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LINKS BETWEEN HOME CHAOS AND
CHILD SOCIAL OUTCOMES




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2019, IZMIR

MASTER THESIS JURY APPROVAL FORM

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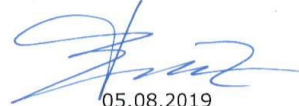
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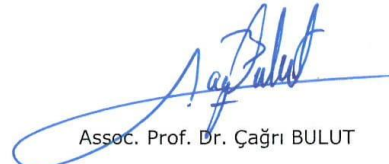
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ABSTRACT

LINKS BETWEEN HOME CHAOS AND CHILD SOCIAL OUTCOMES

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Home chaos has been shown to have negative relationship with children's cognitive abilities, language development (Corapci & Wachs, 2002) and self-regulation skills (Vernon-Feagans, Willoughby & Garrett-Peters, 2016). Much of what we know about the role of home chaos on children's developmental outcomes is based on studies conducted in Western societies and mostly related to poverty literature. This study aims to look into home chaos from a cultural angle and examines the relationship between home chaos and children's self-regulation, social behavior and externalizing behavior and the role of parenting as a moderator in families from diverse socioeconomic background living in a non-Western culture. It was expected that chaos would have a negative relation with child outcomes, and parenting and cultural orientation would have a buffering effect on this relationship. Preschoolers and their mothers living in various neighborhoods of Izmir participated in the study. Measures of home chaos, parenting, child adaptive social behaviors, child externalizing behaviors and cultural orientation were taken from mothers and measures of child self-regulation were taken from children. Results of the study showed that; chaos, especially lack of routines in the house, was significant predictor of child negative outcomes and parenting has a buffering effect on the relationship between chaos and children's outcomes. These findings are important for parents and for education settings when it comes to organizing their daily routines and the physical and social environment they provide to children.

Key Words: Chaos, Self-regulation, Social Behaviors, Parenting, Externalizing Behaviors, Cultural Orientation



ÖZ

EV ORTAMINDAKİ KAOSUN ÇOCUKLARIN ÖZ DÜZENLEME VE

SOSYAL BECERİLERİNE OLAN ETKİSİ

Ece Öner

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2019

Ev ortamındaki kaosun çocukların bilişsel yetenekleri, dil gelişimi (Corapci ve Wachs, 2002) ve öz düzenleme becerileri (Vernon-Feagans, Willoughby ve Garrett-Peters, 2016) ile negatif ilişkisi olduğu bulunmuştur. Ev ortamındaki kaosun çocukların gelişimsel süreçleri ve sonuçları üzerindeki rolü hakkında bildiklerimizin çoğu Batı toplumlarında yürütülen ve çoğunlukla yoksulluk literatürü ile ilgili çalışmalara dayanmaktadır. Bu çalışma, ev ortamındaki kaosa kültürel bir açıdan bakmayı; kaos ile çocukların öz düzenleme becerileri, sosyal davranışları ve dışsallaştırma davranışları arasındaki ilişkiyi incelemeyi hedeflemektedir. Tipik Batı kültürü dışında yaşayan ve çeşitli sosyoekonomik alt yapılara sahip ailelerde kaos ve çocukların davranışları ilişkisine ebeveynliğin nasıl bir etkisi olacağını incelemektedir. Kaosun çocukların davranışlarıyla olumsuz bir ilişki kurması, ebeveynlik ve kültürel yönelimin bu ilişki üzerinde koruyucu etkilerinin olması beklenmektedir. Araştırmaya, İzmir'in çeşitli semtlerinde yaşayan okul öncesi öğrencileri ve anneleri katılmıştır. Annelerden ev ortamındaki kaos, ebeveynlik, çocuğun uyumlu sosyal davranışları, çocuğun dışsallaştırıcı davranışları ve kültürel yönelim ölçümleri alınmıştır; çocuklardan öz düzenleme ölçümleri alınmıştır. Çalışmanın sonuçlarına göre; ev ortamındaki kaosun ve özellikle rutin eksikliğinin çocukların olumsuz davranışlarının önemli bir belirleyicisi olduğu ve pozitif ebeveynliğin bu ilişki üzerinde koruyucu etkisi olduğu bulunmuştur. Bu bulgular, ebeveynler ve eğitim ortamları için, günlük

rutinlerini, çocuklara sağladıkları fiziksel ve sosyal ortamları organize etmek açısından önemlidir.

