Child Relationship as the Primary Moderator and Internalizing Problems as the Outcome

3.4. Discussion

In, this study, we aimed to understand nanny employment and care dynamics, as well as the relationships between family members and nannies, and the association of these dynamics with child well-being. We will start this section with an overview of our results and focus on the limitations and future directions in the second part of this section.

3.4.1. Summary of the Results

The first research question was supported by our findings: For both Turkish and British participants, the nanny-child relationship had a negative association with both internalizing and externalizing problems. In other words, when the nanny-child relationship was rated as better, the child's well-being was higher. We found that this association was also moderated by the participant's country: This association was stronger for the British participants.

We tested the second research question, the moderated moderation effect of the intrafamilial relationships and the participants' country, separately for mothers and fathers. For mothers, 6 of the 10 moderated moderations were significant:

- The moderating effect of the mother-nanny relationship was significant for internalizing problems and for the British participants. In detail, when British mothers rated the mother-nanny relationship both as worse and moderate, the internalizing problems were higher when the nanny-child relationship was worse, with the effect being stronger for lower ratings of the mother-nanny relationship.

- The moderating effect of the father-nanny relationship was significant for both internalizing and externalizing problems. The regressions with internalizing problems as the outcome were significant for both Turkish and British participants, whereas regressions with externalizing problems were significant only for the British participants. In detail, for internalizing problems, the moderated moderations were significant in Turkey only when the mothers rated the father-nanny relationship relatively higher, indicating that when the father-nanny relationship was perceived better, the child showed fewer internalizing problems as the nanny-child relationship got better. In the UK, the same relationship became significant only when the father-nanny relationship was worse, and the direction of effect was similar: When the father-nanny relationship was rated lower than the mean, the child showed less internalizing problems as the nanny-child relationship got better.

  For externalizing problems, the three-way interaction was significant for all levels of the father-nanny relationship in Turkey, albeit with higher *b* coefficients, so that the impact of the nanny-child relationship was stronger when the father-nanny relationship was better.

- The moderating effect of the mother-child relationship was also significant for both internalizing and externalizing problems. Similarly, the regressions aiming internalizing problems were significant for both Turkish and British participants, whereas regressions with externalizing problems were significant for only the British participants. For internalizing problems, the relationship was significant only for lower scores of the mother-child relationship: When

85

the mother-child relationship was rated lower (or additionally at the mean for British participants), better nanny-child relationship was associated with lower internalizing problem scores.

For externalizing problems, the same pattern was present for the British participants and for lower scores.

- Finally, the moderating effect of the mother-father relationship was only significant for internalizing problems and for the British participants. In detail, for lower and moderate total scores of the PPRS, the higher scores of the nanny-child relationship were associated with less internalizing problems.

For fathers, only one of the moderated moderations was significant. That moderated moderation, with internalizing problems as the outcome and mother-child relationship as the primary moderator was significant for only the British participants on lower ratings of the mother-child relationship. The results demonstrated that the internalizing problems were highest when both the nanny-child relationship and the mother-child relationship were worse, and lowest when the nanny-child relationship was better, but the mother-child relationship were worse. This could be interpreted as the nanny-child relationship not having any impact when the mother-child relationship is better but becoming an important buffer when the mother-child relationship is worse.

3.4.2. Interpretation of the Results

We interpret our findings overall as demonstrating the protective impact of the nanny-child relationship on child well-being. Finding the similar pattern in all our tests, whether significant or not, constitutes a particular salience: For the first research question, we found a direct impact of the nanny-child relationship across informants and countries. For the significant results of the second research question, when intrafamilial relationships were rated lower (or sometimes at the mean), nanny-child relationship was a factor in estimating child well-being, especially in terms of internalizing difficulties like anxiety or mood problems. This is in line with Main et al. (1985), Sagi et al. (1985) and van IJzendoorn et al.'s (1992) suggestions that multiple attachments are possible, and one attachment relationship may serve as a buffer for another attachment relationship that is not working for the child at the time.

This premise is already evident for the association between the mother-child and father-child relationships (Vakrat et al., 2018). Mitchell-Copeland and colleagues (1997) had similar findings regarding the interaction of the mother-child and teacher-child attachment security in the preschool setting, leading us to conclude that this notion may extend to nanny-child relationship, and thus understanding nanny-child dynamics is important for building child resilience.

Another domain of relationships that we had questioned to be influential on the nanny-child relationship was the nanny's relationships with the other family members. Even though the possible impact of the mother-nanny relationship on nanny's interaction with the child could be more predictable (given that mothers are the main employers of nannies), surprisingly, our tests did not find a moderating impact of the mother-nanny relationship (except for internalizing problems, rated by British mothers). Instead, we found a stronger moderating role of the father-nanny relationship. Especially for Turkey, father-nanny relationship interacted with nanny-child relationship, so the worst-case scenario for a child's well-being was when the nanny's relationships with both the child and the father were relatively worse. This is a surprising finding, given the lack of father involvement in nanny-care processes and given that the lowest-rated relationship among all our participant groups was the father-nanny relationship. The father-nanny relationship has not been studied previously, so with caution, this finding could be interpreted in two ways: One, it could be taken as an indication that the father, even though he seems to have been free from arranging nanny care, does have a key role in understanding nannies in family dynamics and that role should be further understood. Two, the high-rated father-nanny relationship could be taken as a sign of higher father involvement in child-related processes (here we count the nanny-father interaction as an indicator of the father's involvement in childcare). This involvement, in turn, might be associated with a healthier family, and ergo, a higher child well-being. In this interpretation, the father-nanny relationship might not be important per se, but might matter as the indirect indication of father's involvement in family processes.

Aside from the father-nanny and the mother-child relationships, not many moderated moderations were significant. Besides, none of the results testing for the moderation

of the father-child relationship were significant. This absence of the moderating role of other intrafamilial relationships and nanny-family relationships are worth discussing. Belsky (1999) found an impact of nonmaternal care on child well-being which evaporated when parenting was added into the analyses, concluding that the effect depended more on the parents than nonmaternal carers. In our sample, parent-child relationship was associated with child well-being (as it is in the literature), but nanny-child relationship also appeared to have a separate impact. For this study, we did not aim to compare these two relationship types, but we strongly advise future researchers who aim to understand relative impact of the relationships in a child's life to consider nanny-child relationships as well.

Even though we did not compare maternal and paternal relationships, we did still acknowledge the presence of different parental contributions, using a multiple informants perspective. The value of using multiple informants for increasing the richness of results and external validity has been repeatedly underlined in the literature (van der Ende et al., 2012). Our mothers and fathers converged and diverged in their self-reports on a few key points. Perhaps most importantly, results from both mothers and fathers converged on the impact of nanny-care on child well-being. Another set of important shared results by both parents concerned the mother-child relationship. Both informants rated the mother-child relationship the highest, and the mother-child relationship moderated the main association between nanny-child relationship and child well-being for both informants. The fact that both Turkish and British parents found the same association for internalizing problems strengthens this association further. Similarly, across informants and countries, the lowest rated relationship was the father-nanny relationship, which was not surprising, given that fathers and nannies are perhaps the least associated dyad in the bunch.

Coming to divergences among the parents, perhaps the most visible difference is in the patterning of significant results: Contrary to the tests where mothers were the primary informants, the tests with fathers revealed only one significant result. This incongruence between the mothers' and fathers' results can create controversy about the relative validity of the data provided by each parent. Duhig and colleagues (2000), while also advising against a comparison of parent reports, reported that the mother-

father correspondence in ratings of internalizing problems was moderate, and in ratings of externalizing problems it was high. Similarly, a moderate agreement among mothers and fathers in their ratings of perceived partner responsiveness was reported in the literature (Fletcher & Kerr, 2010, as cited in Cross et al., 2021). In their longitudinal study, van der Ende and colleagues (2012) also concluded that agreement among mothers and fathers were moderate, and that the amount of agreement was independent of the child's age or type of problem. In addition, even though the reporting patterns of mothers and fathers showed similarity, mothers were found to be more reliable for reporting both internalizing and externalizing problems (Phares, 1997). In this study we were unable to collect data from the mothers and fathers who were from the same family unit; therefore, comparing our informants might not yield reliable results, but we found mother and father reports of child well-being to be stable.

Here, we think that the mothers' data might be taken as being based on more experience as they are the main negotiator of nanny employment (Kaya, 2008) and traditionally more responsible for childcare (Chodorow, 1999). However, the fathers' presence is also important as their relationships with nannies (but not with children) moderate the nanny-child relationship and child well-being association. Even after the relatively recent increase of curiosity about fathers, there still is a lack of focus on the role of fathers on child well-being in research (Cabrera, 2020). With this study, we hope to have added another dimension for understanding fathers and their role.

The similarities and differences between the two countries that we recruited participants from are also intriguing. Turkey and the UK have different cultural backgrounds. Despite an ongoing cultural transformation tending to the adaptation of Western values (Aytac & Pike, 2018; Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, 2014b), Turkey is a collectivistic and feminine country with an individualism score of 37 and a masculinity score of 45, whereas the UK is an individualistic and masculine country with an individualism score of 89 and a masculinity score of 66 (Country comparison, 2022). These countries are also more different than similar in Hofstede's other dimensions. The differences have made finding similarities in patterns compelling. In fact, Turkey and the UK were similar on the tests pertaining to research question 1 and had only a few diverging results on the tests pertaining to research

question 2 (specifically 4 out of 10 on the mother sample and 1 out of 10 on the father sample). Besides, most of the demographics and variable patterns of our participants were similar, which made sense knowing that there are a few key commonalities among these two countries: For instance, both countries endorse traditional family roles, or in both countries families stay connected to their extended families (Ataca, 2006; Goodwin et al., 2006). Thus, we suggest that our findings point at global patterns, especially regarding the importance of understanding nannies.

It is perhaps necessary to note that, despite similarities, in regressions results derived from the UK sample had higher significance, and the relationships also had more extreme beta coefficients. These findings are like Aytac and colleagues' (2019) results, where they compared associations between parenting and child well-being in Turkish and English families. Here, cultural differences among the Turkish and British participants might be leading to different perceptions of intrafamilial relationships, nanny-child relationship, and child well-being. We tested this assumption by conducting separate t-tests for mother and father data, where the country was the predictor and the variables in hypotheses were outcomes. These tests showed that Turkish mothers were evaluating everything a bit more negatively than the British mothers, but Turkish and British fathers had similar perceptions. This is in line with some studies (e.g., Aytac & Pike, 2018; Bengi-Arslan et al., 1997), but not with Ivanova et al. (2010), a previous comparison of 23 countries involving Turkey (but not the UK), which found that the fit structure of CBCL 1.5/5 was similar in all countries.

Another way of looking at cultural differences between these two countries might be through examining the structure of the CBCL ratings. It is visible through Table 12 that most of the issues that the Turkish parents rated higher than British parents were related to issues with anxiety, whereas British parents tended to significantly rate oppositional problems higher. This could be explained by parents' cultural tendencies to report child behavior. For instance, externalizing problems are reported more on individualistic cultures due to their promotion of independence and competition (Chen & French, 2008). Crijnen and colleagues (1999) have found that CBCL subscale scores of children aged 6-17 from 12 different countries depended on country. Two of these subscales had a moderate impact of country, and the remaining six were impacted on

a small scale. In addition, Turkish children in Bengi-Arslan et al. (1997) were found to score higher on CBCL internalizing scale compared to Dutch children. Therefore, our participants' differences fit in with the literature.

Even though we have found that our Turkish participants scored higher than British participants on both internalizing and externalizing problems, the impact of the nanny-child relationship on child well-being was not affected by this difference. This notion shows that the impact of nanny-child relationship may be universally sound. Our measure of nanny-family relationships may also be contributing. Culture reportedly impacts parenting style and beliefs about parenting (Bornstein & Güngör, 2013), but the carer-child relationship is a global and general rating of relationship quality. Therefore, when parenting practices and parental teachings differ by culture, the parent perceptions of how well a relationship is might be more immune to cultural differences. At the same time, culture might cause differences on parent perceptions of child difficulties, but on a small scale as Crijnen and colleagues (1999) have suggested. Therefore, using a simpler and more global measure like ours might be more beneficial.

As a final note, we would like to mention that we have spotted some demographic similarities across countries. An example is nannies' work conditions. In this study, we asked our participants to select responsibilities that their nannies were assigned as a part of their job. Our findings were similar across countries and similar to the ones listed in the literature from different parts of the world (Akay, 2013; Akalın, 2007; Romero, 2013; Rough, 2009). From the lists, it is possible to see that even though nannies' primary responsibilities are related directly to the child, other responsibilities unrelated to the child were assigned to them too. This is consistent with the vagueness of nanny job description in the literature, as well as Akalın's (2007) argument that nannying is acting as a *member of the house*.

Similarly, we had asked our participants to rate their household distributions of work. We have a few notes on this portion of data: First, our findings closely match data collected with cohabiting couples from governmental and non-governmental institutions in Turkey (e.g., Türkiye İstatistik Kurumu, 2022) and the UK (e.g., Ibbetson, 2020). Our second note is an interesting match in patterns between Turkey

and the UK: In both countries, mothers assumed that they carried the bulk of the responsibility and fathers agreed, but with lower rates. In other words, a clear burden on mothers was visible across informants, but fathers claimed that they had more weight in responsibility than mothers reported that they did. Finally, the data from the mothers seemed to match the data in the literature more than the data from the fathers. This match is also in line with reports stating that in cohabiting heterosexual couples, housework and childcare is heavily depended on women (Office for National Statistics, 2016; Oxfam, 2016). It is hard to explore the exact reasons for this higher accuracy on mothers' data, but this could be related to the higher responsibility and mitigative power of the mothers on family affairs, as mentioned in the literature.

3.4.3. *Limitations and Future Directions*

This study too has its own limitations. First of all, to our knowledge, this study is the first attempt at understanding the direct relationship of nanny care with the well-being of young children. This area has lots of unknowns and associations yet to be discovered. Additionally, difficulties in reaching participants because of precisely detailed inclusion criteria and the negative impact of the coronavirus pandemic on nanny employment rates made it especially difficult to control for some parent, nanny and child characteristics. Perhaps the best example of this problem is nanny characteristics. Nannies could be classified into two groups, native and non-native, and these groups tend to differ in some characteristics (Akalın, 2007; Akay & Şahin-Acar, 2021). For instance, non-native nannies have to deal with the additional emotional burden of migration, and we know at least some of these nannies use their closeness with the child as a way of coping with these difficulties (Akay, 2013). Even though a higher portion of our participants from both countries had native nannies, we could not control the nationality of our participants' nannies and we think that future researchers would reach more robust results if they considered this in their studies.

In addition, hardships in recruitment led us to use Sona System, a course credit reward platform for college students, in both Turkey and the UK. With continued recruitment problems in the UK, especially for recruiting fathers, we switched to using Prolific, a monetary reward platform. These decisions led to another area of diversity: Our sample consisted of volunteered, grade-rewarded, and financially rewarded

participants at the end of data collection. Any uncontrolled diversity carries a risk to cause unforeseeable demographic differences among our participants. Due to our inability to collect SES (mentioned in more detail below), we could not compare our participants demographically to disentangle any imbalance that this might have caused. On one hand, this is a methodological weakness of our study. On the other hand, these different methods of recruitment might have widened our participant pool and increased external validity.

Furthermore, there are some situational differences between participating countries. Variability in nanny-care arrangements is one of these differences. In Turkey, parents have three care alternatives: Care centers or kindergartens (governed by the Ministry of Family and Social Services and Ministry of Education, respectively), informal care by kin, and hiring a nanny (Development Analytics, 2015). A nanny is mostly hired by one family at a time and takes care of that family's children. In the UK, though, in addition to the former two options, there is childminding, which is when a carer provides childcare to a few children at the same time in her own house (Himmelweit & Sigala, 2004; NCT, n.d.). Additionally, nanny share is a widespread practice among families, when in Turkey a nanny usually cares for one family's child(ren). In this study, even though we have specifically asked for participants using nanny care, the families who use nanny care and childminders might have different socioeconomic characteristics. Additionally, we have not controlled for nanny share during data collection, and we think that it is another factor to be controlled in future research.

Finally, there are also some measurement issues which might have affected the course of the current study and the findings. Because of an error in question formatting, child's gender and SES level have not been directed as a question to the participants; although we did not have any specific hypotheses regarding this demographic information. Future studies should also examine whether child's gender would have any effect in terms of explaining nanny-child and parent relationships.

CHAPTER 4

GENERAL DISCUSSION

We conducted two studies for this dissertation. In the first study, we sought to learn more about the relationship dynamics between mothers, nannies, and children in a semi-structured play observation. In the second study, we obtained mothers' and fathers' perceptions about nanny care, intrafamilial dynamics and child well-being, in addition to detailed information about in-home care practices. We hoped to understand whether nannies had a direct impact on child well-being, and/or have an indirect impact through nannies' other relationships in the family.

There were two common findings in both studies. One is the robust association between nanny-child relationship and child well-being. In the first study, this is evident in the link between nanny sensitivity and CBCL internalizing problems. In the second study, the first research question looking for the impact of the nanny-child relationship on child well-being was fully supported, regardless of country and type of informant.

The second derivation from both studies is the relatively weak influence of family relationships on the association between nanny-child relationship and child well-being. In the first study, only one of the hypothesized relational influences on child well-being (i.e., cooperation-conflict ratio on externalizing problems) was significant. In the second study, even though nanny-child relationship had predictive power, further tests looking for mothers' and fathers' relational influences on this association yielded few significant results, with the most consistent moderators being the mother-child relationship and father-nanny relationship.

We can argue for a few contributions of this dissertation to the literature. First and foremost, the importance of this research lies on its role as the leading piece on a new field that is focused on understanding nannies and child well-being. To our knowledge,

children's close relationships to certain adults that are based on care and trust are investigated with great enthusiasm, but research investigating the child's relationship with the nanny, who also has a care-based long-term relationship with the child, is very scarce. Nannies are the "shadow mothers" of the children especially in the most vulnerable years of their lives, yet their relationships with the family and their impact on child well-being have not yet been thoroughly understood. We hope to have added a new channel of research to the agenda of development and family researchers by studying nannies.

Second, we hope to have made a methodological contribution by the design of our play observation and the introduction of a new coding scheme (in the first study), as well as the introduction of single-item relationship measures (in the second study) to the literature. Most of the research in the literature on nannies are based on qualitative methods, like interviews, or are descriptive in nature. To our knowledge, this dissertation contains the first quantitative and observational studies in the field. Additionally, we have adopted a family systems perspective, which we hope has also opened a new frame of understanding of nannies, after publications with feminist or anthropological perspectives on the subject.

Third, this dissertation has contributed to the literature by examining patterns and relationships in two different countries. The continuity of nanny-child relationship's impact on child well-being in these countries raises curiosity about the universality of patterns. We think that more cross-cultural replications are definitely needed to further the field's understanding.

Using this dissertation as a starting point, future researchers interested in studying nannies and families can actually take a plethora of directions, including studying the role of parent and nanny personalities, child temperament, parent psychopathology, parents' and nannies' attachment patterns and the unique matches and mismatches between these characteristics. Additionally, future researchers can choose to focus on families from different demographic backgrounds, like LGBTIQ+ families, or families with low SES, as well as nannies with different demographics, like non-native nannies, or nannies with their own children.

Finally, we have adopted a "multiple informants, multiple methods" perspective in this dissertation and found similarities in the contribution of nannies to the well-being of the children that they have cared for. Despite some methodological weaknesses, this dissertation is a valuable first effort in understanding nannies, family dynamics and child well-being. As a last word, we hope to will have evoked curiosity among future researchers with these findings and are hopeful about the future of developmental and clinical research, as well as practice, counting nannies as a factor on the well-being of cared children.

REFERENCES

Acar, İ. H., Uçuş, Ş., & Yıldız, S. (2019). Parenting and Turkish children's behaviour problems: the moderating role of qualities of parent–child relationship. *Early Child Development and Care*, *189*(7), 1072-1085.

Achenbach, T.M., & Rescorla, L.A. (2001). *Manual for the ASEBA school-age forms & profiles.* Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.

AÇEV. (2017). Türkiye'de babalığı anlamak serisi I: Türkiye'de ilgili babalık ve belirleyicileri ana raporu. İstanbul: AÇEV.

Addison. (n.d.). *ATR-101 tripod*. https://www.hepsiburada.com/addison-atr-101-35-103cm-tasima-cantali-tripod-pm-fttrpdaddatr101

Ainsworth, M. D. S., Bell, S. M., & Stayton, D. J. (1974). Infant-mother attachment and social development: Socialisation as a product of reciprocal responsiveness to signals. In M. P. M. Richards (Ed.), *The introduction of the child into a social world* (pp. 9–135). London: Cambridge University Press.

Akay, N. (2013). *Mothering a child that is not mine: The perceptions about mothering and babysitting of immigrant babysitters who had left their children behind* [Unpublished doctoral dissertation] İstanbul Bilgi Üniversitesi.

Akay, N., & Acar, B. Ş. (2021). The relationship between the nanny and the family. *Turk Psikoloji Yazilari*, *24*(47), 112-114.

Alsancak-Akbulut, C., Sahin-Acar, B., & Sumer, N. (2021). Effect of video-feedback intervention on Turkish mothers' sensitivity and physical intrusiveness: a randomized control trial. *Attachment & Human Development*, *23*(6), 795-813.

Akalin, A. (2007). Hired as a caregiver, demanded as a housewife: Becoming a migrant domestic worker in Turkey. *European Journal of Women's Studies*, *14*(3), 209-225.

Amato, P. R. (1994). Father-child relations, mother-child relations, and offspring psychological well-being in early adulthood. *Journal of Marriage and the Family, 56*(4), 1031-1042.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Ataca, B. (2006). Turkey. In J. Georgas, J. Berry, F. Van de Vijver, Ç Kagitçibasi, & Y. Poortinga (Eds.), *Families across cultures: A 30-nation psychological study* (pp. 467-474). Cambridge: Cambridge University Press.

Aytac, B. (2014). *The mother-child relationship and child behaviour: A comparison of Turkish and English families* [Unpublished doctoral dissertation]. University of Sussex.

Aytac, B., & Pike, A. (2018). The mother-child relationship and children's behaviours: A multilevel analysis in two countries. *Journal of Comparative Family Studies*, *49*(1), 45-71.

Aytac, B., Pike, A., & Bond, R. (2019). Parenting and child adjustment: a comparison of Turkish and English families. *Journal of Family Studies*, *25*(3), 267-286.

Baker, C. E. (2018). When daddy comes to school: Father–school involvement and children's academic and social–emotional skills. *Early Child Development and Care*, *188*(2), 208-219.

Barnett, R. C., Marshall, N. L., & Pleck, J. H. (1992). Adult son-parent relationships and their associations with sons' psychological distress. *Journal of Family Issues*, *13*(4), 505-525.

Belsky, J. (1999). Quantity of nonmaternal care and boys' problem behavior/adjustment at ages 3 and 5: Exploring the mediating role of parenting. *Psychiatry, 62*(1), 1-20.

Belsky, J., & Fearon, R. M. P. (2004). Exploring marriage- parenting typologies and their contextual antecedents and developmental sequelae. *Development and Psychopathology, 16*, 501-523.

Bengi-Arslan, L., Verhulst, F. C., van der Ende, J., & Erol, N. (1997). Understanding childhood (problem) behaviors from a cultural perspective: comparison of problem behaviors and competencies in Turkish immigrant, Turkish and Dutch children. *Social Psychiatry and Psychiatric Epidemiology*, *32*(8), 477-484.

Bernier, A., Tarabulsy, G. M., Cyr, C., & Matte-Gagné, C. (2021). Further evidence for the multidimensional nature of maternal sensitivity: differential links with child socioemotional functioning at preschool age. *Infancy*, *26*(2), 238-247.

Bohr, Y., Putnick, D. L., Lee, Y., & Bornstein, M. H. (2018). Evaluating caregiver sensitivity to infants: measures matter. *Infancy*, *23*(5), 730-747.

Bornstein, M. H., & Güngör, D. (2013). Gelişim biliminin kültür ve çocuk bakımına düzenleyici prensipler ve süreçler açısından katkısı. In S. Bekman, & A. Aksu-Koç (Eds.), *İnsan gelişimi, aile ve kültür: Farklı bakış açıları* (pp. 113-132). İstanbul: Koç Üniversitesi Yayınları.

Bornstein, M. H., Suwalsky, J. T., & Breakstone, D. A. (2012). Emotional relationships between mothers and infants: Knowns, unknowns, and unknown unknowns. *Development and Psychopathology*, *24* (1), 113-123.

Bornstein, M. H., & Putnick, D. L. (2021). Dyadic development in the family: Stability in mother–child relationship quality from infancy to adolescence. *Journal of Family Psychology, 35*(4), 445–456. https://doi.org/10.1037/fam0000794

Bowlby, J. (1980). *Attachment and loss: vol. 3. Loss.* New York, NY: Basic Books.

Bronfenbrenner, U. & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. M. Lerner (Ed.), *Handbook of child psychology* (pp.793-828). Hoboken, NJ: John Wiley & Sons, Inc.

Brown, G. L., Schoppe-Sullivan, S. J., Mangelsdorf, S. C., & Neff, C. (2010). Observed and reported supportive coparenting as predictors of infant–mother

and infant–father attachment security. *Early Child Development and Care*, *180*(1-2), 121-137.

Buehler, C., & Gerard, J. M. (2002). Marital conflict, ineffective parenting, and children's and adolescents' maladjustment. *Journal of Marriage and Family*, *64*(1), 78-92.

Bureau, J.-F., Deneault, A.-A., Yurkowski, K., Martin, J., Quan, J., Sezlik, S., & Guérin-Marion, C. (2021). The interaction of child–father attachment and child–mother attachment in the prediction of observed coparenting. *Psychology of Men & Masculinities*, *22*(3), 512-520.

Cabrera, N. J. (2020). Father involvement, father-child relationship, and attachment in the early years. *Attachment & Human Development*, *22*(1), 134-138.

Chen, X., & French, D. C. (2008). Children's social competence in cultural context. *Annual Review of Psychology*, *59*, 591-616.

Chodorow, N. (1999). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. Berkeley: University of California Press.

Churchill, B., & Craig, L. (2021). Men's and women's changing attitudes towards fatherhood and working fathers in Australia. *Current Sociology*, 00113921211012737.

Cinamon, R. G., Weisel, A., & Tzuk, K. (2007). Work—family conflict within the family: Crossover effects, perceived parent—child interaction quality, parental self-efficacy, and life role attributions. *Journal of Career Development*, *34*(1), 79-100.

Country comparison. (2022, March 25). In *Hofstede Insights*. https://www.hofstede-insights.com/country-comparison/turkey,the-uk/

Cowan, C. P., Cowan, P. A., & Heming, G. (2005). Two variations of a preventive intervention for couples: Effects on parents and children during the transition to elementary school. In P. A. Cowan, C. P. Cowan, J. Ablow, V. K. Johnson, & J. Measelle (Eds.), *The family context of parenting in children's adaptation to elementary school* (pp. 277–312). Mahwah, NJ: Erlbaum.

Cox, R. (2011). Competitive mothering and delegated care: class relationships in nanny and au pair employment. *Studies in the Maternal, 3*(2), 1–13.

Crijnen, A. A., Achenbach, T. M., & Verhulst, F. C. (1999). Problems reported by parents of children in multiple cultures: the Child Behavior Checklist syndrome constructs. *American Journal of Psychiatry*, *156*(4), 569-574.

Cross, E. J., Overall, N. C., Low, R. S., & Henderson, A. M. (2021). Relationship problems, agreement and bias in perceptions of partners' parental responsiveness, and family functioning. *Journal of Family Psychology*, *35*(4), 510-522.

Çalık, B. (2017, October 20). *Bakan Sarıeroğlu'ndan 'Evde Çocuk Bakımı Projesi' açıklaması.* Anadolu Ajansı. https://www.aa.com.tr/tr/turkiye/bakan-sarieroglundan-evde-cocuk-bakimi-projesi-aciklamasi/943118

Dallos, R. & Draper, R. (2015). *An introduction to family therapy: Systemic theory and practice* (4th edition). Berkshire, England: Open University Press.

Deans, C. L. (2020). Maternal sensitivity, its relationship with child outcomes, and interventions that address it: A systematic literature review. *Early Child Development and Care*, *190*(2), 252-275.

DePasquale, C. E., & Gunnar, M. R. (2020). Parental sensitivity and nurturance. *The Future of Children*, *30*(2), 53-70.

Deutsch, F. M., Servis, L. J., & Payne, J. D. (2001). Paternal participation in child care and its effects on children's self-esteem and attitudes toward gendered roles. *Journal of Family Issues*, *22*(8), 1000-1024.

Development Analytics. (2015, January 23). Türkiye'de çocuk bakım hizmetlerinde arz ve talep durumu: bir karma yöntem çalışması. *Sektörler Arası Çocuk Kurulu.* http://www.sck.gov.tr/wp-content/uploads/2020/02/Turkiyede-%C3%87ocuk-Bak%C4%B1m-Hizmetlerinde-Arz-ve-Talep.pdf

Doyle, A. B., Markiewicz, D., Brendgen, M., Lieberman, M., & Voss, K. (2000). Child attachment security and self-concept: Associations with mother and father attachment style and marital quality. *Merrill-Palmer Quarterly, (46)*3, 514-539.

Duhig, A. M., Renk, K., Epstein, M. K., & Phares, V. (2000). Interparental agreement on internalizing, externalizing, and total behavior problems: A meta-analysis. *Clinical Psychology: Science and Practice*, *7*(4), 435-453.

Dumont, C., & Paquette, D. (2013). What about the child's tie to the father? A new insight into fathering, father–child attachment, children's socio-emotional development and the activation relationship theory. *Early Child Development and Care*, *183*(3-4), 430-446.

El-Sheikh, M., & Elmore–Staton, L. (2004). The link between marital conflict and child adjustment: Parent–child conflict and perceived attachments as mediators, potentiators, and mitigators of risk. *Development and Psychopathology*, *16*(3), 631-648.

Eldén, S. & Anving, T. (2019). *Nanny families: Practices of care by nannies, au pairs, parents and children in Sweden*. Bristol: Bristol University Press.

Emmott, E. H., & Mace, R. (2021). Why the son-bias in caregiving? Testing sex-differences in the associations between paternal caregiving and child outcomes in England. *Journal of Family Issues*, *42*(6), 1354-1383.

Emmott E. H., & Page A. E. (2019). Alloparenting. In T. Shackelford, V. Weekes-Shackelford (Eds.), *Encyclopedia of evolutionary psychological science.* Springer, Cham. DOI: https://doi.org/10.1007/978-3-319-16999-6_2253-1

Ereky-Stevens, K., Funder, A., Katschnig, T., Malmberg, L. E., & Datler, W. (2018). Relationship building between toddlers and new caregivers in out-of-home childcare: Attachment security and caregiver sensitivity. *Early Childhood Research Quarterly, 42*, 270-279.

Erel, O., & Burman, B. (1995). Interrelatedness of marital relations and parent-child relations: a meta-analytic review. *Psychological Bulletin*, *118*(1), 108-132.

Fauchier, A., & Margolin, G. (2004). Affection and conflict in marital and parent-child relationships. *Journal of Marital and Family Therapy*, *30*(2), 197-211.

Favez, N. & Frascarolo, F. (2013). Coparenting: components, implications and therapy. *Becoming, 25*, 73-92. https://doi.org/10.3917/dev.132.0073

Favez, N., Frascarolo, F., & Grimard, N. (2016). The PicNic game: presentation of a situation of observation to assess family interactions. *Infant Mental Health Journal*, *37*(3), 235-246.

Favez, N., Frascarolo, F., & Tissot, H. (2017). The family alliance model: a way to study and characterize early family interactions. *Frontiers in Psychology*, *8*, 1441.

Favez, N., Lavanchy Scaiola, C., Tissot, H., Darwiche, J., & Frascarolo, F. (2011). The family alliance assessment scales (FAAS): Steps toward validity and reliability of an observational tool for early family interactions. *Journal of Child and Family Studies, 20*(1), 23–37. doi:10.1007/s10826-010-9374-7

Favez, N., Lopes, F., Bernard, M., Frascarolo, F., Lavanchy Scaiola, C., Corboz-Warnery, A., & Fivaz-Depeursinge, E. (2012). The development of family alliance from pregnancy to toddlerhood and child outcomes at 5 years. *Family Process*, *51*(4), 542-556.

Favez, N., Tissot, H., & Frascarolo, F. (2019). Is it typical? The ecological validity of the observation of mother-father-infant interactions in the Lausanne Trilogue Play. *European Journal of Developmental Psychology*, *16*(1), 113-121.

Fisher, M., Burch, B., & Sokol-Chang, R. I. (2017). A theoretical proposal for examining the integration of cooperative and competitive mothering behavior. *Human Ethology Bulletin, 32*, 6-16.

Fisher-Price (n.d.). *Hippo projection soother.* https://shopping.mattel.com/en-gb/products/hippo-projection-soother-cgn86-en-gb

Fivaz-Depeursinge, E., Frascarolo, F., & Corboz-Warnery, A. (1996). Assessing the triadic alliance between fathers, mothers, and infants at play. *New Directions for Child and Adolescent Development, 1996*(74), 27–44. https://doi.org/10.1002/cd.23219967404.

Fox, N. (1977). Attachment of kibbutz infants to mother and metapelet. *Child Development*, *48*(4), 1228-1239.

Gerdes, A. C., Hoza, B., & Pelham, W. E. (2003). Attention-deficit/hyperactivity disordered boys' relationships with their mothers and fathers: Child, mother, and father perceptions. *Development and Psychopathology*, *15*(2), 363-382.

Goldberg, W. A., Clarke-Stewart, K. A., Rice, J. A., & Dellis, E. (2002). Emotional energy as an explanatory construct for fathers' engagement with their infants. *Parenting: Science and Practice*, *2*(4), 379-408.

Goodwin, R., Christakopoulou, S., & Panagiotidou, V. (2006). Britain. In J. Georgas, J. Berry, F. Van de Vijver, Ç Kagitçibasi, & Y. Poortinga (Eds.), *Families across cultures: A 30-nation psychological study* (pp. 267-274). Cambridge: Cambridge University Press.

Greenberger, E., O'Neil, R., & Nagel, S. K. (1994). Linking workplace and homeplace: Relations between the nature of adults' work and their parenting behaviors. *Developmental Psychology, 30*(6), 990–1002. https://doi.org/10.1037/0012-1649.30.6.990

Gridley, N., Bywater, T. J., & Hutchings, J. M. (2018). Comparing live and video observation to assess early parent-child interactions in the home. *Journal of Child and Family Studies*, *27*(6), 1818-1829.

Grotevant, H. D., & Carlson, C. I. (1987). Family interaction coding systems: A descriptive review. *Family Process*, *26*(1), 49-74.

Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü (2014a). *2013 Türkiye nüfus ve sağlık araştırması*. Hacettepe Üniversitesi Nüfus Etütleri Enstitütüsü, T.C. Kalkınma Bakanlığı ve TÜBİTAK, Ankara, Türkiye.

Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü (2014b). *2013 Türkiye nüfus ve sağlık araştırması ileri analiz çalışması*. Hacettepe Üniversitesi Nüfus Etütleri Enstitütüsü, T.C. Kalkınma Bakanlığı ve TÜBİTAK, Ankara, Türkiye.

Hartz, K., & Williford, A. (2015). Child negative emotionality and caregiver sensitivity across context: Links with children's kindergarten behaviour problems. *Infant and Child Development*, *24*(2), 107-129.

Hawk, B. N., Mccall, R. B., Groark, C. J., Muhamedrahimov, R. J., Palmov, O. I., & Nikiforova, N. V. (2018). Caregiver sensitivity and consistency and children's

prior family experience as contexts for early development within institutions. *Infant Mental Health Journal*, *39*(4), 432-448.

Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (3rd ed.). New York, NY: Guilford Press.

Henz, U. (2017). *Father involvement in the UK: Trends in the new millennium* (Working Paper Series 70). Families and Societies.

Henz, U. (2019). Fathers' involvement with their children in the United Kingdom. *Demographic Research, 40*, 865–896.

Hirsh-Pasek, K., & Burchinal, M. (2006). Mother and caregiver sensitivity over time: Predicting language and academic outcomes with variable-and person-centered approaches. *Merrill-Palmer Quarterly, 52*(3), 449-485.

Hitt, T. (2016). *The Parent Nanny Inventory: Development of an instrument to ıncrease compatibility in the parent-nanny match* [Unpublished doctoral dissertation]. The Chicago School of Professional Psychology.

Himmelweit, S., & Sigala, M. (2004). Choice and the relationship between identities and behaviour for mothers with pre-school children: Some implications for policy from a UK study. *Journal of Social Policy*, *33*(3), 455-478.

Hoiting, I. (2022). Triangulations of "motherly love": Negotiated ıntimacies among migrant domestic workers, mothers, and children. *Journal of Family Issues*, *43*(2), 324-349.

Hondagneu-Sotelo, P., & Avila, E. (1997)."I'm here, but I'm there": The meanings of Latina transnational motherhood. *Gender and Society, 11* (5), 548-571.

Hrdy, S. B. (2009). *Mothers and others: The evolutionary origins of mutual understanding*. Cambridge, MA: Harvard University Press.

Ibbetson, C. (2020, February 7). Do men do their fair share of housework? *YouGov.* https://yougov.co.uk/topics/lifestyle/articles-reports/2020/02/07/do-british-men-do-their-fair-share-housework

İnan, H. Z., & Doğan-Temur, Ö. (2010). Babysitters in early childhood: a research on parents' experiences and perspectives on babysitters. *İnönü University Journal of the Faculty of Education (INUJFE)*, *11*(2), 1-17.

Izci, B., & Jones, I. (2021). An exploratory study of Turkish fathers' involvement in the lives of their preschool aged children. *Early Years*, *41*(2-3), 248-261.

İçözü, T. (2020, January 3). EvdekiBakıcım, 2019 sektörel raporunu paylaştı. *Webrazzi.* https://webrazzi.com/2020/01/03/evdekibakicim-2019-sektorel-raporu/

Ivanova, M. Y., Achenbach, T. M., Rescorla, L. A., Harder, V. S., Ang, R. P., Bilenberg, N., Bjarnadottir, G., Capron, C., De Pauw, S. S. W., Dias, P., Dobrean, A., Doepfner, M., Duyme, M., Eapen, V., Erol, N., Esmaeili, E. M., Ezpeleta, L., Frigerio, A., Gonçalves, M. M. ... & Verhulst, F. C. (2010). Preschool psychopathology reported by parents in 23 societies: testing the seven-syndrome model of the child behavior checklist for ages 1.5–5. *Journal of the American Academy of Child & Adolescent Psychiatry*, *49*(12), 1215-1224.

Jeon, H. J., M. McCartney, C., Richard, V., Johnson, S. J., & Kwon, K. A. (2021). Associations between parent-teacher and teacher-child relationships and children's socioemotional functioning. *Early Child Development and Care*, *191*(15), 2407-2421.

Kaczynski, K. J., Lindahl, K. M., Malik, N. M., & Laurenceau, J. P. (2006). Marital conflict, maternal and paternal parenting, and child adjustment: A test of mediation and moderation. *Journal of Family Psychology*, *20*(2), 199-208.

Kaya, Ö. (2008). *Mothering experiences of professional women in Turkey: Child bearing, child caring, and child rearing* [Unpublished master's thesis]. Middle East Technical University.

Khaleque, A., & Rohner, R. P. (2012). Pancultural associations between perceived parental acceptance and psychological adjustment of children and adults: A meta-analytic review of worldwide research. *Journal of Cross-Cultural Psychology*, *43*(5), 784-800.

Kochanska, G., & Aksan, N. (2004). Development of mutual responsiveness between parents and their young children. *Child Development, 75*, 1657–1676.

Kochanska, G., Aksan, N., Prisco, T. R., & Adams, E. E. (2008). Mother–child and father–child mutually responsive orientation in the first 2 years and children's outcomes at preschool age: Mechanisms of influence. *Child Development*, *79*(1), 30-44.

Korja, R., Piha, J., Otava, R., Lavanchy-scaiola, C., Ahlqvist-Björkroth, S., Aromaa, M., Raiha, H., & STEPS-study. (2016). Mother's marital satisfaction associated with the quality of mother-father-child triadic interaction. *Scandinavian Journal of Psychology*, *57*(4), 305-312.

Kouros, C. D., Papp, L. M., Goeke-Morey, M. C., & Cummings, E. M. (2014). Spillover between marital quality and parent–child relationship quality: Parental depressive symptoms as moderators. *Journal of Family Psychology, 28*(3), 315–325. https://doi.org/10.1037/a0036804

Kreyenfeld, M., & Zinn, S. (2021). Coronavirus and care: How the coronavirus crisis affected fathers' involvement in Germany. *Demographic Research*, *44*(4), 99-124.

Kuzucu, Y., & Özdemir, Y. (2013). Ergen ruh sağlığının anne ve baba katılımı açısından yordanması. *Eğitim ve Bilim*, *38*(168), 96-112.

Lair, C. D., MacLeod, C., & Budgar, E. (2016). Advertising unreasonable expectations: Nanny ads on Craigslist. *Sociological Spectrum*, *36*(5), 286-302.

Langlois, V., Mubarak, A., Cognard-Bessette, S., Stikarovska, I., Emond-Nakamura, M., Paquette, D., St-Andre, M., & Cyr, C. (2021). Le rôle spécifique de la sensibilité maternelle comme facteur associé au risque de diagnostics cooccurrents chez l'enfant d'âge préscolaire. *Neuropsychiatrie de l'Enfance et de l'Adolescence*, *69*(5), 259-264.

Lezin, N., Rolleri, L., Bean, S., & Taylor, J. (2004). *Parent-child connectedness: Implications for research, interventions and positive impacts on adolescent health.* Santa Cruz, CA: ETR Associates.

Lindahl, K. M., & Malik, N. M. (1999). Observations of marital conflict and power: Relations with parenting in the triad. *Journal of Marriage and the Family, 61*(2), 320-330.

Lindsey, E. W. & Caldera, Y. M. (2006). Mother–father– child triadic interaction and mother–child dyadic interaction: Gender differences within and between contexts. *Sex Roles, 55*(7-8), 511–521.

Liu, Y., Dittman, C. K., Guo, M., Morawska, A., & Haslam, D. (2021). Influence of Father Involvement, Fathering Practices and Father-Child Relationships on Children in Mainland China. *Journal of Child and Family Studies, 30*, 1858–1870.

Macdonald, C. L. (1998). Manufacturing motherhood: The shadow work of nannies and au pairs. *Qualitative Sociology*, *21*(1), 25-53.

Main, M., Kaplan, N., & Cassidy, J. (1985). Security in infancy, childhood, and adulthood: A move to the level of representation. *Monographs of the Society for Research in Child Development*, *50*(1/2), 66-104.

Magagna, J. (1997). Shared unconscious and conscious perceptions in the nanny-parent interaction, which affect the emotional development of the infant.   In S. Reid (Ed.), *Developments in infant observation: the Tavistock Model* (pp. 33–55). New York: Routledge.

Malmberg, L. E., & Flouri, E. (2011). The comparison and interdependence of maternal and paternal influences on young children's behavior and resilience. *Journal of Clinical Child & Adolescent Psychology*, *40*(3), 434-444.

Mangiavacchi, L., Piccoli, L., & Pieroni, L. (2021). Fathers matter: Intrahousehold responsibilities and children's wellbeing during the COVID-19 lockdown in Italy. *Economics & Human Biology*, *42*, 101016.

Margolin, G., Gordis, E. B., & John, R. S. (2001). Coparenting: A link between marital conflict and parenting in two-parent families. *Journal of Family Psychology, 15*(1), 3–21.

Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and psychopathology*, *22*(3), 491-495.

Mattel   (n.d.).   *MEGA   bloks®   let's   get   building*. https://shop.mattel.com/products/mega-bloks-lets-build-it-ffg23

Mathijssen, J. J., Koot, H. M., Verhulst, F. C., De Bruyn, E. E., & Oud, J. H. (1998). The relationship between mutual family relations and child psychopathology. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, *39*(4), 477-487.

McHale, J. P. (1995). Coparenting and triadic interactions during infancy: The roles of marital distress and child gender. *Developmental Psychology*, *31*(6), 985-996.

McHale, J. P. (1997). Overt and covert coparenting processes in the family. *Family Process*, *36*(2), 183-201.

McHale, J. P., & Fivaz-Depeursinge, E. (2010). Principles of effective co-parenting and its assessment in infancy and early childhood. In S. Tyano, M. Keren, H. Herrman, & J. Cox (Eds.), *Parenthood and mental health: A bridge between infant and adult psychiatry* (pp. 357–371). Wiley Blackwell. https://doi.org/10.1002/9780470660683.ch32

McHale, J. P., & Rasmussen, J. L. (1998). Coparental and family group-level dynamics during infancy: Early family precursors of child and family functioning during preschool. *Development and Psychopathology*, *10*(1), 39-59.

McHale, J. P., Salman, S., Strozier, A., & Cecil, D. K. (2013). Triadic interactions in mother-grandmother coparenting systems following maternal release from jail. *Monographs of the Society for Research in Child Development*, *78*(3), 57-74.

McRae, C. S., Overall, N. C., Henderson, A. M. E., Low, R. S. T., & Cross, E.J. (2021). Conflict-coparenting spillover: The role of actors' and partners' attachment insecurity and gender. *Journal of Family Psychology*. https://doi.org/10.1037/fam0000884

Mesman, J., Minter, T., & Angnged, A. (2016). Received sensitivity: Adapting Ainsworth's scale to capture sensitivity in a multiple-caregiver context. *Attachment & Human Development, 18*(2), 101-114.

Mills-Koonce, W. R., Willoughby, M. T., Zvara, B., Barnett, M., Gustafsson, H., Cox, M. J., & Family Life Project Key Investigators. (2015). Mothers' and fathers'

sensitivity and children's cognitive development in low-income, rural families. *Journal of Applied Developmental Psychology*, *38*, 1-10.

Mitchell-Copeland, J., Denham, S. A., & DeMulder, E. K. (1997). Q-sort assessment of child–teacher attachment relationships and social competence in the preschool. *Early Education and Development*, *8*(1), 27-39.

Moody, C. M. (2015). *"Good enough" nanny: socioeconomic disparity and power in the nanny-employer dyad* [Unpublished master's thesis]. Smith College.

National Institute for Health and Care Excellence. (2015). *Children's attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care* [NICE guideline]. https://www.ncbi.nlm.nih.gov/books/NBK338143/?report=reader

NCT (n.d.). Childcare options. *NCT*. https://www.nct.org.uk/life-parent/work-and-childcare/childcare/childcare-options

NurseryWorld. (2009, November 24). Analysis: A closer look at nanny workforce. https://www.nurseryworld.co.uk/news/article/analysis-a-closer-look-at-nanny-workforce

Odland, B. S. (2010). Unassailable motherhood, ambivalent domesticity: The construction of maternal identity in Ladies' Home Journal in 1946. *Journal of Communication Inquiry*, *34*(1), 61-84.

Office for National Statistics. (2016, November 10). Women shoulder the responsibility of 'unpaid work'. *Office for National Statistics*. https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/womenshouldertheresponsibilityofunpaidwork/2016-11-10

Office for National Statistics. (2022, March 2). Parents living with dependent children in the UK by economic activity by single year of age of youngest dependent child: Table T. *Office for National Statistics*. https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/parentslivingwithdependentchildrenbyeconomicactivitybysingleyearofageofyoungestdependentchildtablet

Oğuz, F., Ünal, H. V., Göksal, K., Oğuz, S., & Kargın Akkoç, G. (2017). *Evde çocuk bakımı projesi etki analizi raporu*. Evde Çocuk Bakım Hizmetleri Yoluyla Kayıtlı Kadın İstihdamının Desteklenmesi AB-SGK Ortak Projesi. http://www.sgk.gov.tr/yayinlar/etki-analiz-raporu.pdf

Okorn, A., Verhoeven, M., & Van Baar, A. (2021). The Importance of Mothers' and Fathers' Positive Parenting for Toddlers' and Preschoolers' Social-Emotional Adjustment. *Parenting*, 1-24.

Opondo, C., Redshaw, M., Savage-McGlynn, E., & Quigley, M. A. (2016). Father involvement in early child-rearing and behavioural outcomes in their pre-adolescent children: evidence from the ALSPAC UK birth cohort. *BMJ Open*, *6*(11), e012034.