Anahtar Kelimeler: Kaos, Öz düzenleme, Sosyal Davranışlar, Ebeveynlik, Dışsallaştırma Davranışları, Kültürel Oryantasyon



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Ece ner
İzmir, 2019

TEXT OF OATH

I declare and honestly confirm that my study, titled “LINKS BETWEEN HOME CHAOS AND CHILD SOCIAL OUTCOMES” and presented as a Master’s Thesis, has been written without applying to any assistance inconsistent with scientific ethics and traditions. I declare, to the best of my knowledge and belief, that all content and ideas drawn directly or indirectly from external sources are indicated in the text and listed in the list of references.

Ece Öner
Signature

.....

Ağustos 27, 2019

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ABBREVIATIONS

SES	Socioeconomic Status
EF	Executive Function
EC	Effortful Control
ÇYA-TR	Turkish form of Parenting Questionnaire
HTKS	Head-Toes-Knees-Shoulders
ECBI	Eyberg Child Behavior Inventory
EÇDE-TR	Eyberg Çocuk Davranışı Envanteri - TR
ASBI	The Adaptive Social Behavior Inventory
MA	Mother' Age
CA	Child Age (months)
NS	Number of Siblings
MEY	How Many Years Mother Received Education
MWH	Mother's Working Hours in a Week
FEY	How Many Years Father Received Education
FWH	Father's Working Hours in a Week
PLH	Number of People Live at Home,
NR	Number of Rooms at Home
EA	Externalizing/ Aggression Subscale of EÇDE-TR
EC	Externalizing/ Conduct subscale of EÇDE-TR
EAP	Externalizing Attention Problems Subscale of EÇDE-TR
ET	Total Externalizing Score
S-SE	Self-expression Subscale of ASBI
S-EP	Empathy/Prosocial Subscale of ASBI
S-FR	Following Rules Subscale of ASBI

S-B	Bullying Subscale of ASBI
C-R	Routines Subscale of CHAOS
C-T	Total Score of CHAOS
C-C	Chaos Subscale of CHAOS
FDS	Forward Digit Span
BDS	Backward Digit Span
GWL	Gift Wrapping Look over the Shoulder
GWT	Gift Wrapping Turn Back
P-P	Positive Parenting
N-P	Negative Parenting
R-T	Total Relatednes Score
A-T	Total Autonomy Score
P-W	Parenting/Warmth
P-O	Parenting/Obedience demanding
P-R	Parenting/Explanatory reasoning
P-H	Parenting/Harsh
ODP	Obedience Demanding Parenting

CHAPTER 1

INTRODUCTION

Chaos has been shown to have negative effect on child development particularly in poverty and low socioeconomic status (SES) settings (Vernon-Feagans et al., 2016; Bridgett, Burt, Edwards & Deater-Deckard, 2015; Bobbitt & Gershoff, 2016). Studies on home chaos were generally conducted in Western contexts. Present study aims to investigate the relationship between chaos and children's developmental outcomes in families from different SES groups living in a typically non-Western culture; Turkish culture. This study focuses on the role of cultural orientation and parenting on the relationship between chaos and child positive and negative outcomes such as self-regulation, externalizing behaviors and adaptive social behaviors.

In following sections, first what home chaos is and what is the relationship between chaos and child outcomes such as self-regulation, and externalizing behaviors are explained. Second, parenting literature will be discussed and the literature on the relationship between parenting and children's self-regulation and externalizing behaviors will be summarized. Later, the role of parenting on the relationship between chaos and children's self-regulation and externalizing behaviors will be looked into. Lastly in the introduction session, how socioeconomic status and culture is related to home chaos will be discussed.