Oxfam. (2016, March 4). Women spend two days a month more than men on housework and childcare in UK, survey finds. *Oxfam Media Centre*. http://oxfamapps.org/media/qchcv

Özdal. F. & Aral, N. (2005). Baba yoksunu olan ve anne babası ile yaşayan cocukların kaygı düzeylerinin incelenmesi. *Gazi Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, *6*(2), 255–267.

Palkovitz, R., Fagan, J., & Hull, J. (2013). Coparenting and children's well-being. In N. J. Cabrera & C. S. Tamis-Lemonda (Eds), *Handbook of father involvement* (pp. 202–219). New York: Routledge Taylor & Francis Group.

Pekel Uludağlı, N. (2017). Baba katılımında etkili faktörler ve baba katılımının baba, anne ve çocuk açısından yararları. *Türk Psikoloji Yazıları, 20*(39), 70-92.

Pesch, M. H., & Lumeng, J. C. (2017). Methodological considerations for observational coding of eating and feeding behaviors in children and their families. *International Journal of Behavioral Nutrition and Physical Activity*, *14*(1), 1-14.

Phares, V. (1997). Accuracy of informants: Do parents think that mother knows best?. *Journal of Abnormal Child Psychology*, *25*(2), 165-171.

Pinquart, M. (2017). Associations of parenting dimensions and styles with internalizing symptoms in children and adolescents: A meta-analysis. *Marriage & Family Review, 53*(7), 613-640.

Pritchett, R., Kemp, J., Wilson, P., Minnis, H., Bryce, G., & Gillberg, C. (2011). Quick, simple measures of family relationships for use in clinical practice and research. A systematic review. *Family Practice*, *28*(2), 172-187.

Puhlman, D. J., & Pasley, K. (2013). Rethinking maternal gatekeeping. *Journal of Family Theory & Review*, *5*(3), 176-193.

Reis, H., & Carmichael, C. (2006). *Married spouses' experiences of intimacy and support* [Unpublished manuscript].

Rodrigues, M., Sokolovic, N., Madigan, S., Luo, Y., Silva, V., Misra, S., & Jenkins, J. (2021). Paternal sensitivity and children's cognitive and socioemotional outcomes: A meta-analytic review. *Child Development*, *92*(2), 554-577.

Roe, A., & Siegelman, M. (1963). A parent-child relations questionnaire. *Child Development*, *34*(2), 355-369.

Romero, M. (2013). Nanny diaries and other stories: immigrant women's labor in the social reproduction of American families. *Revista de Estudios Sociales*, (45), 186-197.

Rough, S. (2009). Private nanny: Have you got what it takes? *Child Care*, *6*(1), 14.

Sagi, A., Lamb, M. E., Lewkowicz, K. S., Shoham, R., Dvir, R., & Estes, D. (1985). Security of infant-mother, -father, and-metapelet attachments among kibbutz-reared Israeli children. *Monographs of the Society for Research in Child Development*, *50*(1/2), 257-275.

Sağkal, A. S., Özdemir, Y., & Koruklu, N. (2018). Direct and indirect effects of father-daughter relationship on adolescent girls' psychological outcomes: The role of basic psychological need satisfaction. *Journal of Adolescence*, *68*, 32-39.

Sakman, E. (2020). Child care. In T. K. Shackelford, V. A. Weekes-Shackelford (Eds.), *Encyclopedia of evolutionary psychological science* (pp. 1-4). New York, NY: Springer Nature.

Scaiola, C. L., Tissot, H., Frascarolo, F., & Favez, N. (2013). *Family alliance assessment scales (FAAS)* [Unpublished coding manual]. University of Geneva.

Schoppe-Sullivan, S. J., Diener, M. L., Mangelsdorf, S. C., Brown, G. L., McHale, J. L., & Frosch, C. A. (2006). Attachment and sensitivity in family context: The roles of parent and infant gender. *Infant and Child Development*, *15*(4), 367-385.

Selcuk, E. (2018). *Perceived partner responsiveness scale adaptation* [Unpublished manuscript]. Middle East Technical University.

Serbin, L. A., Kingdon, D., Ruttle, P. L., & Stack, D. M. (2015). The impact of children's internalizing and externalizing problems on parenting: Transactional processes and reciprocal change over time. *Development and Psychopathology*, *27*(4pt1), 969-986.

Smith, S. R. (2007). Making sense of multiple informants in child and adolescent psychopathology: A guide for clinicians. *Journal of Psychoeducational Assessment*, *25*(2), 139-149.

Smith-Acuna, S. (2010). *Systems theory in action: Applications to individual, couple, and family therapy*. Hoboken, NJ: John Wiley & Sons.

Sona Systems. (n.d.). *Overview*. Sona Systems, Ltd. Retrieved November 10, 2021, from https://www.sona-systems.com/overview.aspx

Sony. (n.d.). *HDR-PJ230E Full HD flash bellekli video kamera*. https://www.sony.com.tr/electronics/support/memory-camcorders-hdrpj-series/hdr-pj230e

Souralová, A. (2015). Mutual emotional relations in caregiving work at the turn of the twentyfirst century: Vietnamese families and Czech nannies-grandmothers. In D. Hoerder, E. van Nederveen Meerkerk, & S. Neunsinger (Eds.), *Towards*

a global history of domestic and caregiving workers (pp. 182–201). Leiden: Brill Publishers.

Sparrman, A. (2005). Video recording as interaction: Participant observation of children's everyday life. *Qualitative Research in Psychology*, *2*(3), 241-255.

Stroud, C. B., Durbin, C. E., Wilson, S., & Mendelsohn, K. A. (2011). Spillover to triadic and dyadic systems in families with young children. *Journal of Family Psychology*, *25*(6), 919-930.

Sturge-Apple, M. L., Davies, P. T., & Cummings, E. M. (2010). Typologies of family functioning and children's adjustment during the early school years. *Child Development*, *81*(4), 1320-1335.

Teubert, D., & Pinquart, M. (2010). The association between coparenting and child adjustment: A meta-analysis. *Parenting: Science and Practice*, *10*(4), 286-307.

The impacts of social class. (2022, March 25). In *Lumen Learning*. https://courses.lumenlearning.com/boundless-sociology/chapter/the-impacts-of-social-class/

Toğay, S. (2019). *The Challenges and aspirations of professional middleclass parenting in Turkey* [Unpublished master's thesis]. Middle East Technical University.

Türkiye İstatistik Kurumu. (2016). *Hanedeki küçük çocukların gündüz bakımı (%)*. TÜİK Merkezi Dağıtım Sistemi. https://biruni.tuik.gov.tr/medas/?kn=206&locale=tr

Türkiye İstatistik Kurumu. (2022, April 1). *Türkiye aile yapısı araştırması, 2021*. TÜİK Kurumsal. https://data.tuik.gov.tr/Bulten/Index?p=Turkiye-Aile-Yapisi-Arastirmasi-2021-45813&dil=1

Ünlü Çetin, Ş. (2015). *Father involvement in early years: comparing children's perceptions of father involvement with those of their fathers' and mothers'* [Unpublished doctoral dissertation]. Orta Doğu Teknik Üniversitesi.

Vakrat, A., Apter-Levy, Y., & Feldman, R. (2018). Sensitive fathering buffers the effects of chronic maternal depression on child psychopathology. *Child Psychiatry & Human Development*, *49*(5), 779-785.

van der Ende, J., Verhulst, F. C., & Tiemeier, H. (2012). Agreement of informants on emotional and behavioral problems from childhood to adulthood. *Psychological Assessment, 24*(2), 293–300. https://doi.org/10.1037/a0025500

van IJzendoorn, M. H., Sagi, A., & Lambermon, M. W. (1992). The multiple caretaker paradox: Data from Holland and Israel. *New Directions for Child and Adolescent Development, 57*, 5-24.

Vanden Abeele, M. M., Abels, M., & Hendrickson, A. T. (2020). Are parents less responsive to young children when they are on their phones? A systematic naturalistic observation study. *Cyberpsychology, Behavior, and Social Networking*, *23*(6), 363-370.

Videon, T. M. (2005). Parent-child relations and children's psychological well-being: Do dads matter?. *Journal of Family Issues*, *26*(1), 55-78.

Vieira, J., Matias, M., Ferreira, T., Lopez, F. G., & Matos, P. M. (2016). Parents' work-family experiences and children's problem behaviors: the mediating role of the parent-child relationship. *Journal of Family Psychology, 30*(4), 419-430. doi: 10.1037/fam0000189

Volling, B. L., McElwain, N. L., Notaro, P. C., & Herrera, C. (2002). Parents' emotional availability and infant emotional competence: predictors of parent-infant attachment and emerging self-regulation. *Journal of Family Psychology*, *16*(4), 447-465.

Wilson, S., & Durbin, C. E. (2013). Mother-child and father-child dyadic interaction: Parental and child bids and responsiveness to each other during early childhood. *Merrill-Palmer Quarterly*, *59*(3), 249-279.

Winstone, L. K., Curci, S. G., & Crnic, K. A. (2021). Pathways to maternal and child well-being: Stability and transaction across toddlerhood. *Parenting*, *21*(2), 118-140.

Wolchik, S. A., Tein, J. Y., Sandler, I. N., & Doyle, K. W. (2002). Fear of abandonment as a mediator of the relations between divorce stressors and mother–child relationship quality and children's adjustment problems. *Journal of Abnormal Child Psychology*, *30*(4), 401-418.

Working Mother. (2015). *Chore wars: The working mother report*. The Working Mother Research Institute. https://www.workingmother.com/chore-wars-report.pdf

Xu, G., Bullock, A., Yang, P., & Liu, J. (2021). Psychological control and internalizing problems: The mediating role of mother-child relationship quality. *Parenting*, *21*(2), 108-117.

Yurduşen, S., Erol, N., & Gençöz, T. (2013). The effects of parental attitudes and mothers' psychological well-being on the emotional and behavioral problems of their preschool children. *Maternal and Child Health Journal*, *17*(1), 68-75.

Yüceol, G. P. (2016). *Ebeveynliğin belirleyicileri modeli temelinde evlilik uyumu, algılanan sosyal destek, çalışma durumu, değerler ve anne çocuk ilişkisi* [Unpublished master's thesis]. Hacettepe University.

Zemp, M., Johnson, M. D., & Bodenmann, G. (2018). Within-family processes: Interparental and coparenting conflict and child adjustment. *Journal of Family Psychology*, *32*(3), 299-309.

APPENDICES

A. APPROVALS OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 / 85

08 ŞUBAT 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Başak Şahin ACAR ;

Danışmanlığını yaptığınız Nazlı AKAY' ın *"Bakıcı-anne ilişkisinin çocuk gelişimi üzerindeki etkileri"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-SOS-009** protokol numarası ile **08.02.2018 - 30.12.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Doç. Dr. Yaşar KONDAKÇI

Doç. Dr. Zana ÇITAK
Üye

Yrd. Doç. Dr. Pınar KAYGAN
Üye

Yrd. Doç. Dr. Emre SELÇUK
Üye

117

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

07 KASIM 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd.Doç.Dr. Başak Şahin ACAR ;

Danışmanlığını yaptığınız doktora öğrencisi Nazlı AKAY'ın **"Çocuk bakımında bakıcı-anne-baba etkileşimi"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-SOS-049** protokol numarası ile **07.11.2017 – 30.12.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

BULUNAMADI
Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

118

B. APPROVAL OF UCL RESEARCH ETHICS COMMITTEE

UCL RESEARCH ETHICS COMMITTEE
OFFICE FOR THE VICE PROVOST RESEARCH

04/02/2021

Professor Pasco Fearon
Division of Psychology & Language Sciences
Faculty of Brain Sciences
UCL

Cc: Nazli Akay

Dear Professor Fearon

Notification of Ethics Approval
Project ID/Title: 19251/001: The Family Dynamics in Nanny-Employed Families and Their Impact on the Cared Child's Well-Being

Further to your satisfactory responses to the reviewer's comments, I am pleased to confirm in my capacity as Joint Chair of the UCL Research Ethics Committee (REC) that your study has been ethically approved by the UCL REC until **04/02/2022.**

Ethical approval is subject to the following conditions:

Notification of Amendments to the Research
You must seek Chair's approval for proposed amendments (to include extensions to the duration of the project) to the research for which this approval has been given. Each research project is reviewed separately and if there are significant changes to the research protocol you should seek confirmation of continued ethical approval by completing an 'Amendment Approval Request Form'
http://ethics.grad.ucl.ac.uk/responsibilities.php

Adverse Event Reporting – Serious and Non-Serious
It is your responsibility to report to the Committee any unanticipated problems or adverse events involving risks to participants or others. The Ethics Committee should be notified of all serious adverse events via the Ethics Committee Administrator ([   ]mmediately the incident occurs. Where the adverse incident is unexpected and serious, the Joint Chairs will decide whether the study should be terminated pending the opinion of an independent expert. For non-serious adverse events the Joint Chairs of the Ethics Committee should again be notified via the Ethics Committee Administrator within ten days of the incident occurring and provide a full written report that should include any amendments to the participant information sheet and study protocol. The Joint Chairs will confirm that the incident is non-serious and report to the Committee at the next meeting. The final view of the Committee will be communicated to you.

Office of the Vice Provost Research, 2 Taviton Street
University College London
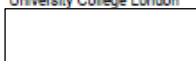
Final Report
At the end of the data collection element of your research we ask that you submit a very brief report (1-2 paragraphs will suffice) which includes in particular issues relating to the ethical implications of the research i.e. issues obtaining consent, participants withdrawing from the research, confidentiality, protection of participants from physical and mental harm etc.

In addition, please:

- ensure that you follow all relevant guidance as laid out in UCL's Code of Conduct for Research: www.ucl.ac.uk/srs/governance-and-committees/research-governance
- note that you are required to adhere to all research data/records management and storage procedures agreed as part of your application. This will be expected even after completion of the study.

With best wishes for the research.

Yours sincerely

Professor Michael Heinrich
Joint Chair, UCL Research Ethics Committee

C. FORMS AND MEASURES USED IN STUDY 1

Sevgili Anneler,

Çocuk bakıcısı ile çalışan ailelerdeki bakım süreçlerini araştırdığımız çalışmamıza katılımınızı rica ediyoruz. Bu araştırmanın amacı, bakıcı istihdam edilen ailelerdeki bakıcı, çocuk ve anne yaşantılarını ve bu yaşantıların çocuk üstündeki etkilerini öğrenmektir.

Bu araştırmaya katılmanız durumunda, sizden bir anket doldurmanız rica edilecektir. Bu ankette size dair bilgiler ve aile içi ilişkilere dair sorular bulunmaktadır. Ayrıca çocuğunuzun, sizin ve bakıcınızın bir serbest oyun, bir yapılandırılmış oyun ve bir dokunmayı engelleme oyunu oynamanız istenecektir. Oyunlar sırasında 2 kamera ile video kaydı alınacaktır. Tüm veri toplama süreci evinizde gerçekleşecektir.

Bu araştırma kapsamında verdiğiniz kişisel bilgiler, araştırmacılar dışında kimse ile hiçbir koşul altında paylaşılmayacaktır. Bu formu imzaladığınız andan itibaren, açık isminiz gibi önemli bilgiler yerine araştırmaya ait belgelerde sadece size verilmiş olan katılımcı numarası olacaktır. Araştırmanın sonuçları toplu halde değerlendirilecek ve sunulacaktır; bireysel değerlendirme ve sunum yapılmayacaktır. Kişisel bilgileriniz bu araştırmadan çıkan herhangi bir yayın ve sunumda kullanılmayacaktır.

Katılım gönüllülük esasına dayanmaktadır. Sizi zorladığını hissettiğiniz noktada bu çalışmayı istediğiniz zaman bırakma hakkına sahipsiniz. Bunun size olumsuz bir geri dönüşü olmayacaktır. Çalışmayı bırakmanız halinde, size dair bütün bilgiler ve belgeler silinecektir.

Bu araştırma, Orta Doğu Teknik Üniversitesi Gelişim Psikolojisi Doktora Programı öğrencisi Uzm. Kl. Psk. Nazlı Akay ve aynı bölümde öğretim üyesi olan Dr. Öğr. Üyesi Başak Şahin-Acar tarafından yürütülmektedir. Araştırma ile ilgili herhangi bir soru için Nazlı Akay'a (_____) ulaşabilirsiniz.

Aşağıdaki alanı imzalamanız durumunda yukarıdaki açıklamayı okuduğunuzu, anladığınızı ve kendi rızanız ile bu araştırmaya katılmayı kabul ettiğinizi belirtmiş olursunuz.

Ad-Soyad

İmza

Tarih

GÖNÜLLÜ KATILIM FORMU

Sevgili Bakıcılar,

Çocuk bakıcısı ile çalışan ailelerdeki bakım süreçlerini araştırdığımız çalışmamıza katılımınızı rica ediyoruz. Bu araştırmanın amacı, bakıcı istihdam edilen ailelerdeki bakıcı, çocuk ve anne yaşantılarını ve bu yaşantıların çocuk üstündeki etkilerini öğrenmektir.

Bu araştırmaya katılmanız durumunda, baktığınız çocuğun, sizin ve çocuğun annesinin bir serbest oyun, bir yapılandırılmış oyun ve bir dokunmayı engelleme oyunu oynamanız istenecektir. Oyunlar sırasında 2 kamera ile video kaydı alınacaktır. Tüm veri toplama süreci işvereninizin evinde gerçekleşecektir.

Bu araştırma kapsamında verdiğiniz kişisel bilgiler, araştırmacılar dışında kimse ile hiçbir koşul altında paylaşılmayacaktır. Bu formu imzaladığınız andan itibaren, açık isminiz gibi önemli bilgiler yerine araştırmaya ait belgelerde sadece size verilmiş olan katılımcı numarası olacaktır. Araştırmanın sonuçları toplu halde değerlendirilecek ve sunulacaktır; bireysel değerlendirme ve sunum yapılmayacaktır. Kişisel bilgileriniz bu araştırmadan çıkan herhangi bir yayın ve sunumda kullanılmayacaktır.

Katılım gönüllülük esasına dayanmaktadır. Sizi zorladığını hissettiğiniz noktada bu çalışmayı istediğiniz zaman bırakma hakkına sahipsiniz. Bunun size olumsuz bir geri dönüşü olmayacaktır. Çalışmayı bırakmanız halinde, size dair bütün bilgiler ve belgeler silinecektir.

Bu araştırma, Orta Doğu Teknik Üniversitesi Gelişim Psikolojisi Doktora Programı öğrencisi Uzm. Kl. Psk. Nazlı Akay ve aynı bölümde öğretim üyesi olan Dr. Öğr. Üyesi Başak Şahin-Acar tarafından yürütülmektedir. Araştırma ile ilgili herhangi bir soru için Nazlı Akay'a (   ) ulaşabilirsiniz.

Aşağıdaki alanı imzalamanız durumunda yukarıdaki açıklamayı okuduğunuzu, anladığınızı ve kendi rızanız ile bu araştırmaya katılmayı kabul ettiğinizi belirtmiş olursunuz.

Ad-Soyad

İmza

Tarih

AİLEYE İLİŞKİN SORULAR

1. **Çocuğunuzun nesi oluyorsunuz?**

   O Öz anne
   O Koruyucu anne
   O Evlat edinen anne
   O Üvey anne
   O Diğer (lütfen belirtiniz) ....

2. **Kaç yaşındasınız?** ....

3. **Çocuğunuzun doğum tarihi (gün/ay/yıl)?** ....

4. **Çocuğunuzun cinsiyeti:**
   Kız____   Oğlan____

5. **Çocuğunuzun kaç kardeşi var? (büyük ya da küçük)**

   O Hiç
   O Bir
   O İki
   O Üç veya daha fazla

6. **Çocuğunuz doğum sırasına göre kaçıncı?**

   O İlk (en büyüğü)
   O İkinci
   O Üçüncü
   O Dördüncü veya daha fazla

7. **Ailenizde çocuklarınız dışında sizinle yaşayan başkaları var mı?**

   O Hayır
   O Evet (lütfen belirtiniz) …………………………………..

   7a. Çocuğunuza sizden başka bakan oluyor mu?

   O Evet   O Hayır (soru 8'ye geçiniz)

   b. Çocuğunuza sizden başka kim bakıyor? (birden fazla cevap mümkün)

   O Kreş
   O Babası
   O Aileden biri (lütfen belirtiniz) ....
   O Evde çocuk bakıcısı
   O Bakıcı kendi evinde bakıyor
   O Komşular
   O Diğer (lütfen belirtiniz) ....

c. Haftada toplam kaç saat bakıyorlar?

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

8. **Tamamladığınız eğitim düzeyinizi işaretleyiniz.**

O Okuma yazma bilmiyorum
O İlkokul
O Ortaokul
O Lise
O Yüksek okul (2 yıllık)
O Üniversite (4 yıllık)
O Yüksek lisans
O Doktora

9. **Eşinizin tamamladığı eğitim düzeyini işaretleyiniz.**

O Okuma yazma bilmiyor
O İlkokul
O Ortaokul
O Lise
O Yüksekokul (2 yıllık)
O Üniversite (4 yıllık) ve üzeri

10.
   a. **Aile durumunuzu sizin, eşinizin ve çocuğunuzun durumunu en iyi yansıtacak şekilde işaretleyiniz.**

O Evli ve anne-baba birlikte
O Evli ve anne baba ayrı yaşıyor
O Boşanmış ve çocuk anne ile yaşıyor
O Boşanmış ve çocuk babayla yaşıyor
O Boşanmış ve çocuk akraba ile yaşıyor
O Diğer (Lütfen belirtiniz)..

  b. Evliyseniz:

Ne kadar süredir evlisiniz? .... yıl .... ay
Bu kaçıncı evliliğiniz? ....

11. **Size en uygun seçeneği isaretleyiniz.**

O Ev hanımıyım   O Tam zamanlı çalışıyorum
O İşsizim   O Emekliyim   O Yarı-zamanlı çalışıyorum
                      Varsa, mesleğiniz ....

12. **Eve giren aylık gelir miktarını işaretleyiniz.**

(1) 0- 1000 TL
(2) 1000 -1500 TL
(3) 1500 -2000 TL

(4) 2000 - 3000 TL
(5) 3000 - 4000 TL
(6) 4000 - 5000TL
(7) 5000 - 6000 TL
(8) 6000- 10000 TL
(9) 10000- 15000 TL
(10) 15000- 20000 TL
(11) 20000- 30000 TL
(12) 30000- 40000 TL
(13) 40000- 50000 TL
(14) 50000 ve üzeri TL

15. Genel olarak bakıcınızla ilişkinizden ne kadar memnunsunuz?

1-----------------2-----------------3-----------------4----------------5----------------6
Hiç memnun   Memnun   Biraz memnun   Biraz   Memnunum   Çok
degilim   degilim   değilim   memnunum   memnunum

16. Genel olarak bakıcınızın çalışmasından ne kadar memnunsunuz?

1-----------------2-----------------3-----------------4----------------5----------------6
Hiç memnun   Memnun   Biraz memnun   Biraz   Memnunum   Çok
degilim   degilim   değilim   memnunum   memnunum

Aşağıda çocukların özelliklerini tanımlayan bir dizi madde bulunmaktadır. Her bir madde çocuğunuzun **şu andaki ya da son 2 ay içindeki** durumunu belirtmektedir. Bir madde **SİZİNLE BİRLİKTE ÇALIŞMAYA KATILAN ÇOCUĞUNUZ** için çok ya da sıklıkla doğru ise 3, bazen yada biraz doğru ise 2, hiç doğru değilse 1 sayılarını yuvarlak içine alınız. Lütfen tüm maddeleri işaretlemeye çalışınız. Maddelerin çocuğunuza uygun olmadığını düşünseniz bile lütfen maddeleri çok iyi doldurmaya çalışın. 1-------------------------------------2-------------------------------------3 Doğru Değil Biraz ya da Bazen Doğru Çok ya da Sıklıkla Doğru	Doğru Değil	Biraz ya da Bazen Doğru	Çok ya da Sıklıkla Doğru
1. Ağrı ve sızıları vardır (tıbbi nedeni olmadan).	1	2	3
2. Yaşından daha küçük gibi davranır.	1	2	3
3. Yeni şeyleri denemekten korkar.	1	2	3
4. Başkalarıyla göz göze gelmekten kaçınır.	1	2	3
5. Dikkatini uzun süre toplamakta ya da sürdürmekte güçlük çeker.	1	2	3
6. Yerinde rahat oturamaz, huzursuz ve çok hareketlidir.	1	2	3
7. Eşyalarının yerinin değiştirilmesine katlanamaz.	1	2	3
8. Beklemeye tahammülü yoktur, her şeyin anında olmasını ister.	1	2	3
9. Yenmeyecek şeyleri ağzına alıp çiğner.	1	2	3
10. Yetişkinlerin dizinin dibinden ayrılmaz, onlara çok bağımlıdır.	1	2	3
11. Sürekli yardım ister.	1	2	3
12. Kabızdır, kakasını kolay yapamaz (hasta değilken bile).	1	2	3
13. Çok ağlar.	1	2	3
14. Hayvanlara eziyet eder.	1	2	3
15. Karşı gelir.	1	2	3
16. İstekleri anında karşılanmalıdır.	1	2	3
17. Eşyalarına zarar verir.	1	2	3
18. Ailesine ait eşyalara zarar verir.	1	2	3
19. İshal olur, kakası yumuşaktır (hasta değilken bile).	1	2	3
20. Söz dinlemez, kurallara uymaz.	1	2	3
21. Yaşam düzenindeki en ufak bir değişiklikten rahatsız olur.	1	2	3
22. Tek başına uyumak istemez.	1	2	3
23. Kendisiyle konuşulduğunda yanıt vermez.	1	2	3
24. İştahsızdır (açıklayınız)...	1	2	3

	Doğru Değil	Biraz ya da Bazen Doğru	Çok ya da Sıklıkla Doğru
25. Diğer çocuklarla anlaşamaz.	1	2	3
26. Nasıl eğleneceğini bilmez, büyümüş de küçülmüş gibi davranır.	1	2	3
27. Hatalı davranışından dolayı suçluluk duymaz.	1	2	3
28. Evden dışarı çıkmak istemez.	1	2	3
29. Güçlükle karşılaştığında çabuk vazgeçer.	1	2	3
30. Kolay kıskanır.	1	2	3
31. Yenilip içilmeyecek şeyleri yer ya da içer (kum, kıl, kalem, silgi gibi) (belirtiniz)...	1	2	3
32. Bazı hayvanlardan, ortamlardan ya da yerlerden korkar. (belirtiniz)...	1	2	3
33. Duyguları kolayca incinir.	1	2	3
34. Çok sık bir yerlerini incitir, başı kazadan kurtulmaz.	1	2	3
35. Çok kavga-dövüş eder.	1	2	3
36. Her şeye burnunu sokar.	1	2	3
37. Anne-babasından ayrıldığında çok tedirgin olur.	1	2	3
38. Uykuya dalmada güçlük çeker.	1	2	3
39. Baş ağrıları vardır (tıbbi nedeni olmadan).	1	2	3
40. Başkalarına vurur.	1	2	3
41. Nefesini tutar.	1	2	3
42. Düşünmeden insanlara ya da hayvanlara zarar verir.	1	2	3
43. Hiçbir neden yokken mutsuz görünür.	1	2	3
44. Öfkelidir.	1	2	3
45. Midesi bulanır, kendini hasta hisseder (tıbbi neden olmadan).	1	2	3
46. Bir yerleri seyirir, tikleri vardır (açıklayınız)...	1	2	3
47. Sinirli ve gergindir.	1	2	3
48. Gece kabusları vardır, korkulu rüyalar görür.	1	2	3
49. Aşırı yemek yer.	1	2	3

	Doğru Değil	Biraz ya da Bazen Doğru	Çok ya da Sıklıkla Doğru
50. Aşırı yorgundur.	1	2	3
51. Hiçbir neden yokken panik yaşar.	1	2	3
52. Kakasını yaparken ağrısı, acısı olur.	1	2	3
53. Fiziksel olarak insanlara saldırır, onlara vurur.	1	2	3
54. Burnunu karıştırır, cildini yada vücudunun diğer taraflarını yolar (açıklayınız)..	1	2	3
55. Cinsel organlarıyla çok fazla oynar.	1	2	3
56. Hareketlerinde tam kontrollü değildir, sakardır.	1	2	3
57. Tıbbi nedeni olmayan, görme bozukluğu dışında göz ile ilgili sorunları vardır (açıklayınız)..	1	2	3
58. Cezadan anlamaz; ceza, davranışını değiştirmez.	1	2	3
59. Bir uğraş ya da faaliyetten diğerine çabuk geçer.	1	2	3
60. Döküntüleri ya da başka cilt sorunları vardır (tıbbi nedeni olmayan).	1	2	3
61. Yemek yemeyi reddeder.	1	2	3
62. Hareketli/canlı oyunlar oynamayı reddeder.	1	2	3
63. Başını ve bedenini tekrar tekrar sallar.	1	2	3
64. Gece yatağına gitmemek için direnir.	1	2	3
65. Tuvalet eğitimine karşı direnir (karşılaştığınız zorlukları belirtiniz)..	1	2	3
66. Çok bağırır, çağırır çığlık atar.	1	2	3
67. Sevgiye, şefkate tepkisiz görünür.	1	2	3
68. Sıkılgan ve utangaçtır.	1	2	3
69. Bencildir, paylaşmaz.	1	2	3
70. İnsanlara karşı çok az sevgi, şefkat gösterir.	1	2	3
71. Çevresindeki şeylere çok az ilgi gösterir.	1	2	3
72. Canının yanmasından, incinmekten pek az korkar.	1	2	3
73. Çekingen ve ürkektir.	1	2	3
74. Gece ve gündüz, çocukların çoğundan daha az uyur. (açıklayınız)..	1	2	3

	Doğru Değil	Biraz ya da Bazen Doğru	Çok ya da Sıklıkla Doğru
75. Kakasıyla oynar ve onu etrafa bulaştırır.	1	2	3
76. Konuşma sorunu vardır. (açıklayınız)..	1	2	3
77. Bir yere boş gözlerle uzun süre bakar ve dalgın görünür.	1	2	3
78. Mide-karin ağrısı ve krampları vardır (tıbbi nedeni olmayan).	1	2	3
79. Üzgünken birden neşeli, neşeli iken birden üzgün olabilir.	1	2	3
80. Yadırganan, tuhaf davranışları vardır. (açıklayınız)...	1	2	3
81. İnatçı, somurtkan ve rahatsız edicidir.	1	2	3
82. Duyguları değişkendir, bir anı bir anını tutmaz.	1	2	3
83. Çok sık küser, surat asar, somurtur.	1	2	3
84. Uykusunda konuşur, ağlar, bağırır.	1	2	3
85. Öfke nöbetleri vardır, çok çabuk öfkelenir.	1	2	3
86. Temiz, titiz ve düzenlidir.	1	2	3
87. Çok korkak ve kaygılıdır.	1	2	3
88. İşbirliği yapmaz.	1	2	3
89. Hareketsiz ve yavaştır, enerjik değildir.	1	2	3
90. Mutsuz, üzgün, çökmüş ve keyifsizdir.	1	2	3
91. Çok gürültücüdür.	1	2	3
92. Yeni tanıdığı insanlardan ve durumlardan çok tedirgin olur (açıklayınız).................................	1	2	3
93. Kusmaları vardır (tıbbi nedeni olmayan).	1	2	3
94. Geceleri sık sık uyanır.	1	2	3
95. Alıp başını gider.	1	2	3
96. Çok ilgi ve dikkat ister.	1	2	3
97. Sızlanır, mızırdanır.	1	2	3
98. İçe kapanıktır, başkalarıyla birlikte olmak istemez.	1	2	3
99. Evhamlıdır.	1	2	3

	Doğru Değil	Biraz ya da Bazen Doğru	Çok ya da Sıklıkla Doğru
100. Başkalarının eşyalarını ellerinden alır.	1	2	3
101. Başkalarını ısırır.	1	2	3
102. Başkalarına tekme atar.	1	2	3
103. Başkalarını vurmakla tehdit eder.	1	2	3
104. Kavga, dövüş başlatır.	1	2	3
105. Başkalarına eziyet eder.	1	2	3
106. Çocuğunuzun burada değinilmeyen başka sorunu varsa lütfen yazınız.			

Katılım Sonrası Bilgilendirme Formu

Sayın Katılımcı,

Bu araştırmanın amacı anne ve bakıcının arasındaki etkileşimin, bakıcının ve annenin çocuğa yönelik davranışlarını etkileyip etkilemediğini bulmak ve eğer böyle bir etki var ise, bunun çocuk üstündeki etkilerini incelemektir. Çocuğun birlikte en çok vakit geçirdiği ve çocuğa dair en çok sorumluluğu birlikte paylaşan anne ve bakıcı, çocuğun hayatında önemli kişilerdir. Bu kişilerin çocukla kurdukları bağ kadar birbirleriyle kurdukları iletişimin kalitesinin de çocuğun gelişimi için önemli olduğunu düşünmekteyiz.

Video kayıtları, iki açıdan incelenecektir: Sizin çocukla iletişiminizdeki genel hassasiyetiniz ve üçlü oyun sırasında her oyun için oyunu oynayan diğer kişilerle (anne için bakıcı ve çocuk, bakıcı için anne ve çocuk) aranızdaki iletişim hassasiyeti. Çocuğun davranışlarına dair doldurulan formdan edinilen bilgiler, gözlemlenen verilerin çocuk üstündeki etkilerini öğrenmek için kullanılacaktır.

Araştırmamıza katılımınız çok değerlidir. Destekleriniz ile çocuk gelişimi alanında gittikçe daha büyük önem kazanan bir değişkeni keşfetmek için adım atıyor olacağız. Herhangi bir soru, bilgi talebi veya yorumunuz için bize [   ] adresinden ulaşabilirsiniz.

Teşekkür ederiz,

Dr. Öğr. Üyesi Başak Şahin-Acar

Uzm. Kl. Psk. Nazlı Akay

D. FORMS AND MEASURES USED IN STUDY 2

Turkey

(*Note.* The survey was administered in mother and father versions, which were similar except for differential usage of the terms "mother" and "father". For convenience, only the mother version is shared in this section.)

Sevgili Anneler,

Çocuk bakıcısı ile çalışan ailelerdeki bakım süreçlerini araştırdığımız çalışmamıza katılımınızı rica ediyoruz. Bu araştırmanın amacı, bakıcı istihdam edilen ailelerdeki bakıcı, çocuk, anne ve babaların yaşantılarını ebeveynlerin gözünden öğrenmektir.

Aradığımız katılımcılar,

18 yaşından büyük olan,

1.5-5 yaş arasında bir çocuğu olan,

bu çocuğun bakımı için en az son 3 aydır bir çocuk bakıcısıyla çalışan ve

çocuğun babası ile birlikte yaşayan

annelerdir. Bu araştırmaya katılmanız durumunda, sizden bir anket doldurmanız rica edilecektir. Bu ankette bakıcınıza dair bilgiler, evde sorumlulukların dağılımı ve aile içi ilişkilere dair sorular bulunmaktadır. **Çocuğunuza bakım veren kişi, yani bakıcınız birden fazla sayıda olduysa, son bakıcınızı, eğer tek bir bakıcınız olduysa da o kişiyi düşünerek soruları cevaplandırmanızı istiyoruz.**

Bu araştırma kapsamında verdiğiniz kişisel bilgiler, araştırmacılar dışında kimse ile hiçbir koşul altında paylaşılmayacaktır. Bu formu imzaladığınız andan itibaren, açık isminiz gibi önemli bilgiler yerine araştırmaya ait belgelerde sadece size verilmiş olan katılımcı numarası olacaktır. Araştırmanın sonuçları toplu halde değerlendirilecek ve sunulacaktır; bireysel değerlendirme ve sunum yapılmayacaktır. Kişisel bilgileriniz bu araştırmadan çıkan herhangi bir yayın ve sunumda kullanılmayacaktır. Katılım gönüllülük esasına dayanmaktadır. Sizi zorladığını hissettiğiniz soruları cevaplamama ve bu çalışmayı istediğiniz zaman bırakma hakkına sahipsiniz. Bunun size olumsuz bir geri dönüşü olmayacaktır. Çalışmayı bırakmanız halinde, size dair bütün bilgiler ve belgeler silinecektir.

Bu araştırma, Orta Doğu Teknik Üniversitesi Gelişim Psikolojisi Doktora Programı öğrencisi Uzm. Kl. Psk. Nazlı Akay, aynı bölümde öğretim üyesi olan Dr. Öğr. Üyesi Başak Şahin-Acar ve University College London Division of Psychology and Language Sciences Öğretim Üyesi Prof. Dr. Pasco Fearon tarafından yürütülmektedir. Araştırma ile ilgili herhangi bir soru için Nazlı Akay'a (-----------) ulaşabilirsiniz.

Aşağıdaki alanı işaretlemeniz durumunda yukarıdaki açıklamayı okuduğunuzu, anladığınızı ve kendi rızanız ile bu araştırmaya katılmayı kabul ettiğinizi belirtmiş olursunuz.

Bu araştırmaya katılmayı

○ Kabul ediyorum

○ Kabul etmiyorum

Şu ana kadar çocuk bakımında size yardımcı olan bir bakıcınız oldu mu?
○ Evet
○ Hayır

Çocuğunuz ile ilişkiniz nedir?
○ Anne
○ Baba
○ Diğer

Kaç yaşındasınız?

[   ]

Medeni durumunuzu işaretleyiniz.
○ Evli veya anne-baba birlikte yaşıyor
○ Evli ve anne baba ayrı yaşıyor
○ Boşanmış ve çocuk anne ile yaşıyor
○ Boşanmış ve çocuk babayla yaşıyor
○ Boşanmış ve çocuk akraba ile yaşıyor
○ Diğer (lütfen belirtiniz)

Kaç çocuğunuz var?
○ 1 çocuk
○ 2 çocuk
○ 3 çocuk
○ 4 çocuk ve üstü

Çocuğunuzun ya da çocuklarınızın yaş (yıl ve ay olarak) ve cinsiyetini yazınız. Lütfen çocuk sayısı birden fazla ise her birinin yaş ve cinsiyetini kutucuklara virgülle ayırarak belirtiniz.

Yaş (yıl ve ay) [   ]
Cinsiyet [   ]

Şu andaki veya en son bakıcınızla ne kadar süredir çalışıyorsunuz?

[   ]

Şu andaki veya son bakıcınız kaç çocuğunuz ile ilgileniyor(du)?
○ 1 çocuk
○ 2 çocuk
○ 3 çocuk
○ 4 veya daha fazla

Şu andaki veya son bakıcınız hangi çocuğunuz ile ilgileniyor(du)?
○ Birinci çocuğum (yaşı en büyük olan çocuğum)
○ İkinci çocuğum
○ Üçüncü çocuğum
○ Dördüncü çocuğum

133

Lütfen araştırmanın buradan sonraki kısmını bakıcınızın ilgilendiği 1.5-5 yaş arasındaki çocuğunuzu düşünerek cevaplayınız. Bu yaş aralığında bir çocuğunuz yoksa araştırmayı pencereyi kapatarak sonlandırabilirsiniz.

Eğer bakıcınız 1.5-5 yaş aralığında birden fazla çocuğunuzla ilgileniyorsa, çocuklarınızın birini seçerek onun yaş ve cinsiyet bilgisini aşağıdaki kutucuğa yazınız ve soruları bu çocuğunuzu düşünerek cevaplayınız.

Şu andaki veya son bakıcınız hangi milletten(di)?
○ Türk
○ Türkmen
○ Filipinli
○ Özbek
○ Gürcü
○ Diğer (lütfen belirtiniz)

Şu andaki veya son bakıcınızın çocukları var mı?
○ Evet
○ Hayır

Bakıcınızın kaç çocuğu var ve biliyorsanız yaşları ve cinsiyetleri neler? Lütfen çocuk sayısı birden fazla ise her birinin yaş ve cinsiyetini kutucuklara virgülle ayırarak yazınız.

Bakıcımın çocuk sayısı	
Çocukların yaşları	
Çocukların cinsiyetleri	

Bakıcınızın evde hangi işlerden sorumlu olduğunu işaretleyerek belirtiniz (birden fazla seçeneği işaretleyebilirsiniz).
○ Ev için alışveriş yapmak
○ Çocuklarla ilgilenmek
○ Evi toplamak
○ Ev halkı için yemek yapmak
○ Ev halkı için temizlik yapmak
○ Ev halkı için çamaşır yıkamak
○ Ev halkının bulaşıklarını yıkamak
○ Diğer
○ Çocuğun çamaşırlarını yıkamak
○ Çocuğun bulaşıklarını yıkamak
○ Çocuğa yemek yapmak
○ Çocuğun çamaşırlarını ütülemek

Bakıcınızın çalışma saatlerini kutucukların yanına yazınız.

Hafta içi	
Hafta sonu	

Bakıcınız sizinle birlikte mi yaşıyor?
○ Evet

○ Hayır

Bakıcının çalışma saatleri içinde, gün boyunca çocukla geçirilen zamanın ne kadarının kiminle geçtiğini yazınız (tüm alanların toplamı 100 olmalıdır).

Anne	
Baba	
Bakıcı	
Diğer (lütfen belirtiniz)	
Total	

Bakıcının çalışma saatleri dışında, gün boyunca çocukla geçirilen zamanın ne kadarının kiminle geçtiğini yazınız (tüm alanların toplamı 100 olmalıdır).

Anne	
Baba	
Diğer (lütfen belirtiniz)	
Total	

Bakıcınızla çocuğunuzun ilişkisini 0 (sıfır) çok kötü, 10 çok iyi olmak üzere aşağıdaki cetvel üzerinden değerlendiriniz.
Bakıcı ile çocuğumun ilişkisi   0 1 2 3 4 5 6 7 8 9 10

Bakıcınızla sizin ilişkinizi 0 (sıfır) çok kötü, 10 çok iyi olmak üzere aşağıdaki cetvel üzerinden değerlendiriniz.
Bakıcı ile ilişkim   0 1 2 3 4 5 6 7 8 9 10

Bakıcınızla eşinizin ilişkisini 0 (sıfır) çok kötü, 10 çok iyi olmak üzere aşağıdaki cetvel üzerinden değerlendiriniz.
Bakıcı ile eşimin ilişkisi   0 1 2 3 4 5 6 7 8 9 10

Çocuğunuzla sizin ilişkinizi 0 (sıfır) çok kötü, 10 çok iyi olmak üzere aşağıdaki cetvel üzerinden değerlendiriniz.
Çocuğum ile ilişkim   0 1 2 3 4 5 6 7 8 9 10

Çocuğunuzla eşinizin ilişkisini 0 (sıfır) çok kötü, 10 çok iyi olmak üzere aşağıdaki cetvel üzerinden değerlendiriniz.
Çocuğum ile eşimin ilişkisi   0 1 2 3 4 5 6 7 8 9 10

Bakıcınızın çocuğunuza verdiği bakım ile tutum ve davranışlarını düşündüğünüzde, bu unsurların ne kadar sizin kontrolünüzde olduğunu düşünüyorsunuz?
Bakım üstündeki kontrolüm   0 10 20 30 40 50 60 70 80 90 100

Çocuğunuz bir eğitim veya bakım kurumuna (okula/yuvaya/kreşe) gidiyor mu?
○ Evet
○ Hayır

Çocuğunuz haftada kaç saatini bir eğitim veya bakım kurumunda geçiriyor?
○ 1-2 saat
○ 2-3 saat

○ 3-4 saat
○ 4-5 saat
○ 5-6 saat
○ 6 saatten fazla

Aşağıdaki işlerden eşinizin ve sizin ne oranda sorumlu olduğunuzu cetvel üzerinden değerlendiriniz. Bu cetvelde ibre tam ortada durmaktadır. İbreyi ortada bırakmanız, eşinizin ve sizin söz konusu işten eşit oranda sorumlu olduğunuzu belirtmektedir. İbreyi sola kaydırdıkça eşinizin, sağa kaydırdıkça da kendinizin daha fazla sorumlu olduğunu belirtmiş olursunuz. Lütfen işaretlemenizi yaparken tabloda yukarıda görünen sayıları dikkate almayınız.

	Tamamen eşim										Tamamen ben
	- 5	-4	-3	-2	-1	0	1	2	3	4	5

Evdeki tamirat ve bakım işleri
Ev için alışveriş yapmak
Çocuklarla ilgilenmek
Evi toplamak
Yemek yapmak
Temizlik yapmak
Çamaşır yıkamak
Bulaşık yıkamak

Eşinizin ve sizin çocukların bakımına ne oranda katkı sağlamakta olduğunuzu cetvel üzerinden değerlendiriniz.

	Tamamen eşim										Tamamen ben
	- 5	-4	-3	-2	-1	0	1	2	3	4	5

Beraber gezme
Oyun oynama
Kreş/okul sorunlarıyla ilgilenme
Ders çalışma
Kitap okuma
Yemek yedirme
Uyutma
Yıkama
Alt değiştirme

Lütfen şu anki romantik partnerinizle (yani sevgiliniz ya da eşinizle) ilgili aşağıdaki soruları cevaplayınız.

1	2	3	4	5	6	7	8	9
hiç doğru değil		biraz doğru		orta derecede doğru		oldukça doğru		tamamen doğru

Partnerim (eşim, sevgilim) çoğu zaman:

_____ 1. ... nasıl biri olduğumu çok iyi bilir.
_____ 2. ... "gerçek ben"i görür.
_____ 3. ... iyi yönlerimi ve kusurlarımı, benim kendimde gördüğüm gibi görür.
_____ 4. … söz konusu bensem yanılmaz.
_____ 5. ... zayıf yönlerim de dahil her şeyimi takdir eder.
_____ 6. ... beni iyi tanır.
_____ 7. ... iyisiyle kötüsüyle "gerçek ben"i oluşturan her şeye değer verir ve saygı gösterir.
_____ 8. ... çoğu zaman en iyi yönlerimi görür.
_____ 9. ...ne düşündüğümün ve hissettiğimin farkındadır.
_____ 10. ... beni anlar.
_____ 11. ... beni gerçekten dinler.
_____ 12. ... bana olan sevgisini gösterir ve beni yüreklendirir.
_____ 13. ... ne düşündüğümü ve hissettiğimi duymak ister.
_____ 14. ... benimle birlikte bir şeyler yapmaya heveslidir.
_____ 15. ... yetenek ve fikirlerime değer verir.
_____ 16. ... benimle aynı kafadadır.
_____ 17. ... bana saygı duyar.
_____ 18. ...ihtiyaçlarıma duyarlıdır.