1.1 Chaos

Developmental psychologists have always been interested in the environmental factors' influence on the child development. Environmental chaos is defined as crowding, home traffic, lack of routines and ambient background noise (Corapci & Wachs, 2002; Wachs, 2013). Family instabilities such as residential moves and changings in household members also defined as component of chaos (Martin, Razza, & Brooks-Gunn, 2012). Chaotic environments defined with minimal structure, high unpredictability, highly environmental stimulation such as background noise and messy daily activities were reported to be prevalent more in lower income families (Evans, Gonella, Mareynszyn, Gentile & Salpekar, 2005).

Bronfenbrenner's well established Bioecological Model (1979) helps us to understand the human development and family functioning in relation to external environments and the aim of this model is to find extrafamilial conditions effects on intrafamilial processes. He identified various systems which effect the children directly and indirectly (Bronfenbrenner, 1986; Evans & Wachs, 2011). Bronfenbrenner developed a universal theoretical approach about human development that center upon the lifelong progressive accommodation and the possible effects of environment, cultural variations and the family context (Bronfenbrenner, 1977; Chuang, Glozman, Green & Rasmi, 2018). He also explained *person-process-context-time* (PPCT) model and mentioned the term *proximal process*.

Proximal process includes one way or bidirectional energy transfer among developing person and environmental features (Bronfenbrenner & Evans, 2000). Interaction of individuals with their environment such as family members defined as proximal process. According to Tucker, Sharp, Gundy and Rebellon (2016) household chaos as a contextual element that effects development could be best understood by examining it through the lense of the bioecological model of development (Bronfenbrenner & Morris, 1998). Continuity of proximal process and development may affect negatively from chaos because of more interruptions and shortens their durations (Evans et al., 2005).

Microsystem is the most proximal setting which includes the structures which have direct relations with a person such as face to face interaction, social roles, interpersonal relationships and activity patterns like home, family, teacher and parents. Both developing person has influences on microsystem and microsystem has influences on that person. *Mesosystem* contains the linkages between a couple of *microsystems* such as interactions among family, teacher, school and peers. (Bronfenbrenner, 1977; Chuang et al., 2018; Johnson, 2008; Rosa & Tudge, 2013). *Exosystem* refers the processes effecting human development indirectly, accruing between two or more settings such as neighborhoods, transportation resources, decisions and policies over the children, informal social networks and how their parents live their life. In addition, *macrosystem* is above the all previous systems, it isn't referring the specific contexts which effects directly the person but it includes the things in macro level such as belief system,

opportunities, laws, cultural patterns, economy, education systems, political systems (Bronfenbrenner, 1986, Bronfenbrenner, 1977; Chuang et al., 2018; Johnson, 2008). *Chronosystem* is the things occurs through time, it specifically focuses around the day by day and year by year developmental changes over the time, normative and nonnormative life transitions.

Bronfenbrenner & Evans (2000) referred to “chaotic systems” as systems with lack of structure, unpredictable daily activities, high background stimulation, and deprivation in routines. Of course chaos is a part of environment and chaotic, noise and crowded environment is an important source for disrupted proximal processes (Bronfenbrenner & Evans, 2000). Finding how chaos is linked with the child outcomes and parenting is the primary aim of present study.

1.2 Chaos & Children’s Developmental Outcomes

Household chaos is an aspect of home environment which has been shown to negatively relate with children's cognitive development, regulatory processes (Vernon-Feagans et al., 2016), and language development (Wachs, 2000). In addition, chaos has been shown to be related with less parental responsiveness, less verbal stimulation towards child and less parental positive discipline strategies. Parents who are exposed to chaotic environments are less involved in interaction with their children and less likely to show objects to their children which is exploratory activity and leads stimulating parenting (Corapci & Wachs, 2002; Wachs, 2013).