Aşağıda çocukların özelliklerini tanımlayan bir dizi madde bulunmaktadır. Her bir madde çocuğunuzun **şu andaki ya da son 2 ay içindeki** durumunu belirtmektedir. Bir madde **SİZİNLE BİRLİKTE ÇALIŞMAYA KATILAN ÇOCUĞUNUZ** için çok ya da sıklıkla doğru ise 3, bazen yada biraz doğru ise 2, hiç doğru değilse 1 sayılarını yuvarlak içine alınız. Lütfen tüm maddeleri işaretlemeye çalışınız. Maddelerin çocuğunuza uygun olmadığını düşünseniz bile lütfen maddeleri çok iyi doldurmaya çalışın. 1--------------------------------2---------------------------------------3 Doğru Değil Biraz ya da Bazen Doğru Çok ya da Sıklıkla Doğru	Doğru Değil	Biraz ya da Bazen Doğru	Çok ya da Sıklıkla Doğru
1. Ağrı ve sızıları vardır (tıbbi nedeni olmadan).	1	2	3
2. Yaşından daha küçük gibi davranır.	1	2	3
3. Yeni şeyleri denemekten korkar.	1	2	3
4. Başkalarıyla göz göze gelmekten kaçınır.	1	2	3

5. Dikkatini uzun süre toplamakta ya da sürdürmekte güçlük çeker.	1	2	3
6. Yerinde rahat oturamaz, huzursuz ve çok hareketlidir.	1	2	3
7. Eşyalarının yerinin değiştirilmesine katlanamaz.	1	2	3
8. Beklemeye tahammülü yoktur, her şeyin anında olmasını ister.	1	2	3
9. Yenmeyecek şeyleri ağzına alıp çiğner.	1	2	3
10. Yetişkinlerin dizinin dibinden ayrılmaz, onlara çok bağımlıdır.	1	2	3
11. Sürekli yardım ister.	1	2	3
12. Kabızdır, kakasını kolay yapamaz (hasta değilken bile).	1	2	3
13. Çok ağlar.	1	2	3
14. Hayvanlara eziyet eder.	1	2	3
15. Karşı gelir.	1	2	3
16. İstekleri anında karşılanmalıdır.	1	2	3
17. Eşyalarına zarar verir.	1	2	3
18. Ailesine ait eşyalara zarar verir.	1	2	3
19. İshal olur, kakası yumuşaktır (hasta değilken bile).	1	2	3
20. Söz dinlemez, kurallara uymaz.	1	2	3
21. Yaşam düzenindeki en ufak bir değişiklikten rahatsız olur.	1	2	3
22. Tek başına uyumak istemez.	1	2	3
23. Kendisiyle konuşulduğunda yanıt vermez.	1	2	3
24. İştahsızdır (açıklayınız)..	1	2	3
25. Diğer çocuklarla anlaşamaz.	1	2	3
26. Nasıl eğleneceğini bilmez, büyümüş de küçülmüş gibi davranır.	1	2	3
27. Hatalı davranışından dolayı suçluluk duymaz.	1	2	3
28. Evden dışarı çıkmak istemez.	1	2	3
29. Güçlükle karşılaştığında çabuk vazgeçer.	1	2	3
30. Kolay kıskanır.	1	2	3

31. Yenilip içilmeyecek şeyleri yer ya da içer (kum, kıl, kalem, silgi gibi) (belirtiniz)..	1	2	3
32. Bazı hayvanlardan, ortamlardan ya da yerlerden korkar. (belirtiniz)...	1	2	3
33. Duyguları kolayca incinir.	1	2	3
34. Çok sık bir yerlerini incitir, başı kazadan kurtulmaz.	1	2	3
35. Çok kavga-dövüş eder.	1	2	3
36. Her şeye burnunu sokar.	1	2	3
37. Anne-babasından ayrıldığında çok tedirgin olur.	1	2	3
38. Uykuya dalmada güçlük çeker.	1	2	3
39. Baş ağrıları vardır (tıbbi nedeni olmadan).	1	2	3
40. Başkalarına vurur.	1	2	3
41. Nefesini tutar.	1	2	3
42. Düşünmeden insanlara ya da hayvanlara zarar verir.	1	2	3
43. Hiçbir neden yokken mutsuz görünür.	1	2	3
44. Öfkelidir.	1	2	3
45. Midesi bulanır, kendini hasta hisseder (tıbbi neden olmadan).	1	2	3
46. Bir yerleri seğirir, tikleri vardır (açıklayınız)..	1	2	3
47. Sinirli ve gergindir.	1	2	3
48. Gece kâbusları vardır, korkulu rüyalar görür.	1	2	3
49. Aşırı yemek yer.	1	2	3
50. Aşırı yorgundur.	1	2	3
51. Hiçbir neden yokken panik yaşar.	1	2	3
52. Kakasını yaparken ağrısı, acısı olur.	1	2	3
53. Fiziksel olarak insanlara saldırır, onlara vurur.	1	2	3
54. Burnunu karıştırır, cildini ya da vücudunun diğer taraflarını yolar (açıklayınız)..	1	2	3
55. Cinsel organlarıyla çok fazla oynar.	1	2	3
56. Hareketlerinde tam kontrollü değildir, sakardır.	1	2	3

57. Tıbbi nedeni olmayan, görme bozukluğu dışında göz ile ilgili sorunları vardır (açıklayınız)..	1	2	3
58. Cezadan anlamaz; ceza, davranışını değiştirmez.	1	2	3
59. Bir uğraş ya da faaliyetten diğerine çabuk geçer.	1	2	3
60. Döküntüleri ya da başka cilt sorunları vardır (tıbbi nedeni olmayan).	1	2	3
61. Yemek yemeyi reddeder.	1	2	3
62. Hareketli/canlı oyunlar oynamayı reddeder.	1	2	3
63. Başını ve bedenini tekrar tekrar sallar.	1	2	3
64. Gece yatağına gitmemek için direnir.	1	2	3
65. Tuvalet eğitimine karşı direnir (karşılaştığınız zorlukları belirtiniz)..	1	2	3
66. Çok bağırır, çağırır çığlık atar.	1	2	3
67. Sevgiye, şefkate tepkisiz görünür.	1	2	3
68. Sıkılgan ve utangaçtır.	1	2	3
69. Bencildir, paylaşmaz.	1	2	3
70. İnsanlara karşı çok az sevgi, şefkat gösterir.	1	2	3
71. Çevresindeki şeylere çok az ilgi gösterir.	1	2	3
72. Canının yanmasından, incinmekten pek az korkar.	1	2	3
73. Çekingen ve ürkektir.	1	2	3
74. Gece ve gündüz, çocukların çoğundan daha az uyur. (açıklayınız)..	1	2	3
75. Kakasıyla oynar ve onu etrafa bulaştırır.	1	2	3
76. Konuşma sorunu vardır. (açıklayınız)..	1	2	3
77. Bir yere boş gözlerle uzun süre bakar ve dalgın görünür.	1	2	3
78. Mide-karin ağrısı ve krampları vardır (tıbbi nedeni olmayan).	1	2	3
79. Üzgünken birden neşeli, neşeli iken birden üzgün olabilir.	1	2	3
80. Yadırganan, tuhaf davranışları vardır. (açıklayınız)..	1	2	3
81. İnatçı, somurtkan ve rahatsız edicidir.	1	2	3

82. Duyguları değişkendir, bir anı bir anını tutmaz.	1	2	3
83. Çok sık küser, surat asar, somurtur.	1	2	3
84. Uykusunda konuşur, ağlar, bağırır.	1	2	3
85. Öfke nöbetleri vardır, çok çabuk öfkelenir.	1	2	3
86. Temiz, titiz ve düzenlidir.	1	2	3
87. Çok korkak ve kaygılıdır.	1	2	3
88. İş birliği yapmaz.	1	2	3
89. Hareketsiz ve yavaştır, enerjik değildir.	1	2	3
90. Mutsuz, üzgün, çökmüş ve keyifsizdir.	1	2	3
91. Çok gürültücüdür.	1	2	3
92. Yeni tanıdığı insanlardan ve durumlardan çok tedirgin olur (açıklayınız).................................	1	2	3
93. Kusmaları vardır (tıbbi nedeni olmayan).	1	2	3
94. Geceleri sık sık uyanır.	1	2	3
95. Alıp başını gider.	1	2	3
96. Çok ilgi ve dikkat ister.	1	2	3
97. Sızlanır, mızırdanır.	1	2	3
98. İçe kapanıktır, başkalarıyla birlikte olmak istemez.	1	2	3
99. Evhamlıdır.	1	2	3
100. Çocuğunuzun burada değinilmeyen başka sorunu varsa lütfen yazınız.			

Araştırmaya dair eklemek istediklerinizi aşağıdaki kutucuğa yazınız.

Bu sorular içerisinde anlamadığınız ya da cevaplamakta zorlandığınız kısımlar oldu mu? Oldu ise lütfen belirtiniz.

Katılımınız için teşekkür ederiz! Tanıdığınız anne-babalara araştırmamızdan bahsederseniz minnettar oluruz.
Ayrıca, bakıcılarla ilgili diğer araştırmamız için https://forms.gle/FdGYC4qpY4pjAjkC7 adresine bilgilerinizi bırakabilirsiniz. Size en kısa sürede ulaşacağız.
Herhangi bir soru veya yorumunuz için bizimle nakay@metu.edu.tr adresinden bağlantıya geçebilirsiniz.

UK

Dear Parents,

We would like to invite you to take part in our research, which is looking at the role of nannies as childcare providers for families with young children. Please read the information below before deciding whether to participate in this research and ask us when something is not clear. Thank you for taking up your time to read the information below.

What is the purpose of this research?
The aim of this research is to learn more about families' experiences of childcare provided by nannies. We would like to gain a better understanding of the relationships between family members and nannies and the well-being of children receiving nanny care.

Why have I been invited?
We are specifically looking for parents who:

· 	Have a child between the ages of 1.5-5 years
· 	Live in a two-parent household,
· 	Rely on a paid nanny for some proportion of their child's care,
· 	The nanny has worked for at least the past three months.

What will happen if I take part?
If you participate in this survey, you will be asked to fill out a questionnaire online. This questionnaire includes information about your nanny, the distribution of responsibilities at home, and questions about family relationships. If your child has

had more than one nanny, we would like you to answer the questions by thinking about your current or most recent nanny.

What are the possible disadvantages or risks of taking part?
We do not expect there to be any risks or disadvantages to taking part in this survey, other than the time taken to complete it. Your responses are entirely anonymous, so the answers you give could never be linked to you. Some questions in the survey address personal matters about you and your relationships. You are free to skip any question you do not feel comfortable answering.

What are the possible benefits of taking part?
A nanny can be a crucial part of a child's daily care and may have an important influence on a child's development and wellbeing. However, currently, we lack good information about the extent to which this is the case and what factors might be most important. Therefore, the main benefit of participation would be to take part in an effort to better understand these issues.

Expenses and payments
The research procedure does not entail additional expenses for you.
Your participation is entirely voluntary for this research. We are not able to pay you for your time.

What do I have to do to take part?
After you tick all boxes in the consent form, you will be directed to the survey.

What happens to the results of the research study?
Since we will not ask you for any contact information and will not be able to identify which responses are yours, we cannot share the results with you individually. However, the e-mail address of one of the researchers is shared with you at the end of the survey, so that you can reach us if you have any questions.

Voluntary participation and discontinuation
Participation is voluntary. You have the right not to answer questions you don't want to answer, and you are free to leave the survey at any time.

What will happen to my data?
The individual responses you provide will not be shared with anyone other than researchers under any circumstances. The results of the research will be evaluated and presented collectively and will not identify any individuals.

Who is organising, funding and monitoring the research?
This research has been organised by Nazlı Akay (doctoral candidate, Middle East Technical University Developmental Psychology Doctorate Program), Prof. Pasco Fearon UCL Division of Psychology & Language Sciences), and Assist. Prof. Başak Şahin-Acar (Middle East Technical University Psychology Department).

This research is sponsored by University College London and funded by The Scientific and Technological Research Council of Turkey.

Ethical approval
The University College London Ethics Committee has approved this research with the reference number 19251/001.

What to do if something goes wrong?
University College London, as the Sponsor, has appropriate insurance in place in the unlikely event that you suffer any harm as a direct consequence of your participation in this study.

However, if you have a concern about any aspect of this study, you should ask to speak to Nazlı Akay, who will do her best to answer your questions.

Safeguarding and confidentiality
All information you provide to us anonymous and cannot be linked to you individually. All data will be stored securely and not passed on to any third parties.

How can I contact the researchers?
For any questions about the research, you could contact Nazlı Akay (-----------------).

If you check all the boxes in the field below, you indicate that you have read and understood the above statement and agree to participate in this research with your own consent.

Study Title: *The Family Dynamics in Nanny-Employed Families and Their Impact on the Cared Child's Well-Being*

UCL REC Approval ID: 19251/001

Researchers: Pasco Fearon (UCL, --------------), Nazlı Akay (UCL, --------------------), Başak Şahin-Acar (METU, -----------------------)

UCL Data Protection Officer: Alex Potts (---------------------------)

I confirm that I understand that by ticking/initialling each box below I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element that I may be deemed ineligible for the study.

		Tick Box
1.	I confirm that I have read and understood the Information Sheet for the above study. I have had an opportunity to consider the information and	

	what will be expected of me. I have also had the opportunity to ask questions which have been answered to my satisfaction.	
2.	I understand that the data I am giving is fully anonymous and that I will not be identifiable by the research teams or anyone else.	
3.	I consent to participate in the study. I understand that the information I provide will be used for the purposes explained to me.	
4.	I understand that my information may be subject to review by responsible individuals from University College London, Middle East Technical University and The Scientific and Technological Research Council of Turkey for monitoring and audit purposes.	
5.	I understand that my participation is voluntary and that I am free to stop at any time without giving a reason. I also understand that once I complete the survey, I cannot withdraw that information as the researchers will not be able to identify my record.	
6.	I understand that the data will not be made available to any commercial organisations.	
7.	I agree that my anonymised research data may be used by suitably qualified researchers for future research.	
8.	I understand that the information I have submitted, along with other data, will be published as a part of a dissertation, conference/congress presentations and/or research articles. I understand that I will not be identified in any of these publications.	
9.	I am aware of who I should contact if I wish to lodge a complaint.	
10.	I voluntarily agree to take part in this study.	
11.	**Overseas Transfer of Data** I understand that my anonymised responses to the survey will be securely transferred and securely stored by the research team in Turkey on password-protected computer systems.	

Have you had a nanny to help you with child care?
O Yes
O No

What is your relationship with your child?
O Mother
O Father
O Other

Are you a UK citizen or resident?
O Yes, I am

○ No, I am not

Please indicate your marital status below.
○ Living with the child's other parent
○ Separated with the child's other parent

Do you live in a same-sex or different-sex parent household?
○ I live in a same-sex parent household
○ I live in a different-sex parent household

How old are you?

[ ]

How many children do you have?
○ 1 child
○ 2 children
○ 3 children
○ 4 or more children

Please write the ages (year and month) and genders of your children below. If you have more than one child, please separate their ages and genders by using commas.
Ages (year and month)   [ ]
Genders   [ ]

How long have you been working with your current nanny?

[ ]

How many children is your nanny caring for?
○ 1 child
○ 2 children
○ 3 children
○ 4 or more children

Which of your children has your current nanny cared for?
○ My first child (oldest)
○ My second child
○ My third child
○ My fourth child
○ Other (please write)

Please choose one option that best describes your nanny's ethnic group or background.
○ English, Welsh, Scottish, Northern Irish/British
○ Irish
○ Gypsy or Irish Traveller
○ Any other White background, please describe
○ White and Black Caribbean
○ White and Black African
○ White and Asian

○ Any other Mixed/multiple ethnic background, please describe
○ Indian
○ Pakistani
○ Bangladeshi
○ Chinese
○ Any other Asian background, please describe
○ African
○ Caribbean
○ Any other Black/African/Caribbean background, please describe
○ Arab
○ Any other ethnic group, please describe

Does your nanny have children?
○ Yes
○ No

If you know, please write the number of children your nanny has and state their ages and genders. If she has more than one child, please separate their ages and genders by using commas.

Number of nanny's children
Their ages
Their genders

Please mark the responsibilities of your child's nanny in your house (you may mark more than one option).
○ Shopping for the home
○ Taking care of the child
○ Tidying up the house
○ Cooking for the household
○ Cleaning for the household
○ Doing laundry for the household
○ Doing the dishes of the household
○ Other
○ Washing the child's clothes
○ Washing the child's dishes
○ Cooking for the child
○ Ironing the child's clothes

Does your nanny live with you?
○ Yes
○ No

Please write the working hours of your nanny.

Weekdays
Weekends

Please write the amount of time that each person spends with the child during a typical day that the nanny works (all fields should add up to 100).

147

Mother	
Father	
Nanny	
Other (please specify)	
Total	

Please write the amount of time that each person spends with the child during a typical day that the nanny does not work (all fields should add up to 100).

Mother	
Father	
Other (please specify)	
Total	

Evaluate the relationship between your nanny and your child on the following table: The range is from 0 (zero) meaning "very bad" to 10 meaning "very good".
Nanny-child relationship   0 1 2 3 4 5 6 7 8 9 10

Evaluate the relationship between you and your nanny on the following table: The range is from 0 (zero) meaning "very bad" to 10 meaning "very good".
Self-nanny relationship   0 1 2 3 4 5 6 7 8 9 10

Evaluate the relationship between your nanny and your spouse on the following table: The range is from 0 (zero) meaning "very bad" to 10 meaning "very good".
Spouse-nanny relationship   0 1 2 3 4 5 6 7 8 9 10

Evaluate the relationship between you and your child on the following table: The range is from 0 (zero) meaning "very bad" to 10 meaning "very good".
Self-child relationship   0 1 2 3 4 5 6 7 8 9 10

Evaluate the relationship between your spouse and your child on the following table: The range is from 0 (zero) meaning "very bad" to 10 meaning "very good".
Spouse-child relationship   0 1 2 3 4 5 6 7 8 9 10

To what extent do you feel the care your nanny gives to your child is under your control?
My sense of control over nanny care   0 10 20 30 40 50 60 70 80 90 100

Does your child attend nursery, preschool education, playgroup or a childcare facility?
O Yes
O No

How many hours does your child spend a week in nursery, preschool education, playgroup or a childcare facility?
O 1-5 hours
O 6-10 hours
O 11-15 hours
O 16-20 hours
O 21-25 hours

○ 26 or more hours

Evaluate to what extent your spouse and you are responsible for the following chores on the scale.

On this scale, the pointer is in the middle. Leaving it as is indicates that you and your spouse are equally responsible for the work in question. As you move the pointer to the left, you indicate that your partner is more responsible, and the more you move it to the right, the more responsible you are. Please ignore the numbers that appear above in the table while making your mark.

<div align="right">
Completely on my spouse   Completely on me
- 5 -4 -3 -2 -1 0 1 2 3 4 5
</div>

Fixing up the house
Shopping
Taking care of the children
Tidying up the house
Cooking
Cleaning
Doing the laundry
Washing the dishes

Evaluate on the scale how much your spouse and you contribute to the care of the children.

<div align="right">
Completely on my spouse   Completely on me
- 5 -4 -3 -2 -1 0 1 2 3 4 5
</div>

Outdoor activities
Playing at home
Dealing with the care/education
Helping with homework
Reading
Feeding
Putting to bed
Bathing
Changing the nappy

Please answer the following questions about your current romantic partner.

1	2	3	4	5	6	7	8	9
Not at all true		Somewhat true		Moderately true		Very true		Completely true

My partner usually:

_____ 1.   … is an excellent judge of my character.
_____ 2.   … sees the "real" me.
_____ 3.   … sees the same virtues and faults in me as I see in myself.
_____ 4.   … "gets the facts right" about me.
_____ 5.   … esteems me, shortcomings and all.

_____ 6. … knows me well.
_____ 7. … values and respects the whole package that is the "real" me.
_____ 8. … usually seems to focus on the "best side" of me.
_____ 9. … is aware of what I am thinking and feeling.
_____ 10. ... understands me.
_____ 11. … really listens to me.
_____ 12. ... expresses liking and encouragement for me.
_____ 13. ... seems interested in what I am thinking and feeling.
_____ 14. … seems interested in doing things with me.
_____ 15. … values my abilities and opinions.
_____ 16. … is on "the same wavelength" with me.
_____ 17. … respects me.
_____ 18. … is responsive to my needs.

Below is a list of items that describe children. For each item that describes **THE CHILD THAT YOU ARE REFERRING TO IN THIS RESEARCH now or within the past 2 months**, please circle the 2 if the item is very true or often true of the child. Circle the 1 if the item is somewhat or sometimes true of the child. If the item is not true of the child, circle the 0. Please answer all items as well as you can, even if some do not seem to apply to the child. 1---------------------------------2-----------------------------------3 Not True　　　Somewhat or Sometimes True　　　Very True or Often True	Not True	Somewhat or Sometimes True	Very True or Often True
1. Aches or pains (without medical cause; do not include stomach or headaches) (1)	1	2	3
2. Acts too young for age. (2)	1	2	3
3. Afraid to try new things. (3)	1	2	3
4. Avoids looking others in the eye. (4)	1	2	3
5. Can't concentrate, can't pay attention for long. (5)	1	2	3
6. Can't sit still, restless, or hyperactive. (6)	1	2	3
7. Can't stand having things out of place. (7)	1	2	3
8. Can't stand waiting; wants everything now. (8)	1	2	3
9. Chews on things that aren't edible. (9)	1	2	3
10. Clings to adults or too dependent. (10)	1	2	3
11. Constantly seeks help. (11)	1	2	3

150

12. Constipated, doesn't move bowels (when not sick). (12)	1	2	3
13. Cries a lot. (13)	1	2	3
14. Cruel to animals. (14)	1	2	3
15. Defiant. (15)	1	2	3
16. Demands must be met immediately. (16)	1	2	3
17. Destroys his/her own things. (17)	1	2	3
18. Destroys things belonging to his/her family or other children. (18)	1	2	3
19. Diarrhea or loose bowels (when not sick). (19)	1	2	3
20. Disobedient. (20)	1	2	3
21. Disturbed by any change in routine. (21)	1	2	3
22. Doesn't want to sleep alone. (22)	1	2	3
23. Doesn't answer when people talk to him/her. (23)	1	2	3
24. Doesn't eat well. (24)	1	2	3
25. Doesn't get along with other children. (25)	1	2	3
26. Doesn't know how to have fun; acts like a little adult. (26)	1	2	3
27. Doesn't seem to feel guilty after misbehaving. (27)	1	2	3
28. Doesn't want to go out of home. (28)	1	2	3
29. Easily frustrated. (29)	1	2	3
30. Easily jealous. (30)	1	2	3
31. Eats or drinks things that are not food—don't include sweets. (31)	1	2	3
32. Fears certain animals, situations, or places. (32)	1	2	3
33. Feelings are easily hurt. (33)	1	2	3
34. Gets hurt a lot, accident-prone. (34)	1	2	3
35. Gets in many fights. (35)	1	2	3
36. Gets into everything. (36)	1	2	3
37. Gets too upset when separated from parents. (37)	1	2	3
38. Has trouble getting to sleep. (38)	1	2	3

39. Headaches (without medical cause). (39)	1	2	3
40. Hits others. (40)	1	2	3
41. Holds his/her breath. (41)	1	2	3
42. Hurts animals or people without meaning to. (42)	1	2	3
43. Looks unhappy without good reason. (43)	1	2	3
44. Angry moods. (44)	1	2	3
45. Nausea, feels sick (without medical cause). (45)	1	2	3
46. Nervous movements or twitching. (46)	1	2	3
47. Nervous, highstrung, or tense. (47)	1	2	3
48. Nightmares. (48)	1	2	3
49. Overeating. (49)	1	2	3
50. Overtired. (50)	1	2	3
51. Shows panic for no good reason. (51)	1	2	3
52. Painful bowel movements (without medical cause). (52)	1	2	3
53. Physically attacks people. (53)	1	2	3
54. Picks nose, skin, or other parts of body. (54)	1	2	3
55. Plays with own sex parts too much. (55)	1	2	3
56. Poorly coordinated or clumsy. (56)	1	2	3
57. Problems with eyes (without medical cause). (57)	1	2	3
58. Punishment doesn't change his/her behavior. (58)	1	2	3
59. Quickly shifts from one activity to another. (59)	1	2	3
60. Rashes or other skin problems (without medical cause). (60)	1	2	3
61. Refuses to eat. (61)	1	2	3
62. Refuses to play active games. (62)	1	2	3
63. Repeatedly rocks head or body. (63)	1	2	3
64. Resists going to bed at night. (64)	1	2	3
65. Resists toilet training. (65)	1	2	3
66. Screams a lot. (66)	1	2	3

67. Seems unresponsive to affection. (67)	1	2	3
68. Self-conscious or easily embarrassed. (68)	1	2	3
69. Selfish or won't share. (69)	1	2	3
70. Shows little affection toward people. (70)	1	2	3
71. Shows little interest in things around him/her. (71)	1	2	3
72. Shows too little fear of getting hurt. (72)	1	2	3
73. Too shy or timid. (73)	1	2	3
74. Sleeps less than most kids during day. (74)	1	2	3
75. Smears or plays with bowel movements. (75)	1	2	3
76. Speech problem. (76)	1	2	3
77. Stares into space or seems preoccupied. (77)	1	2	3
78. Stomachaches or cramps (without medical cause). (78)	1	2	3
79. Rapid shifts between sadness and excitement. (79)	1	2	3
80. Strange behavior. (80)	1	2	3
81. Stubborn, sullen, or irritable. (81)	1	2	3
82. Sudden changes in mood or feelings. (82)	1	2	3
83. Sulks a lot. (83)	1	2	3
84. Talks or cries out in sleep. (84)	1	2	3
85. Temper tantrums or hot temper. (85)	1	2	3
86. Too concerned with neatness or cleanliness. (86)	1	2	3
87. Too fearful or anxious. (87)	1	2	3
88. Uncooperative. (88)	1	2	3
89. Underactive, slow moving, or lacks energy. (89)	1	2	3
90. Unhappy, sad, or depressed. (90)	1	2	3
91. Unusually loud. (91)	1	2	3
92. Upset by new people or situations. (92)	1	2	3
93. Vomiting, throwing up (without medical cause). (93)	1	2	3
94. Wakes up often at night. (94)	1	2	3

153

95. Wanders away. (95)	1	2	3
96. Wants a lot of attention. (96)	1	2	3
97. Whining. (97)	1	2	3
98. Withdrawn, doesn't get involved with others. (98)	1	2	3
99. Worries. (99)	1	2	3
100. Please write in any problems the child has that were not listed above. …………………………………………………………………… ……………………………………… …………………………………………………………………… ………………………………………			

If you would like to add anything that you think might be relevant with this research, please add here.