Children’s self-regulation and externalizing behaviors are also linked with chaos (Vernon-Feagans et al., 2016; Martin, Razza, & Brooks-Gunn, 2012). Bobbitt & Gershoff, (2016) conducted a study for investigating the effects of chaos on children development in both home and early education settings. They also wanted to examine whether stability in home or preschool classroom can buffer the chaotic experience in the other context. In the study, the indicators of household chaos were ‘lack of bedtime and mealtime routines (bedtime must be regular for at least 4 days and mealtime must be regular for at least 3 days) and household instability (number of moves in last two years and whether child lives with parents). Indicators of classroom chaos were the number of children in the classroom, child-teacher ratio,

lack of classroom routines and instabilities that include number of child care arrangements, number of absences and whether a children's teachers changed. Results of the study conducted with 2447 children from low-income families showed that regardless of the chaos in classroom, children who are exposed to high home chaos have declined in socioemotional skills through the year. In addition, again regardless of whether classrooms were chaotic, children who were not exposed to home chaos achieved more over the preschool years compared to children who lived in chaotic homes (Bobbitt & Gershoff, 2016).

Another study which examined 6,286 twin pairs showed that the influence of home chaos on disruptive actions were found to be mediated by environment (Jaffee, Hanscombe, Haworth, Davis & Plomin, 2012). Crowded homes which are noisy and characterized as lacking routines were found to impair the emotion regulation and behavior regulation abilities of children. Findings of the study suggested that encouraging parents to eliminate chaotic environmental factors such as noise and gaining stable routines could also help parents for avoiding harsh discipline and reinforcing children's prosocial behaviors (Jaffee, Hanscombe, Haworth, Davis & Plomin, 2012).

Based on the Bronfenbrenner's ecological model (Bronfenbrenner, 1986); at individual level child have self-regulation ability and externalizing behaviors, at microsystem level parenting and household chaos affect directly the children, at mesosystem level the interplay between parenting and the home environment, at exosystem level parent's cultural orientation play role and lastly at macrosystem level SES and cultural context affect the children indirectly.

1.3 Self-regulation

Self-regulation is an important predictor of children's cognitive, social and emotional development. Studies conducted about children self-regulation abilities showed that children who developed self-regulation ability earlier have many more advantages compared to children who developed self-regulation at later months (Ponitz, McClelland, Matthews & Morisson, 2009; Mischel, Shoda & Rodriguez, 1989).

Behavioral regulation is defined as attentional focusing, working memory, inhibitory control and these are components of executive function (Ponitz et al., 2009). Executive function (EF) is a term which includes multiple higher order cognitive processes and goal directed behaviors for instance working memory, inhibitory control, attentional flexibility (Hughes & Ensor, 2009; Hughes, Graham, & Grayson, 2005; Bernier, Carlson & Whipple, 2010). Working memory responsible from keeping the information actively, retrieve that information quickly and protecting that information out of distraction. Attentional flexibility means mental set shifting and examined with task switching. Task switching defined as shifting between the multiple tasks. Lastly inhibitory control is inhibiting impulses and habitual behavioral responses (Hofmann, Schmeichel & Baddeley, 2012).

Another framework for studying self-regulation is effortful control (EC) this term is focusing more on children's and adolescent's temperament and socioemotional development. Emotion regulation, inhibitory control, attention shifting and voluntary focusing are key components of EC (Zhou, Chen & Main, 2011; Eisenberg, Smith, Sadovsky, & Spinrad, 2004).

According to Eisenberg, Smith and Spinard, (2011), effortful control has important role in the development of negative emotionality, development of a conscience, empathy related responding, adjustment, prosocial behavior and social competence in children. In addition, children who have high emotion and behavior regulation are more likely to experience sympathy and act with others in morally desirable ways.

Research conducted with kindergarten children showed that those who have higher levels of behavioral regulation in first semester achieved higher levels of literacy, mathematics and vocabulary skills in second semester compared to those who have lower performance of self-regulation (Ponitz et al., 2009).

As mentioned before inhibitory control is one of the components of self-regulation. Delay of gratification skill which is an indicator of self-control, is future oriented self-control that helps postponing the existing gratification for getting more precious outcomes in later (Mischel, Shoda & Rodriguez, 1989). Mischel, Shoda and Rodriguez (1989) searched for the delay gratification of 4 years old children by using marshmallow, task was waiting 15 minutes before eating the

marshmallow. Results of the study showed that children who could wait longer has achieved higher academic success and both cognitively and socially became more competent and their coping with negative feelings was found better than children who couldn't wait long enough (Hughes, Roman & Ensor, 2014).