Were there any parts of this survey that you did not understand or had difficulty answering? If yes, please specify.

Thank you for your participation!
We appreciate the time you have taken to tell us about your family and your child. If you have any concerns at all about your child's health, development or well-being, we would recommend that you contact your GP, who would be able to offer you advice and direct you to the sources of support if needed.

We would be glad if you mentioned our research to other mothers and fathers.
You could contact us via ----------------- anytime.

E. CURRICULUM VITAE

NAZLI AKAY

<u>**EDUCATION**</u>

2016 – 2022 : Middle East Technical University, Ankara

        Ph.D., Developmental Psychology

2010 – 2013 : Istanbul Bilgi University, Istanbul

        M.A., Clinical Psychology

2006 – 2010 : Boğaziçi University, Istanbul

        Istanbul Bilgi University, Istanbul

        B.A., Psychology

<u>**TRAINING**</u>

2021

Nature and Nurture: Twin Research and Human Genetics - Master Level

VU Amsterdam Summer School

2020-2021

Introduction to Human Behavioral Genetics

Prof. Matt McGue, Coursera

2020

Ölçek Uyarlama Çalışmaları [Measure Adaptation Workshop Series]

Prof. Özlem Sertel-Berk, İSTARMER

2012-2014

Play Therapy Training and Group Supervision

Dr. Reyhana Seedat

<u>**WORK EXPERIENCE**</u>

2020 – …:   Honorary Research Assistant, University College London

2020 – …:   Honorary Research Assistant, Anna Freud Centre

2018 – 2022: Research Assistant, Middle East Technical University

2014 – 2016: Kindergarten Psychologist, İstek Özel Kaşgarlı Mahmut Schools

2014 – 2016: Psychotherapist, Monomente Mental Health and Counselling Center

2013 – 2016: Psychotherapist, Child and Family Counseling Association

2013 – 2015: Project Evaluation Expert, Youth Life Foundation

2012 – 2013: Kindergarten Teacher, Rumelihisarı Small Hands Academy

TEACHING EXPERIENCE

METU Psychology Winter Internship at the Child and Adolescent Development Lab (2021 Fall and Spring)

Trainer and Supervisor

PSY390: Workshop in Developmental Psychology (2021 Fall)

Department of Psychology, Middle East Technical University

Teaching Assistant

PSY391: Workshop in Developmental Psychology (2019 Spring)

Department of Psychology, Middle East Technical University

Teaching Assistant

PSYC 434: Child and Adolescent Psychopathology (2017 Fall)

Department of Psychology, Bilkent University

Instructor

PUBLICATIONS

Akay, N. & Şahin-Acar, B. (2021). Çocuk bakıcısı ve ailenin ilişkisi. *Türk Psikoloji Yazıları, 24*(47), 97-111.

Akay, N. (2013). *Mothering a child that is not mine: The perceptions about mothering and babysitting of immigrant babysitters who had left their children behind* [Master's thesis]. İstanbul Bilgi University.

Akay, N. (2013). The effects of paternal alcoholism on oedipal children. *Human Systems, 24*, 85-94.

Akay, N. (2016). Türkiye'de göç, bakıcılık ve annelik. *Çocuk Akıl Sağlığı ve Rehberliği Derneği Bülteni, 4*, 20-22.

Akay, N. (2014). Mutluluktan korkmak. *Çocuk Akıl Sağlığı ve Rehberliği Derneği Bülteni, 2014,* 11-14.

PRESENTATIONS

International Events

Öztürk, İ. & **Akay, N.** (accepted). *The perception of female and male drivers among Turkish adolescents* [Oral presentation]. 17th European Congress of Psychology, Ljubljana, Slovenia.

Akay, N. & Öztürk, İ. (2021, July 18-23). *The role of gross-national income and culture in pre-primary education* [Oral presentation]. 32nd International Congress of Psychology, Prague, Czechia.

Akay, N. (2019, December 13-15). *How should child psychopathology be defined?: contemporary approaches* [Invited master class]. International Conference of Fundamental and Applied Issues of Pedagogy and Psychology in Educational and Social Context, Moscow, Russia.

Akay, N. & Şahin-Acar, B. (2019, August 29 - September 1). *Nannies, cared children and the family dynamics* [Oral presentation]. 19th European Conference on Developmental Psychology, Athens, Greece.

Akay, N. & Şahin-Acar, B. (2019, July 2-5). *The impact of babysitters on the family dynamics* [Poster presentation]. XVI European Congress of Psychology, Moscow, Russia.

Akay, N. & Hafızoğlu, S. (October 24-27, 2013). *How does parental alcoholism affect oedipal children and their families: an integration of systemic and psychodynamic approaches* [Symposium]. Europe Family Therapy Association Congress, İstanbul, Turkey.

National Events

Akay, N. & Şahin-Acar, B. (2018, November 15-17). *Çocuk bakıcılarının aile dinamikleri ve bakılan çocuk ruh sağlığı üstündeki etkileri* [The family dynamics of the nannies and their impact on the cared child's well-being, Oral presentation]. 20th National Psychology Congress, Ankara, Turkey.

Akay, N. (2015, May 25-26). *"Benim" olmayan bir çocuğa annelik yapmak: geride çocuğunu bırakmış göçmen çocuk bakıcılarıyla annelik ve bakıcılığa dair* [Mothering a child that is not "mine": About mothering and babysitting, with immigrant babysitters who had left their children behind, Oral presentation]. Işık Savaşır 7th Clinical Psychology Symposium, Ankara, Turkey.

Akay, N. (2015, May 9). *Teknoloji çağında değer okuryazarlığı* [Proficiency in values in the age of technology, Oral presentation] 17th Counselling Symposium, İstanbul, Turkey.

Akay, N. (2014, April 9-12). *"Benim" olmayan bir çocuğa annelik yapmak: geride çocuğunu bırakmış göçmen çocuk bakıcılarının annelik ve bakıcılığa dair algıları* [Mothering a child that is not "mine": The perceptions about mothering and babysitting of immigrant babysitters who had left their children behind, Poster presentation]. 18th National Psychology Congress, Bursa, Turkey.

Akay, N. (2011, September 14-18). *Çocuklarla çalışırken ilk görüşme.* [The intake with children, Workshop]. 5. National Psychology Graduate Student Congress, İstanbul, Turkey.

Akay, N. (2010, July 14-17). *Gelişimsel psikopatoloji modeli ve hasta olmak* [Developmental psychopathology model and to be "ill", Oral presentation]. 15. National Psychology Students Congress, Ankara, Turkey.

Akay, N. (2010, July 14-17). *Beynimdeki ayna* [The mirror in my brain, Poster presentation] 15. National Psychology Students Congress, Ankara, Turkey.

PROJECTS

Şahin-Acar, B. et al. Anne, baba ve çocukların birlikte oyunları ve geçmişle ilgili konuşmaları: toplumsal cinsiyetin ve ebeveynlerin cinsiyet ideolojilerinin etkileri [Mothers, fathers and children playing together and talking about the past: the impact of gender and parents' gender ideologies].

Terry, J. et al. Multi-site stats & maths anxiety project.

SYNERGISTIC ACTIVITIES

Peer-review Activities in Journals

2021

Journal of European Psychology Students

2020

Counselling Psychology Quarterly (Taylor & Francis)

2019

Journal of Traffic and Transportation Research (METU)

2018

Counselling Psychology Quarterly (Taylor & Francis)

2012

Graduate Student Journal of Psychology (Columbia University)

Scholarships and Awards

2020-2021

TÜBİTAK 2214-A Yurt Dışı Doktora Sırası Araştırma Bursu [International Research Fellowship Programme for PhD Students]

2018

Middle East Technical University Performance Award

2010-2013

Studentship in the Clinical Psychology graduate program

2006–2010

ÖSYM full scholarship

2008–2012

Supportive credit from The National Association for Dorms and Credits

Executive Duties

Turkish Psychologists' Association

Executive Board Member of Istanbul Branch, 2014-2018

Member, 2018-2019

Child and Family Counseling Association (ÇARE-DER)

Executive Board Member, 2014-2018

F. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş

Aile toplumun merkezi olarak görülmektedir (Durant, 1946, akt. Odland, 2010). Ailenin geleneksel üyeler olan anne, baba ve çocuklara bazen ailenin üyesi olmasa da aile dinamiklerinde rolü olan başka kişiler eklenmektedir. Bu kişilerden biri çocuk bakıcısıdır. Bakıcılar, çalıştıkları aileyle iş ilişkisi içinde olmalarına rağmen, başta bakımından sorumlu oldukları çocuk olmak üzere, aile ile aynı zamanda samimi ilişkileri olan çalışanlardır. Bununla birlikte, alanyazında bakıcıların bakım verdikleri çocukla ve aile üyeleriyle ilişkilerinin çocuğun psikolojik iyi oluşuna (içselleştirici ve dışsallaştırıcı problemler açısından) etkisini inceleyen yayın bulunmamaktadır. Bu doktora tezi ile bu ilişkileri ve etkilerini, iki farklı araştırma ile keşfetmeyi amaçlamaktayız.

Çocuk Bakımı

İnsan yavruları hayatta kalabilmek için ilk yıllarında bir veya birden fazla yetişkinin bakımına ihtiyaç duyarlar (Sakman, 2020). Bu bakım, çoğunlukla anne tarafından, kısmen de baba tarafından verilmektedir (Chodorow, 1999). Anne ve babaların çocuk bakımında aldığı sorumluluklar ve verdikleri bakımın kalitesi birbirinden farklı olabilmektedir (AÇEV, 2017; Working Mother, 2015). Geleneksel iş bölümüne uygun olarak, anneler çocuk bakımına dair ve ev düzenine dair çoğu iş için temel sorumlu durumundadır ve bu bulgu Türkiye ve İngiltere merkezli bulgularda tekrarlanmaktadır (AÇEV, 2017; Henz, 2019). Günümüzde babaların çocuk bakımında daha aktif bir rol aldığı görülmektedir, ancak geleneksel rollerde radikal bir değişiklik olmamıştır (Churchill & Craig, 2021; Henz, 2017, 2019; Izci ve Jones, 2021; Pekel Uludağlı, 2017).

Anababa-Çocuk İlişkisi

Çocuk bakımının en önemli unsurlarından biri de bakımveren ve çocuk arasındaki ilişkidir. Belki de yukarıda belirtilen geleneksel aile rolleri nedeniyle, anababa-çocuk ilişkisi çoğunlukla anne-çocuk ilişkisi üzerinden araştırılmış ve tanımlanmıştır. Ancak yakın geçmişte, baba-çocuk ilişkisinin anne-çocuk ilişkisi ile benzerlikleri kadar farklılıklarının da olduğu keşfedilmiş ve baba-çocuk ilişkisine odaklanılmaya başlanmıştır (Malmberg ve Flouri, 2011).

Anababa-çocuk ilişkisinin, farklı araştırmacılar tarafından farklı işevuruk tanımlar kullanılarak araştırılsa da, çocuk iyi oluşu üzerinde etkili olduğu bulunmuştur (Acar ve diğ., 2019; Pinquart, 2010). Hem anne-çocuk ilişkisi, hem de baba-çocuk ilişkisi ile çocuk iyi oluşu arasındaki ilişki birden fazla araştırma ekibi tarafından gösterilmiştir (Amato, 1994; Bornstein ve Putnick, 2021; Deutsch et al., 2001; Liu et al., 2021; Mangiavacchi ve diğ., 2021; Okorn ve diğ., 2021; Winstone ve diğ., 2021; Wolchik ve diğ., 2002; Xu ve diğ., 2021). Türkiye ve İngiltere'de de anababa-çocuk ilişkisinin çocuk iyi oluşuna katkısını gösteren bulgular mevcuttur ve iki ülkede benzer örüntüler görülmüştür (Aytac, 2014; Emmott ve Mace, 2021; Kuzucu ve Özdemir, 2013; Opondo ve diğ., 2017; Özdal ve Aral, 2005; Sağkal ve diğ., 2018).

Burada bahsedilmesi gereken önemli bir faktör anababa duyarlığıdır. Duyarlık üç unsurdan oluşmaktadır: Çocuğun sinyallerini fark etme, onları doğru anlama ve onlara uygun yanıtı verme (Mesman ve diğ., 2016). Duyarlı bir bakımveren, çocuğun kendini güvende hissetmesini sağlar ve keşfetmesi ve öğrenmesi için ona güç verir (Cabrera, 2020). Aynı zamanda çocuğun içsel çalışma modellerini şekillendirmek suretiyle onun güvenli bağlanma örüntüsü oluşturmasını sağlar (Bohr ve diğ., 2018; Bornstein ve diğ., 2012; Bowlby, 1980; Dumont ve Paquette, 2013; Ereky-Stevens ve diğ., 2018; Hartz ve Williford, 2015; Hirsh-Pasek ve Burchinal, 2006; Main ve diğ., 1985; Shoppe-Sullivan ve diğ., 2006). Tıpkı anababa-çocuk ilişkisinde olduğu gibi, anababa duyarlığı da genelde anne duyarlığı ekseninde araştırılmış ve duyarlığın çocuğun iyi oluşuna olumlu etkide bulunduğu görülmüştür (Cabrera, 2020; Favez ve diğ., 2017; Mills-Koonce ve diğ., 2015). Benzer sonuçlar baba duyarlığı için de raporlanmıştır (Rodrigues ve diğ., 2021).

Çocuk Bakıcısı

Çocuğun gelişim sürecinde anne veya babası olmayan başka yetişkinler de çocuğa bakım vermektedir. Bu *üvey-ebeveynler (alloparents)* ağırlıklı olarak çekirdek aileyle akrabadır ve kadındır, ancak şehirleşme ve kadının da iş süreçlerine katılımıyla aileden olmayan bakıcıların istihdamı devreye girmiştir (Bornstein ve Güngör, 2013; Hrdy, 2009; Kaya, 2008; Sakman, 2020).

Bakıcılar her ne kadar aileye sonradan giren birer yabancı olsalar da, işveren aileyle özel bir ilişkileri bulunmaktadır. Bir açıdan, bakıcılar ailenin iş verdiği profesyonellerdir (Kaya, 2008). Bu durum bakıcıların yönetilebilir ve yeri geldiğinde gözden çıkarılabilir olması demektir. Ek olarak, bakıcıların çalışma koşulları ve iş tanımlarında bir belirsizlik mevcuttur ve bu (en azından Türkiye ve İngiltere için) devletin de yakından kontrol ettiği bir olgu gibi görünmemektedir (Akay, 2013; Cox, 2011; NurseryWorld, 2009; Rough, 2009). İş tanımlarındaki belirsizliğin, bakıcıların her işvereniyle çalışma koşullarının farklı olması ve onlardan fazladan iş istenmesi gibi sonuçları olmaktadır (Akay, 2013).

Bir diğer açıdan, bakıcıların işveren aile ile ilişkileri duygusal bir yakınlık içermektedir, zira bakıcılar ailenin çocuklarından sorumludur. Bakıcıların üstlendiği işlerin arasında çocuğun temel fizyolojik ihtiyaçlarının karşılanmasından onun psikolojik ve sosyal, hatta entelektüel ihtiyaçlarının karşılanmasına kadar geniş bir yelpazede işler bulunmaktadır (Akay, 2013; Elden ve Anving, 2019; Kaya, 2008; Romero, 2013; Rough, 2009). Bu işler, geleneksel aile düzeninde bir annenin üstleneceği günlük işlerdir ve bu nedenle bakıcılık *suret annelik* olarak nitelendirilmektedir (Macdonald, 1998). Dolayısıyla bakıcılar çalıştıkları evde iken evin o sıradaki annelik ihtiyaçlarına göre, anneymiş gibi hareket etmektedir (Akay, 2013; Cox, 2011; Kaya, 2008; Romero, 2013). Ayrıca bakıcılar ve ailelerin arasında yakın bir ilişki vardır; hem aileler hem de bakıcılar birbirinden "ailenin bir parçası gibi" ifadesi ile bahsetmektedir (Akay, 2013).

Bu yakınlık bağlamında, anababa-çocuk arasındaki ilişkiyi oluşturan dinamiklerin bakıcı-çocuk ilişkisinde de bulunması beklenebilir. Ancak bu konu önceden araştırılmadığı için bilinmeyenler oldukça fazladır. Benzer bir şekilde, bakıcı duyarlığı

ile ilgili de alanyazında araştırmaya rastlanmamıştır. Bakıcı-çocuk ilişkisini anlamak adına alanyazında başvurulabilecek en değerli kaynaklar, İsrail bakım sisteminde anneler ve bakımverenler üzerinden çocukların çoklu bağlanma ilişkileri kurup kuramadığının anlaşılmasını hedefleyen araştırmalardır. Bu araştırmalara göre, çocuklar anneler ve bakımverenleri ile farklı bağlanma ilişkileri kurabilmekte, ayrıca bu ilişkiler çocuk için birbirinin alternatifi olabilmektedir (Fox, 1977; Sagi ve diğ., 1985; van IJzendoorn ve diğ., 1992).

Bakıcı-çocuk ilişkisi çocuğun aile ilişkilerinin kötü olduğu durumlarda bir tampon görevi görebileceği gibi, kötü olduğu durumda çocuğun uyum süreçlerini de sekteye uğratma potansiyeli taşımaktadır. Psikanalitik bir bakış açısıyla ise, bakıcının varlığının, çocuğun *iyi* ve *kötü* kavramlarını bütünleştirmesine engel olacağı veya kayıp ve yas duyarlığının artmasına neden olacağı hakkında görüşler de mevcuttur (Magagna, 1997).

Özel olarak bakıcı-çocuk ilişkisine odaklanan bir tane araştırma mevcuttur; bu araştırmaya göre bakıcılar ile geçmişte bakım verdikleri yetişkinlere bakım deneyimleri sorulmuş ve katılımcıların deneyimlerinden olumlu bahsettikleri görülmüştür (Hoiting, 2022). Sosyolojik araştırmaların ulaştığı bir başka bulgu ise çocukların bakıcılara bağlandığı gibi bakıcıların da çocuklara bağlandığıdır. Ancak bu bağlanma ilişkisi bakıcının işten çıkması ile biteceği için, bakıcıların çocuklarla *kopuk bağlanma (detached attachment)* kurdukları tartışılmıştır (Hoiting, 2022; Hondagneu-Sotelo ve diğ., 1997; Macdonald, 1998). Çocuğundan ayrı kalan bakıcıların, baktıkları çocukla olan ilişkilerini özlem hisleri ile başa çıkmak için kullandıkları da bulunmuştur (Akay, 2013).

Aile Dinamikleri

Aile içi ilişkiler ikili ilişki dinamikleri üzerinden sıkça incelense de, bu ilişkiler günlük hayat içerisinde çoklu ilişkiler olarak yaşanmaktadır. Aile Sistemleri Kuramı'na göre, bireyler sistemler (örn. aile) içinde etkileşim yaşar; bu etkileşimleri anlamanın yolu bu sistemleri de göz önüne almaktır (Dallos ve Draper, 2015; Smith ve Acuna, 2010). Benzer fikirler Bronfenbrenner'ın Ekolojik Model'i (Bronfenbrenner ve Morris, 2006)

ve Masten ve Cicchetti'nin (2010) Gelişimsel Çağlayan Modeli'nde (*Developmental Cascades Model*) de mevcuttur.

Aile dinamikleri iki şekilde incelenebilir: Birincisi, ikili ilişkilerin birbiri üzerindeki etkisine odaklanmak, ikincisi ise aile etkileşimlerini üçlü, dörtlü veya daha fazla kişilik katılımcı grupları üzerinden incelemektir. İlk gruptaki araştırmalar daha fazladır ve bunlara örnek olarak yukarıda bahsettiğimiz çoklu bağlanma araştırmaları verilebilir. Buradaki önemli sorulardan biri, bu ilişkilerin hangisi ya da hangilerinin daha önemli olduğuna karar vermektir. Bu konuda anne-çocuk ya da baba-çocuk ilişkisinin daha önemli olduğunu savunan yayınlar olduğu gibi, iki ilişkinin de önemli olduğunu ve çocuğa farklı açılardan etkilerinin olduğunu savunan yayınlar da bulunmaktadır (Amato, 1994; Barnett ve diğ., 1992; Favez ve diğ., 2011; Kochanska ve Aksan, 2004; Main ve diğ., 1985; Malmberg ve Flouri, 2011; Mathijssen ve diğ., 1998; Videon, 2005; Volling ve diğ., 2002). Alanyazında bu kadar farklı bulguların olmasının nedeni, anababa-çocuk ilişkisinin farklı araştırmalarda farklı şekillerde tanımlanıyor olması olabilir.

Aile içi ikili ilişkilerin birbirine etkisi açısından bir başka örnek de anne ve babanın arasındaki romantik ilişkinin anababa-çocuk ilişkisi üzerindeki etkidir (Amato, 1994; Erel ve Burman, 1995). Bu etkinin de son aşamada çocuk iyi oluşunu yordadığı söylenebilir (Cowan ve diğ., 2005; El-Sheikh ve Elmore-Staton, 2004; Favez ve diğ., 2011).

Aile dinamiklerini inceleyen ikinci gruba mensup araştırmalar ise, çoğunlukla üçlü olmak üzere, çocuklar ve diğer bakımverenler arasındaki çoklu ilişkilere odaklanmaktadırlar. Bu yaklaşımın beslendiği bilgiler, anababaların birbirleriyle etkileşim içinde olarak bakım verdikleri bilgisi ile, başka bir bakımverenin varlığının bile bakımverenlerin bakım davranışlarının değiştirdiği bilgisidir (Favez ve diğ., 2011, 2012, 2017; Goldberg ve diğ., 2002; Lindsey ve Caldera, 2006; McHale, 1997).

Üçlü bir ilişkide ortak anababalık (coparenting) açık veya örtük davranışlarla gerçekleşebilir ve ortaklar birbirleriyle iş birliği veya çatışma içerisinde olabilirler (Favez ve diğ., 2012). Bir başka deyişle, bakımverenlerden biri diğerinin çocukla ilişkisini kolaylaştırıcı ya da engelleyici bir rol üstlenebilir. İş birliği içeren bir ortak

anababalıkta anne ve baba birbirlerine çocuk bakımında destek olur veya birbirlerini onaylarlar (Scaiola ve diğ., 2013; Teubert ve Pinquart, 2010). Bu, çocuğun olumlu bir aile şeması oluşturmasını sağlar ve babanın çocuğa yönelik duyarlığını arttırır (Brown ve diğ., 2009; McHale, 1997). Çatışmalı ortak anababalık ise anne ve baba arasındaki bakım esnasında gelişen olumsuz etkileşimlerdir ve bekçilik veya koalisyon şeklinde gerçekleşebilirler (Favez ve diğ., 2011; Puhlman ve Pasley, 2013; Scaiola ve diğ., 2013; Teubert ve Pinquart, 2010).

Ortak anababalık, anne ve babanın romantik ilişkisinden etkilenir ve romantik ilişki ile çocuğun iyi oluşunu etkiler (Favez ve Frascarolo, 2013; Korja ve diğ., 2016; McHale, 1995; McHale & Fivaz-Depeursinge, 2010). Özellikle çatışmalı ortak anababalığın çocuk üzerindeki olumsuz etkisi yüksektir (Buehler ve Gerard, 2002; Kaczynski ve diğ., 2006; McHale ve Rasmussen, 1998). Bu etki doğrudan, ya da anababa-çocuk ilişkisini etkilemek suretiyle dolaylı yoldan gerçekleşebilir (Favez ve diğ., 2017).

Ailenin Bir Parçası Olarak Çocuk Bakıcısı

Bakıcıların aile dinamiklerine nasıl katıldığı ile ilgili alanyazında çok az bilgi bulunmaktadır (Akay ve Şahin-Acar, 2021). Oysa, bir bakıcı işe başladığı anda ailenin dinamiklerine dahil olmaktadır, hatta bakıcı ve aile arasındaki etkileşimlerin tüm aile üyelerinin ve bakıcıların içsel dinamiklerini şekillendirdiği düşünülmektedir (Magagna, 1997). Aile Sistemleri Kuramı'ndan yola çıkarak, anne ve bakıcının arasında, anne ve baba arasında gerçekleşen ortak anababalık etkileşimlerine benzer bir etkileşimin olması beklenebilir. Benzer ama daha düşük bir dozda etkileşim baba-bakıcı ilişkisi için de tartışılabilir.

Bakıcılık annelik görevlerinin bakıcı ve anne arasında paylaşımını içerdiği için, anne ve bakıcı arasında iş birliği dinamiklerinin oluşması olasıdır (Akay, 2013; Macdonald, 1998). Ek olarak, bakıcılar ve annelerin arasında duygusal bir bağ olduğu da bilinmektedir (Akay, 2013; Souralova, 2015). Bu bağ, bakıcının aileye dahil edilen bir yabancı olması ve bu nedenle onun tanıdıklaştırılması için harcanan çaba nedeniyle olabilir (Moody, 2015). Anne-bakıcı ikilisinin arasında aynı zamanda çatışma da beklenebilir, zira bu ilişki kıskançlık ve çocuğun sevgisi için rekabet içerebilir (Kaya,

2008; Magagna, 1997). Etoloji alanındaki çalışmalarda üvey-ebeveynlik yapan dişilerin arasında hem iş birliği hem rekabet görülmüş ve rekabetin ilişkiye dolaylı saldırganlık olarak yansıdığı gözlemlenmiştir; anne ve bakıcıların arasında da benzer bir davranış örüntüsünün gözlenebileceği öngörülebilir (Fisher ve diğ., 2017).

Anne-bakıcı ilişkisine dair bazı bulgulardan yola çıkarak öngörülerde bulunabilsek de, baba-bakıcı ilişkisi hakkında alanyazında araştırma bulunmadığı için öngörüde bulunamamaktayız. Babaların okul katılımının veya baba-öğretmen ilişkisinin çocuk iyi oluşuna katkısı olduğunu bulan araştırmalar olduğu gibi bu etkiyi bulamayan araştırmalar da mevcuttur (Baker, 2018; Jeon ve diğ., 2021). Bu bilgilerden yola çıkarak, baba-bakıcı ilişkisinin daha az öne çıkacağını öngörmekteyiz.

Bu Tez Hakkında

Yukarıda açıklandığı gibi, anneler ve babalar ve onların çocuk ile etkileşimleri hakkında alanyazında yayınlar bulunmasına rağmen, bakıcıları bu açılardan konu eden araştırmalara dair bir eksiklik bulunmaktadır. Bu tezin amacı, bu boşluğu doldurmak adına bir adım atmaktır.

Araştırma 1: Anne-Bakıcı-Çocuk Oyun Dinamikleri ve Çocuğun Psikolojik İyi Oluşu

Giriş

Yukarıda belirtildiği gibi, anne ve çocuk arasındaki etkileşim farklı şekillerde araştırılmış olsa da bakıcı-çocuk ve anne-bakıcı etkileşimi için alanyazında benzer bir bilgi birikimi bulunmamaktadır. Dahası, anne, bakıcı ve çocuğun karmaşık üçlü etkileşim dinamiği hakkında bilgi bulunmamaktadır. Bu araştırmanın hedefi, bu üçlü etkileşim dinamiklerini keşfetmektir.

Bu araştırmada anne-bakıcı-çocuk üçlü etkileşimleri yarı yapılandırılmış gözlem yolu ile incelenmiş ve aşağıdaki hipotezler test edilmiştir:

1. Anne-bakıcı ilişkisi yüksek puanlandıkça anne-bakıcı oyun içi iş birliği daha yüksek olacaktır.

2. Anne-bakıcı ilişkisi yüksek puanlandıkça anne-bakıcı oyun içi çatışma daha düşük olacaktır.
3. Anne duyarlığı, iş birliği ve Çocuk Davranışını Değerlendirme Ölçeği (ÇDDÖ) arasında korelasyon bulunmaktadır.
4. Anne duyarlığı, çatışma ve ÇDDÖ arasında korelasyon bulunmaktadır.
5. Anne duyarlığı arttıkça iş birliği-çatışma oranı yükselecektir.
6. İş birliği-çatışma oranı arttıkça ÇDDÖ puanları düşecektir.
7. Bakıcı duyarlığı arttıkça ÇDDÖ puanları düşecektir.

Yöntem

Katılımcılar

Bu araştırmaya birlikte yaşayan heteroseksüel ailelerdeki 83 anne ve çocuk ile katılımcı çocukların bakıcıları katılmıştır. Bakıcılar çocuklarla 3 ay ya da daha uzun süredir çalışmaktadırlar. Herhangi bir davranış problemi için tanı almış çocukların olduğu aileler bu araştırmaya dahil edilmemiştir.

Ölçüm Araçları

Görüntü Kaydı

Bu araştırmada kullanılan iki ölçüm aracından biri üçlü etkileşimin görüntü kaydıdır. Kayıtlar için iki adet Sony (2013) HDR-PJ230E Full HD kamera ve iki adet Addison (n.d.) ATR-101 tripod kullanılmıştır. Katılımcılara gözlem sırasında kullanmaları için, aşağıda açıklanacağı şekilde, Mattel (n.d.) MEGA Bloks® Let'S Get Building marka bloklar ve bir adet Fisher-Price (n.d.) Hippo Projection Soother verilmiştir.

Anneler için Anket Bataryası

Anne-bakıcı-çocuk etkileşiminin yanı sıra, annelere doldurmaları için demografik sorulardan, anne-bakıcı ilişkisine dair sorulardan ve Çocuk Davranışını Değerlendirme Ölçeği 1.5-5 Yaş Formu'ndan oluşan bir anket bataryası verilmiştir.

Demografik Sorular

Bataryanın bu bölümü on dört sorudan oluşmuştur. Annenin ve çocuğun yaşları, çocuğun cinsiyeti, kardeş sayısı, medeni durum, ailenin sosyoekonomik durumu istenen bilgilerden bazılarıdır. Ayrıca annelere annenin bakıcı ile ilişkisi ve bakıcının

çalışmasından ne kadar memnun olduğu sorulmuş, annelerden bu soruları 1'den 6'ya kadar, 6 en yüksek olacak şekilde puanlaması istenmiştir.

Çocuk Davranışını Değerlendirme Ölçeği 1.5-5 Yaş Formu (ÇDDÖ)

ÇDDÖ anababalar tarafından doldurulan, çocuklarının sahip olabileceği bazı davranış problemlerini içeren bir formdur (Achenbach ve Rescorla, 2001). Formu dolduran kişi, her davranışı yoğunluğuna göre 0 ile 2 arasında puanlayabilir. Orijinal formda ham puanlar standardizasyon örneklemi üzerinden t puanlarına dönüştürülmektedir. Anket Türkçeye Yurduşen ve diğerleri (2013) tarafından çevrilmiştir. Bu araştırmada, Türkiye'de standardizasyon henüz gerçekleşmediği için ham puanlar kullanılmıştır. Bu nedenle, burada raporlanan bulguların tanı için kullanılması mümkün değildir.

İşlem

Bu araştırma, ODTÜ İnsan Araştırmaları Etik Kurulu tarafından 2018-SOS-009 numarası ile onaylanmıştır (Appendix A).

Katılımcılara birden fazla kanaldan ulaşılmıştır. Sosyal medya aracılığıyla yapılan duyuru için afişler ve el ilanları hazırlanmıştır. Katılımcıların tanıdığı katılımcılara araştırmadan bahsetmesi de sağlanmıştır. Ek olarak, ODTÜ Psikoloji Bölümü tarafından verilen bir dersin yükümlülükleri kapsamında lisans öğrencileri veya farklı üniversitelerden stajyerler katılımcı bulmuş, veri toplamış ve veri kodlamışlardır. Öğrenci ve stajyerler aynı protokol kullanılarak eğitilmiş ve süpervize edilmişlerdir.

Araştırma ile ilgilenen katılımcılar ile iletişime geçilerek daha detaylı bilgi verilmiş ve varsa soruları yanıtlanmıştır. Hem anne hem de bakıcıların ev ziyareti öncesi sözlü onayı alınmıştır. Ev ziyareti için ayarlanan tarihte araştırmacı eve gitmiş, oyunun kurulabilmesi için uygun bir alanda tripodları ve kameraları görseldeki (bkz. Figure 1) biçimde kurmuş, tüm katılımcılardan izin alarak aileyi alana davet etmiş ve kaydı başlatmıştır.

Oyun üç aşamadan oluşmaktadır. İlk aşamada üçlüden her zaman oynadıkları gibi oynamaları, ikinci aşamada tüm blokları kullanarak birlikte bir kule yapmaları istenmiştir. Son aşamada ise aile oynarken hippo anne ve bakıcının arasına

yerleştirilmiş ve üçlüye araştırmacı dönene kadar hippoyla oynamamaları talimatı verilmiştir. Oyunun tüm aşamaları bittikten sonra hippo oynaması için çocuğa verilmiştir. Oyunun ilk iki aşaması beş dakika, son aşaması ise iki dakika sürecek şekilde uygulanmıştır.

Oyunun ardından anne anket bataryasını doldurmuş ve anne ile bakıcıya geribildirim formları verilmiştir. Tüm oyun süreci yaklaşık 40 dakika sürmüştür.

Görüntü Kodlama

Çekilen görüntüler üç farklı kaynaktan derlenmiş olan genel kodlar kullanılarak kodlanmıştır. Kodlar araştırmacı (NA) ve tez danışmanı (BŞA) tarafından belirlenmiş ve beş görüntünün pilot kodlanması ile teyit edilmiştir. Ardından, lisans öğrencisi stajyerler her bir kodu bir öğrenci üstlenecek şekilde eğitilmiştir. Araştırmacı ve kodlayıcılar düzenli olarak ortak kodlama yapmış ve buluşarak kodlar üzerine tartışmışlardır. Kodlayıcı arası güvenirlik katsayısı olarak hesaplanan ICC değerleri .88 ile .98 arasındadır.

Ainsworth Anne Duyarlığı Ölçeği

Bu ölçek, Ainsworth ve diğerleri (1974) tarafından, yetişkin-çocuk ikili etkileşimlerinde yetişkinin çocuğa yönelik duyarlığını değerlendirmek için oluşturulmuştur. Gözlemciler etkileşimi genel olarak değerlendirir, 1-9 arasında (9 en yüksek duyarlık seviyesi olmak üzere) bir puanlamada bulunurlar. Bu araştırmada, bizler bu ölçeği hem anne hem bakıcı duyarlığını değerlendirmek için kullanmış bulunmaktayız. Bu araştırmada, ölçeğin Alsancak-Akbulut ve diğerleri (2021) tarafından çevrilmiş olan Türkçe versiyonu kullanılmıştır.

Aile İşbirliğini Değerlendirme Ölçekleri

Bu ölçek grubu, Favez ve diğerleri (2011) tarafından anne, baba ve çocuk arasındaki üçlü etkileşim dinamiklerini anlamak için oluşturulmuştur. Bu araştırma için Aile İşbirliğini Değerlendirme Ölçekleri'nden iki ölçek (*iş birliği* ile *çatışma*) kullanılmıştır (Scaiola ve diğ., 2013). Ölçek, tıpkı Ainsworth Anne Duyarlığı Ölçeği'nde olduğu gibi, bağımsız bir gözlemcinin oyun görüntüsünü genel olarak kodlaması şeklinde

169

kullanılmaktadır. Ölçeklerin orijinalindeki kodlama aralığı 0-2 iken, bu aralık bu araştırmada daha fazla ayrıntı yakalayabilmek adına 0-3 olarak (3 en ideal durumu temsil eden kod olacak şekilde) güncellenmiştir (Favez ve diğ., 2019).

Anne Baskınlığı

Anne baskınlığı, araştırmacı tarafından 1-9 aralığında (1 en yüksek bakıcı baskınlığını ve 9 en yüksek anne baskınlığını temsil edecek şekilde) ve yine oyunun genel olarak değerlendirilmesi üzerine oluşturulmuş olan bir koddur. Oyunun yönetimi, kararların alınması gibi açılardan annenin ne kadar baskın olduğunu belirlemeyi hedeflemektedir. Bilgimiz dahilinde bu tarzda bir kod aile araştırmalarında yenidir. Bu kod bu araştırma içinde oluşturulduğu için hipotezlere değişken olarak dahil edilmemiş, ancak keşif amaçlı olarak diğer değişkenlerle ilişkisi incelenmiştir.

Veri Analizi

Bu araştırmanın veri analizi için IBM SPSS Statistics (28. versiyon) kullanmış bulunmaktayız. Korelasyon içeren hipotezler ICC ile, diğer tüm hipotezler ise aşamalı regresyon kullanılarak test edilmiştir. Analizlere başlamadan önce, çocuğun yaşı ve cinsiyetinin değişkenlerimiz üzerindeki etkisini test ettiğimizde sadece çocuğun cinsiyetinin iki değişkende etkisinin olduğunu gördük. Ancak, söz konusu değişkenleri içeren hipotezleri çocuk cinsiyetini kontrol ederek test ettiğimizde, örüntülerde değişkenlerimiz açısından çocuk cinsiyetinin kontrol edilmediği versiyonlara göre bir farklılık bulunmadığı için ve çocuk cinsiyetinin düzenleyici etkisi anlamlı çıkmadığı için, bu araştırmanın sonuçlarında çocuk cinsiyetini analizlere katmadan raporlama yaptık.

Sonuçlar

Veri Temizliği

Bir katılımcının verisi kodlamaya mâni olacak kadar parçalı olduğu için analizlere katılmamıştır.

Katılımcıların Demografik Özellikleri ve Değişken Özellikleri

Okuyucular, söz konusu özelliklere Table 2 ve Table 3 üzerinden ulaşabilirler.

Hipotez Analizleri

Hipotezlerin analizleri sonucunda, CBCL'in içselleştirici ve dışsallaştırıcı ölçekleri arasında bulunan korelasyon ($r = .59$, $p < .001$) haricinde anlamlı sonuç bulunamamıştır. Analizleri takiben, aile içi etkileşimlerde ilişkinin doğrusal olmama ihtimalini göz önünde bulundurarak keşif amaçlı yaptığımız logaritmik ve eğrisel testlerde ise iki eğrisel ilişkinin anlamlı olduğunu gördük. Bunlardan ilki iş birliği-çatışma oranı ile dışsallaştırıcı problemler, ikincisi ise bakıcı duyarlığı ve içselleştirici problemler arasındaki ilişkilerdir. Figure 2 ve Figure 3 bu ilişki örüntülerini içeren grafiklerdir. Bu grafiklerden ilki yorumlandığında, anne ile bakıcı arasında iş birliği ve çatışmanın yakın seviyede olduğu durumların çocuğun dışsallaştırıcı problemlerinin yüksek olmasıyla ilişkili olduğu görülmüştür. İkinci grafiğe göre ise, bakıcı duyarlığının ortalamanın biraz üstünde olduğu durumun çocuğun içselleştirici problemlerinin en düşük olduğu durum olduğu görülebilir.

Anne Baskınlığı'nın Diğer Değişkenlerle İlişkisi

Benzer bir şekilde, anne baskınlığının diğer değişkenlerle ilişkisi doğrusal, logaritmik ve eğrisel olarak test edilmiştir. Burada anlamlı çıkan ilişkiler anne baskınlığının iş birliği (doğrusal ve eğrisel), anne duyarlığı (doğrusal, logaritmik ve eğrisel) ve bakıcı duyarlığı (doğrusal, logaritmik ve eğrisel) ile ilişkileri olmuştur. Söz konusu ilişkilerin grafikleri Figure 4, Figure 5 ve Figure 6'da görülebilir. Bulgulardan, iş birliğinin en yüksek olduğu noktanın annenin bakıcıdan baskın olduğu ancak bakıcının da aktif olduğu nokta olduğu görülebilir. Bu nokta, aynı zamanda anne duyarlığının da en yüksek olduğu nokta gibi görünmektedir. Bakıcıların en duyarlı olduğu nokta ise kendilerinin daha baskın olduğu ancak annenin de aktif olduğu noktadır.

Tartışma

Bu araştırmanın amacı, anne-bakıcı ortak anababalığının ve çocuğa yönelik duyarlıklarının çocuk iyi oluşu ile arasındaki ilişkiyi incelemektir. Bu amaçla oluşturulan hipotezlerin hiçbiri anlamlı çıkmamıştır.

İlk iki hipotez için bu durumun anne-bakıcı ilişkisi puanlarındaki tavan etkisinden kaynaklanıyor olabileceğini düşündük. Bu etki, bakıcı istihdamının ancak karşılıklı memnuniyet temelinde devam edeceği düşünüldüğünde, bakıcılar hakkında çalışan araştırmacıların sıkça karşılaşabileceği bir etki gibi görünmektedir. Takip eden dört hipotezde ise alanyazında yer bulan ancak bizim bulamadığımız iki adet ilişki bulunmaktadır: Birincisi, alanyazının iş birliği, çatışma ve ÇDDÖ arasında öngördüğü ilişkidir. Alanyazında bu ilişkiyi gösteren bulgular olduğu gibi, tam tersi bulgular da mevcuttur (McHale ve diğ., 2013; Teubert ve Pinquart, 2010). Ayrıca, bakıcıların üçlü ilişkilerde incelenmesinin anne-baba-çocuk ilişkisine nazaran daha düşük etki boyutuna neden olabileceği düşünülebilir. İkincisi ise anne duyarlığının çocuk iyi oluşu üzerindeki etkisidir. Bu bulguyla ilgili de alanyazında farklı sonuçlar mevcuttur (Deans, 2020). Bu bulguyu tekrarlayamamış olmamız, farklı demografik etkenlerin bir araya gelişi nedeniyle öngöremediğimiz farklılıklardan ötürü olabilir. Bernier ve diğerlerinin (2021) önerisi çerçevesinde anne duyarlığının farklı alt unsurlarının olması ve bu unsurların farklı iyi oluş özelliklerine farklı etkilerinin olması olabilir, ya da ikili etkileşimde ölçülen duyarlığı üçlü etkileşim üzerinden ölçmemiz nedeniyle yeterince kaliteli gözlemsel veri elde edememiş olabiliriz.

Benzer bir şekilde, üçlü gözlemin anne ve bakıcıların davranışlarını değiştirmiş olabileceği hesaba katılmalıdır. Üçlü etkileşim, bazı katılımcıların katılımını arttırırken bazılarının geri planda kalmasına neden olabilir. Örneğin bir yetişkinin çocuğa yönelik duyarlığı, diğer yetişkine yönelik duyarlığından etkileniyor olabilir. Nitekim, anne ve bakıcı duyarlığının anne baskınlığı ile eğrisel ilişkisi bu eğilime işaret etmektedir.

Bir başka ilgi çekici bulgu, anne ve bakıcı duyarlığının gösterdiği eğrideki farklılıklardır: Bakıcı daha baskınken iki bakımveren de duyarlıdır; anne baskınlığı arttıkça iki bakımverenin de duyarlıkları azalmaktadır. Ayrıca annenin hep daha

172

yüksek duyarlığa sahip olması, bakıcıların üçlü etkileşimlerde kendini geri plana atıyor olabileceğine işaret edebilir.

Bu araştırma, üçlü etkileşim konusunda çeşitli araştırmacıların doğrusal olmayan dinamiklere odaklanma önerisini yerine getirmiştir (Favez ve diğ., 2011; Sturge-Apple ve diğ., 2010). Bulduğumuz eğrisel ilişkiler, değişkenlerimiz ve çocuk iyi oluşunun ilişkinin bazı noktalarında sebep, bazı noktalarda ise sonuç olabileceğini göstermektedir. İlk bulgu, bakıcı-anne ilişkisinde iş birliği ve çatışmanın aynı seviyelerde olmasının daha yüksek seviyede çocuk dışsallaştırıcı problemlerinin görülmesi ile, ikinci bulgu ise bakıcı duyarlığının daha düşük seviyede çocuk içselleştirici problemleri ile ilişkisini göstermiştir. Dolayısıyla, her ne kadar söz konusu bulgularımız keşif amaçlı oldukları için araştırmalarla doğrulanmalarını önersek de bu araştırmanın okuyucuları burada test edilmiş olan ilişkileri tek değil çift yönlü olarak kurabilirler.

Anne baskınlığı pilot veri kodlama sürecinde araştırmaya eklediğimiz bir koddur ancak yeni olduğu için sadece keşif amaçlı olarak değerlendirilmiştir. Anlamlı çıkan bulguların sonucunda, anne baskınlığının çocuk iyi oluşuna başka değişkenler üzerinden dolaylı bir etkisinin bulunduğunu söyleyebiliriz. Benzer bir şekilde, oyun süreci bu araştırma için tasarlanmış ve kodlamada bu araştırma için bazı değişiklikler yapılmıştır. Bu değişikliklerin de alanyazına katkıda bulunmasını umuyoruz.

Son olarak, katılımcılarımızın bazı demografik özelliklerinin bulgulara etkisi olabileceğini öngörerek yaptığımız analizlerde çocuğun cinsiyeti ve yaşının anlamlı bir etkisi bulunamamıştır. Bunun olası sebeplerinin tasarladığımız üçlü etkileşimdeki iki bakımverenin de aynı cinsiyetten olması veya yaş aralığımızın sınırlı olması olabileceği düşünülmüştür.

Araştırmanın Kısıtlılıkları ve Öneriler

Bu araştırmanın kısıtlılıklarından ilki katılımcıların Hawthorne etkisi ile hareket etmeleri ihtimali olabilir (Pesch ve Lumeng, 2017). Bakıcı işvereninin önünde performans gösterdiği için, anne ise ziyareti yöneten kişi olduğu için, üçlü gözleme dair yüksek farkındalıkla oyun oynamış olabilirler. Bunula birlikte, bakıcı ve anne

173

genelde aynı ortamda bulunmadığı için de bu farkındalık gelişmiş olabilir. Bizler kısıtlılıklarına rağmen bu yöntemin bilgilendirici olduğunu düşünüyoruz. Yine de bu etkileşimin farklı bakıcı düzenlerinde daha detaylı araştırılabileceğini düşünüyoruz. İkinci kısıtlılık, veri toplama sürecinin COVID-19 pandemisinin de etkisiyle uzun zamana yayılmış olmasıdır. Araştırmanın pandemi koşulları dışında tekrarlanmasının faydalı olacağını düşünüyoruz. Kısıtlılık olarak görülebilecek üçüncü durum ise yukarıda da bahsettiğimiz gibi anne-bakıcı ilişkisinin aslında işveren-işçi ilişkisi olması ve bunun çoğunlukla arası iyi olan anne ve bakıcıların katılımcı olmasına neden olabilme ihtimalidir. Dördüncü kısıtlılık, annelerin anne-bakıcı ilişkini çoğunlukla yüksek puanlamış olmasıdır. Bunun olası bir sebebi, araştırmaya katılan annelerin önce oyun oynayıp, sonra anket doldurduğu için oluşması muhtemel olan sonralık etkisidir. Bir diğer sebep ise anne ve bakıcının halihazırda birbirini seçmiş ve belli bir süredir birbiriyle çalışıyor olmasıdır. Beşinci kısıtlılık katılımcıların duyarlığı ile ilgilidir. Duyarlık, normal şartlar altında ikili etkileşimde ölçülen bir değişken iken bizim üçlü etkileşimde duyarlık kodlamamız sonuçların güvenilirliğini olumsuz etkilemiş olabilir. Ek olarak, bu değişken anne ve bakıcının kendi bağlanma stillerinden etkilenebilir. Altıncısı, demografik açıdan katılımcı annelerin sosyoekonomik statüsünün (SES) çoğunlukla orta-yüksek olduğu görülmüştür. Bu bir kısıtlılık olduğu gibi, aslında bakıcı istihdam eden ailelerin ortak bir özelliği olduğu için sonuçların genellenebilirliği sarsılmamış olabilir (Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, 2014a; Cox, 2011; Lumen, 2022). Bunula birlikte, gelecek araştırmalarda bakıcının bakım verme süresi gibi bazı ek değişkenlerin daha iyi kontrol edilebileceğini düşünmekteyiz. Son olarak, iki yöntemsel önerimiz bulunmaktadır: Bir, bu araştırmada birden fazla yöntem kullanılmıştır ve bu yöntemlerin nasıl daha iyi bir araya getirilebileceği ile ilgili daha fazla bilgiye ihtiyaç bulunmaktadır. İki, bu araştırma çocuğun bakış açısını ve oyuna katılımını hesaba katmamıştır. Gelecekteki araştırmaların çocuğu da hesaba katmasını öneririz.

Araştırma 2: Anne ve Babaların Bakıcı-Çocuk ile Bakıcı-Aile İlişkisine ve Çocuğun Psikolojik İyi Oluşuna Dair Algıları

Giriş

İlk araştırmada anne, bakıcı ve çocuk arasındaki anlık dinamiklere odaklanmış olsak da, babalar gibi başka aile bireyleri devreye girdiğinde farklı dinamikler ve sorumluluklar da resme eklenmektedir. Bu araştırmada bu dinamikleri ve sorumlulukları anlamayı ve çocuk iyi oluşuyla ilişkilerini keşfetmeyi amaçlamış bulunmaktayız. Bu araştırma iki soruyu yanıtlamak üzere şekillenmiştir:

1. Bakıcı-çocuk ilişki kalitesi çocuğun psikolojik iyi oluşunu şekillendirmekte midir?
2. Bu şekillendirmeye aile içindeki diğer ilişkiler (anne-bakıcı, baba-bakıcı, anne-baba, anne-çocuk, baba-çocuk) etki etmekte midir?

Yöntem

Katılımcılar

Bu araştırma için Türkiye ve Birleşik Krallık'tan veri toplanmıştır. Araştırmaya dahil edilen katılımcıların ortak özellikleri, çocuğun diğer bakımvereniyle devam etmekte olan heteroseksüel ilişkide olmaları ile 1.5-5 yaş arasında çocuk bakıcısı tarafından en az üç aydır bakılan en az bir çocuğunun olmasıdır. Katılımcı anne ve babaların aynı aileden olma zorunluluğu yoktur. Bakıcı ve aile arasında işçi-işveren ilişkisinin olması gerekmektedir. Türkiye'deki katılımcılar 122 anne ve 81 babadır. Katılımcıların ortalama yaşı 36.92 (SD = 6.993)'tür ve çoğunun bir çocuğu bulunmaktadır. Katılımcıların çoğunun çocukları 2 veya 3 yaşındadır. Birleşik Krallıktaki katılımcılar ise 105 anne ile 111 babadan oluşmaktadır. Katılımcıların ortalama yaşı 35.33 (SD = 5.698), en sık görülen çocuk sayısı 2'dir ve çocukların çoğu Türkiye'deki gibi 2 veya 3 yaşındadır.

Ölçüm Araçları

Bakıcı ve Aile

Ölçüm bataryasının ilk parçası olan Bakıcı ve Aile, araştırmacı ve tez danışmanı tarafından Türkçe hazırlanmış bir ankettir ve bazı demografik soruların yanı sıra ailedeki bakım süreçlerini ve sorumluluk dağılımları ile bakıcı ve aile ilişkilerini anlamayı hedefleyen soruları içermektedir. Bu anket, araştırmacı tarafından İngilizceye çevrilmiş, bir başka araştırmacı tarafından Türkçeye geri çevrilmiş ve araştırmacının tez eş danışmanı tarafından kontrol edilmiştir.

ÇDDÖ 1.5-5 Yaş Formu

İlk araştırmada kullandığımız ÇDDÖ, burada da çocuğun iyi oluşunu ölçmek için kullanılmıştır. Birleşik Krallık'taki katılımcılarımız ise anketin orijinal versiyonunu doldurmuştur.

Algılanan Partner Duyarlığı Ölçeği (APDÖ)

APDÖ, katılımcıların algısında romantik partnerlerinin ne kadar duyarlı olduğunu ölçen 18 maddelik bir ölçektir (Reis ve Carmichael, 2006). Her ölçek 1'den 9'a kadar puanlanmaktadır. Türkiye'deki katılımcılarımız ölçeğin Selçuk (2018) tarafından Türkçeye uyarlanmış olan versiyonunu, Birleşik Krallık'taki katılımcılarımız ise ölçeğin orijinal versiyonunu doldurmuşlardır.

İşlem

Bu araştırma, ODTÜ İnsan Araştırmaları Etik Kurulu tarafından 2018-SOS-009 numarası ile, University College London Research Ethics Committee tarafından 19251/001 numarası ile onaylanmıştır (Appendix A ve B).

Katılımcılarımıza, ilk araştırmadaki gibi, uygun örneklem yöntemi ve çevrimiçi duyurularla ulaşmış bulunmaktayız. Araştırmanın sürdürüldüğü her ülke için, araştırmacı davet mektubu ve poster hazırlamış ve bunların sosyal medya kanalları ile ODTÜ ve UCL Sona sistemleri üzerinden yayılmasını sağlamıştır. Duyurulara katılımcıların tüm ölçeklere bir batarya halinde Qualtrics'ten ulaşmasını sağlayan bir

link ve karekod eklenmiştir. Katılımcılar linki tıklayarak Bakıcı ve Aile, APDÖ ve ÇDDÖ sıralamasıyla ankete ulaşmışlardır.

Bu araştırmanın katılımcıları üçe ayrılmaktadır: Gönüllü katılımcılar, Sona aracılığıyla gelen katılımcılar ve Prolific aracılığıyla gelen katılımcılar. Bu katılımcı gruplarından ilki araştırmanın orijinal desenine uygun olarak katılımları için ödüllendirilmezken, katılımcı bulmada yaşanan zorluklar nedeniyle eklenen ikinci ve üçüncü grup katılımcılar ders kredisi ve para ödülü almışlardır.

Veri Analizi

Bu araştırmanın veri analizi, iki ayrı ülkeden gelen veri birleştirilerek IBM SPSS Statistics (28. versiyon) programında yapılmıştır. Çocuklarının yaşının 1.5 üstü olup olmadığı net olmayan katılımcıların verisi de karşılaştırmalı analizler sonucunda ana veriye dahil edilmiştir. Dolayısıyla bu araştırmanın sonuçları 1-5 yaş arası çocukların ailelerinden toplanan veriyi kapsamaktadır. Ek olarak, çocuğun yaşının testlerde belirgin bir etkisi olmadığı için çocuk yaşı analizlerde kontrol edilmemiştir. Çocuk cinsiyetinin etkisi ise bu araştırmada ölçüm sorunu nedeniyle kontrol edilememiştir.

Sonuçlar

Veri Temizliği

Araştırmacı analizlere başlamadan önce veriyi kriterler açısından kontrol etmiştir ve kriterlere uymamasına rağmen anketleri dolduran katılımcıların verisi analizlerde kullanılmamıştır.

Bakıcı Bakımı Özellikleri ve Aile İlişkileri

Türkiye'deki katılımcıların çoğunun bakıcısı evde bir çocukla ilgilenmektedir ve çoğu bakıcı katılımcılardan ayrı yaşamaktadır. Bakıcıların çoğu Türk'tür ve çoğunun çocukları vardır. Bakıcıların evdeki temel işi çocukla ilgilenmek iken, ikinci olarak en çok işaretlenen bakıcı işi çocuk için yemek yapmak, üçüncü iş ise evi toplamaktır. Bakıcıların çalıştığı günlerde çocuğun sorumluluğu çoğunlukla bakıcıda, ikincil olarak annededir. Bakıcı izindeyken hem annenin hem babanın sorumluluğu artmakta ancak ana sorumluluk anneye geçmektedir. Hem anneler hem de babalar aile içi ilişkilere ve

bakıcı-aile ilişkilerine yüksek puanlar vermişlerdir. Bakıcı-eş ilişkisi ve çocuk-eş ilişkisi dışında tüm ilişkilere anne ve babalar benzer puanlar vermiştir. Bu iki ilişkiye ise kadınlar erkeklerden daha düşük puan vermişlerdir.

Birleşik Krallık'ta, katılımcıların yaklaşık yarısında bakıcı iki çocukla ilgilenmektedir. Türkiye'deki ailelerde olduğu gibi, katılımcıların çoğunun bakıcısı onlarla yaşamamaktadır ve memleketi Birleşik Krallık'tır. Türkiye'den farklı olarak, bakıcıların yarıdan biraz fazlasının çocuğu yoktur. Burada da bakıcıların temel görevi çocukla ilgilenmek, ikinci görevi çocuk için yemek yapmaktır. Bakıcı ve anababa sorumlulukları Türkiye'dekine benzemektedir ancak Birleşik Krallık'ta bakıcılar Türkiye'dekine nazaran günün daha azında çocuktan sorumlu gibidirler. Yine Türkiye'de olduğu gibi tüm ilişkilere Birleşik Krallık'taki katılımcılar yüksek puanlar vermişlerdir. Kadınlar, bakıcı-çocuk, bakıcı ebeveyn ve ebeveyn-çocuk ilişkilerine erkeklere nazaran daha yüksek puanlar vermişlerdir.

Ortak Anababalık ve Anne-Baba İlişkisi

Türkiye'deki ve Birleşik Krallık'taki anne ve baba sorumluluğu dağılımlarına Table 8-11'den ulaşılabilir. İki ülkede de hem anneler hem de babalar annelerin çoğu işten daha yüksek oramda sorumlu olduğunu belirtmişlerdir, ancak erkekler kadınlara nazaran iş dağılımını iki cinsiyet arasında daha eşite yakın dağılacak şekilde puanlamaktadır.

İki ülkede de katılımcılar eşleriyle aralarındaki romantik ilişkiyi yüksek puanlamıştır. Anababa-çocuk ilişkisinin çocuk iyi oluşu üzerinde olumlu doğrudan bir ilişkisi bulunmaktadır.

Çocuk İyi Oluşu

Tüm katılımcılarımız ÇDDÖ'nun içsellşetirici ve dışsallaştırıcı problemler ölçeklerinde düşük puanlar vermişlerdir. Türkiye'deki katılımcıların en yüksek puan verdiği maddeler sırasıyla "Tek başına uyumak istemez." ile "Beklemeye tahammülü yoktur, her şeyin anında olmasını ister." iken en düşük puan verdiği madde "Hayvanlara eziyet eder." olmuştur. Birleşik Krallık'taki katılımcıların en yüksek puan verdiği maddeler sırasıyla "Beklemeye tahammülü yoktur, her şeyin anında

olmasını ister." ile "Güçlükle karşılaştığında çabuk vazgeçer." iken en düşük puan verdiği madde "Midesi bulanır, kendini hasta hisseder (tıbbi neden olmadan)." olmuştur. Table 12, iki ülke katılımcılarının farklı puanladığı maddeleri ve hangi ülke katılımcılarının söz konusu maddelere daha yüksek puanlar verdiklerini göstermektedir.

Türkiye'deki katılımcılar, Birleşik Krallık'taki katılımcılara nazaran hem içselleştirici hem dışsallaştırıcı problem ölçeklerinde daha yüksek puanlar vermişlerdir.

Kültürlerarası Değişken Karşılaştırmaları

Türkiye ve İngiltere katılımcılarının yanıtlama örüntülerindeki benzerlik ve farklılıklarını anlamak için anne ve baba verileri için ayrı ayrı t-test analizleri yapılmıştır. Türkiye'deki anneler Birleşik Krallık'taki annelere nazaran daha yüksek ÇDDÖ puanlaması yaparken, Birleşik Krallık'taki anneler bakıcının aile üyeleriyle ilişkilerine ve baba-çocuk ilişkisi için daha yüksek puanlar vermişlerdir. Anne-çocuk ilişkisi ile APDÖ aynı şekilde puanlanmıştır. Babalar ise ÇDDÖ içselleştirici problemler ölçeği hariç (Türkiye'deki babalarda daha yüksek olmak üzere) tüm ölçekleri aynı örüntüde puanlamıştır.

Birinci Araştırma Sorusu: Bakıcı-Çocuk İlişki Kalitesi Çocuğun Psikolojik İyi Oluşunu Şekillendirmekte Midir?

Bakıcı-çocuk ilişkisinin çocuk iyi oluşu üzerindeki etkisi önce her ülke için ayrı ayrı regresyon analizleri yapılarak, ardından ülkenin aracı değişken olduğu bir aracı değişken analizi yapılarak test edilmiştir. İlk grup analizlere göre bakıcı-çocuk ilişkisi ile çocuk iyi oluşu arasında (iki alt ölçek için de) iki ülkede de anlamlı bir ilişki olduğu bulunmuştur. Katılımcının cinsiyetine göre analiz yapıldığında ise, Türkiye'deki annelerin perspektifine göre içselleştirici problemler için ve Birleşik Krallık'ta babaların perspektifine göre dışsallaştırıcı problemler için ilişki bulunamamıştır. Bunun dışında tüm alt grup analizleri anlamlıdır. Aracı değişken analizlerine göre ise içselleştirici problemler için ülkenin aracı rolünün olduğu, iki ülkede de ilişki anlamlı iken Birleşik Krallık'ta ilişkinin daha güçlü olduğu görülmüştür.

İkinci Araştırma Sorusu: Bu Şekillendirmeye Aile İçindeki Diğer İlişkiler Etki Etmekte Midir?

Bu soru, aracı değişken üzerinde aracı değişken (*moderated moderation*) analizleri ile, anneler ve babalar için ayrı ayrı ölçülmüştür. Annelere göre,

1. Anne-bakıcı ilişkisi, içselleştirici problemler için Birleşik Krallık'ta,
2. Baba-bakıcı ilişkisi, içselleştirici problemler için iki ülkede de, dışsallaştırıcı problemler için Türkiye'de,
3. Anne-çocuk ilişkisi, içselleştirici problemler için iki ülkede de, dışsallaştırıcı problemler için Birleşik Krallık'ta,
4. Anne-baba ilişkisi, içselleştirici problemler için Birleşik Krallık'ta anlamlı aracılardır.

İlişkiler yukarıda belirtilen aracı değişken aracılarının seviyelerine göre değişerek anlamlı olmakla birlikte, genel eğilim söz konusu ilişki düşük puanlandığında, bakıcı-çocuk ilişkisi ne kadar olumlu değerlendirilirse çocuk iyi oluşunun o kadar arttığı yönündedir.

Babalara göre anne-çocuk ilişkisi, içselleştirici problemler için Birleşik Krallık'ta anlamlı bir aracı olarak bulunmuştur. İlişkinin yönü annelerde olduğu gibidir.

Tartışma

Bulgularımızı bakıcı-çocuk ilişkisinin çocuğun psikolojik iyi oluşu üzerinde koruyucu etkisi olması şeklinde yorumluyoruz. Birinci araştırma sorusunda bakıcı-çocuk ilişkisinin doğrudan etkisi görülmüş, ikinci araştırma sorusunda ise anlamlı olan ilişkilerde, söz konusu ilişki görece düşük puanlanmış iken bakıcı-çocuk ilişkisi ön plana çıkmıştır. Bulgularımız çoklu bağlanma ilişkilerinin mümkün olduğuna dair alanyazındaki bulgularla uyumludur (Main ve diğ., 1985; Mitchell-Copeland ve diğ., 1997; Sagi ve diğ., 1985; Vakrat ve diğ., 2018; van IJzendoorn ve diğ., 1992).

Alanyazınla farklı olabilecek bir bulgu, anne-bakıcı ilişkisinin güçlü bir etkisi bulunamamasına rağmen, baba-bakıcı ilişkisinin anlamlı aracı rolünün olmasıdır. Bu bulgu, babaların sanıldığından fazla önemli olduğu ve baba-bakıcı ilişkisinin daha detaylı anlaşılmasının iyi olacağı anlamına gelebileceği gibi, baba-bakıcı ilişkinini

baba dahil oluşu kapsamında düşünürsek, babaların aile süreçlerine dahil oluşunun aile esenliğini ve çocuk iyi oluşunu arttırdığı olarak yorumlanabilir.

Aracı değişkenlerin üzerindeki aracı ilişkilerinin oldukça geniş bir kısmı anlamlı çıkmamıştır. Alanyazında olduğu gibi, anababa-çocuk ilişkisinin çocuk iyi oluşu üzerinde etkisi olmasına karşın, bu etkiden bağımsız bir bakıcı-çocuk ilişkisi etkisinden bahsedilebilir (Belsky, 1999).

Anneler ve babaların arasındaki ilk göze çarpan farklılık babaların bilgi kaynağı olduğu analizlerde çok az anlamlı sonuç bulunmasıdır. Araştırmalar, anneler ve babaların arasında orta seviye bir raporlama uyumu olduğunu göstermekte, bazı araştırmacılar annelerin daha güvenilir olduğunu belirtmektedir (Duhig ve diğ., 2000; Fletcher & Kerr, 2010, akt. Cross et al., 2021; (van der Ende ve diğ., 2012). Bu araştırmada aynı aileye mensup anneler ve babalardan veri toplamadığımız için karşılaştırma yapmamanın daha doğru olduğuna inanıyoruz, ancak genel olarak anne ve baba raporlarının tutarlı olduğunu belirtebiliriz. Annelerin bakıcı süreçlerinde daha aktif olması nedeniyle yorumlarının daha fazla deneyime bağlı olduğu söylenebilir, ancak analiz sonuçlarımızdan yola çıkılarak babaların da dikkate alınması gerektiğini öne sürmek mümkündür (Cabrera, 2020; Chodorow, 1999; Kaya, 2008).

İki ülke arasındaki benzerlik ve farklılıklara da değinmek isteriz. Türkiye ve Birleşik Krallık kültürel olarak farklı yapılarda ülkelerdir (Aytac ve Pike, 2018; Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, 2014b; Country comparison, 2022). Bu farklılıklara rağmen iki ülke arasındaki örüntülerin benzerlik göstermesinin değerli olduğuna inanıyoruz. Ek olarak, iki ülkenin aile yapıları arasındaki bazı benzerliklerin (örn. gelenekselik) de etkili olduğunu düşünüyoruz (Ataca, 2006; Goodwin ve diğ., 2006). Bu benzerliklere rağmen, çoğu analiz için Birleşik Krallık'ta örüntülerin daha güçlü olduğunu göstermek mümkündür. Ek analizlere göre, Türkiye'deki katılımcılar Birleşik Krallık'taki katılımcılara nazaran daha olumsuz değerlendirme yapmaktadır. Bu örüntü çoğunlukla alanyazın ile aynı çizgidedir (Aytac ve Pike, 2018; Bengi-Arslan ve diğ., 1997 ama Ivanova ve diğ., 2010). Bir başka farklılık, ÇDDÖ özelinde iki ülke arasındaki farklılıkların yapısıdır. Kültürel problem raporlama eğilimlerine uygun olarak, Türkiye'deki katılımcılarımızın daha yüksek puanladığı problemler kaygı ile, Birleşik Krallık'taki katılımcılarımızın daha yüksek puanladığı problemler ise karşı

gelmeyle ilgilidir. Ancak bu eğilimler, araştırma sorularımızdan özellikle ilki hakkında iki ülke katılımcılarımızın aynı çizgide olmasını engellememiştir. Burada, görece kültür etkisinden bağımsız olabilecek basit bir ölçüm yöntemi kullanmamızın da etkili olduğunu düşünmekteyiz.

Son olarak, bakıcıların çalışma şartları ve anababa bakım sorumlulukları açısından iki ülke benzer örüntüler göstermektedir ve bu örüntüler alanyazın ile uyumludur (Akay, 2013; Akalın, 2007; Ibbetson, 2020; Romero, 2013; Rough, 2009; Türkiye İstatistik Kurumu, 2022). Burada ilginç olan bir bulgu, kadınlar ver erkeklerin arasındaki bakım sorumluluğu yorumlamasındaki farklılıktır. Kadınların raporlamasının alanyazın ile daha uyumlu olduğu görülmüştür (Office for National Statistics, 2016; Oxfam, 2016). Nedeni tam bilinmemekle birlikte, bu durumun annelerin bakım ve bakıcı yönetimi konularında daha fazla söz sahibi olmasından kaynaklanabileceğini düşündük.

Araştırmanın Kısıtlılıkları ve Öneriler

Bu araştırmanın ilk kısıtlılığı, bakıcıların yerli mi yabancı mı olduğu konusunda bir ayrım yapılamamasıdır. Yerli ve yabancı bakıcıların arasında bazı özellik farklılıkları bulunmaktadır (Akalın, 2007; Akay, 2013; Akay ve Şahin-Acar, 2021). Gelecekteki araştırmacılara bu durumu göz önünde bulundurmalarını öneririz. İkinci kısıtlılık, katılımcılarımızın araştırmaya katılım kanalları ve katılım sonucu aldıkları pekiştireçlerin farklı olmasıdır. SES verisi toplayamadığımız için bu farklı tür katılımcıları karşılaştırma şansımız olamamıştır. Bununla birlikte bu farklı yöntemlerin katılımcı çeşitliliğini arttırmış olması da olasıdır. Üçüncü olarak, bizler sadece çocuk bakıcısı olan katılımcılar için çağrıda bulunsak da, iki ülkenin birinde olup diğerinde olmayan bazı bakımveren türlerine sahip katılımcılar araştırmamıza dahil olmuş ve genellenebilirliği etkilemiş olabilir. Son olarak, çocuğun cinsiyeti ve SES ölçümlerini alamamış olmamız, bu değişkenleri içeren bir hipotezimiz olmasa da kısıtlılık olarak sayılabilir.

Genel Tartışma

Bu doktora tezi için iki araştırma yapmış bulunmaktayız. Bu araştırmaların ilkinde anneler, bakıcılar ve çocuklar arasındaki ilişki dinamiklerini ve bu dinamiklerin çocuk

iyi oluşu üzerindeki etkilerini anlamayı, ikincisinde ise anneler ve babaların bakış açısıyla bakıcılar, aile dinamikleri ve çocuğun iyi oluşu hakkında bilgi edinmeyi ve bakıcı-çocuk ilişkisinin doğrudan ya da aile ilişkileri aracılığıyla dolaylı yoldan çocuk iyi oluşuna etkisi olup olmadığını keşfetmeyi hedefledik. İki araştırmada ortak olan iki sonuçtan bahsedebiliriz: Birincisi bakıcı-çocuk ilişkisi ve çocuk iyi oluşu arasındaki güçlü ilişkidir. İkincisi ise diğer aile üyelerinin bu ilişki üzerindeki görece zayıf etkisidir.

Bu araştırmanın alanyazına önemli katkıları bulunmaktadır. Öncelikle, anababalık üzerine çokça araştırma bulunmasına rağmen bakıcı-çocuk ilişkisi üzerine araştırmalar yok denecek kadar azdır. Bu araştırmaların yeni bir alan açtığını umuyoruz. İkinci olarak, ilk araştırmamızın tasarımı ve ikinci araştırmamızdaki ilişki ölçümü ile alana metodolojik bir katkıda bulunmuş olmayı umuyoruz. Ek olarak, aile sistemleri düşünülerek hazırlanmış bu tezin alana farklı bir bakış açısı kattığını da umuyoruz. Bu araştırmanın alana üçüncü katkısı, birden fazla ülkedeki dinamikleri görmeye yardımcı olmuş olmasıdır. Daha fazla bu tarzdan kültürlerarası keşfin yapılmasını umuyoruz.

Bu tezin açtığı yolda, ileride bu konuyu araştırmak isteyecek araştırmacıların önünde sayısız yol bulunduğunu düşünmekteyiz. Bakıcı, anababa ve çocuk kişilikleri, anababa ruh sağlığı, bakıcı ve anababaların bağlanma stilleri ve bu faktörlerin arasındaki uyum ve uyumsuzluk bu yolların bazılarıdır. Ayrıca, LGBTQI+ aileler gibi, farklı aile yapılarının da bu bağlamlarda araştırılması alanyazına yeni ufuklar kazandıracaktır.

Son söz olarak, bu tezin alan açan bir ilk adım olarak, metodolojik zorluklarına rağmen, gelecek araştırmacılarda ve pratisyenlerde çocuk bakıcıları ve çocuk iyi oluşu hakkında ilgi uyandırmış olmasını umuyoruz.

E. THESIS PERMISSION FORM / TEZ İZİN FORMU