A longitudinal study showed that preschoolers who had difficulties at delay gratification were found to be having difficulties in self-control abilities even they become adults (Casey et al., 2011; Hughes et al., 2014). Mischel, Shoda and Rodriguez (1989) similarly showed that preschoolers who could delay gratification longer achieved higher cognitive and social qualifications in adolescence. They were also better at coping with stress and frustration than children who couldn't delay gratification as long. Researches in present section show us how important self-regulation is in child development. Following section look through the link between self-regulation and chaos.

1.3.1 Chaos & Self-Regulation

Household chaos has been shown to be one reasonable explanation to clarify for behavioral regulation difficulties of children (Evans, Gonnella, Marcynyszyn, Gentile, Salpekar, 2005; Evans & Wachs, 2010; Vernon-Feagans et al., 2016). Behavioral regulation is an important skill which is linked to early executive function and later school success.

Hughes & Ensor (2009), claimed that family chaos has negative relationship with improvement in executive function (EF) between the two and four ages and he concluded that disorganized, unpredictable family environment may have harmful effects on children's planning, goal directed acting, controlling impulse-driven responses and memory abilities.

Family chaos predicts low executive function (EF) in children. Family chaos affects children's EF development negatively on a longer time scale (Hughes & Ensor, 2009; Hughes et al., 2014).

A longitudinal study which was conducted in the USA with preschoolers showed that home chaos may play a role in understanding executive function and behavioral regulation of children (Vernon-Feagans et al., 2016). In this study

children's behavioral regulation was assessed at 36, 48 and 60 months. Researchers observed and rated the homes of the participating families based on indications such as: Number of physically moving to another residence with children, number of mother and father figure changes, number of different people who live in the home, number of house members moving into or out of the house, daily TV hours, ambient background noise, house density, preparation for home visit, home cleanliness, noise level of neighborhood. As a result of the study, significant indirect relationship was found between chaos (disorganization, instability) and behavioral regulation through parenting (Vernon-Feagans et al., 2016).

In their longitudinal study Brieant, Holmes, Deater-Deckard, King-Casa & Kim-Spoon (2017) found that the influence of parent EF on adolescent EF was different between low household chaos and high household chaos conditions. Parent's and adolescent's EF were found related in people who have chaotic home environments however in low chaotic home environments this relationship was not found. They concluded that household chaos increases the EF transmission and environmental contexts could directly influence EF.

1.4 Chaos, Parenting and Children's Self-Regulation, Social Behaviors and Externalizing Behavior.

Child rearing context in infancy was found associated with self-regulation of children in preschool (Russel, Lee, Spieker & Oxford, 2016). Martin et al. (2012) found that children who experiences more family instability, lack of routine, crowding and noise such as background TV had less warm mothers and had fewer learning materials. Children who are generally exposed to TV in their house scored higher aggression and attention problems.

Social competence is defined as one of the main aspect of human abilities. Behaviors that are disruptive, inappropriate for societal norms and damage other people are described as externalizing behaviors (Keil & Price, 2006).

A longitudinal study (Wang, Deater-Deckard, Petrill & Thompson, 2012) showed that externalizing problems and attention regulation has significant stability in progress of time. In addition, chaos was found to be a moderator of the

relationship between genetic influences, attentional regulation and externalizing problems. In more chaotic homes, the genetic influences on externalizing behavior problems and attention regulation difficulties were more effective (Wang & Deckard et al., 2012).

According to Berry et al. (2016) household chaos is related with inadequate child outcomes such as socio-emotional and cognitive development. Spending more hours in child-care found as a predictor of more efficient EF for child who lives in disorganized homes. On the other hand, association between child-care hours and EF was not found statistically significant for children who live in less disorganized homes. Children who spent low hours in child-care and live in highly disorganized homes also have less effective EF (Berry et al., 2016). Berry et al. showed that spending more hours in child-care predicted fewer problematic social behaviors for children who live in highly disorganized homes. They represented the buffer effect of childcare for economically and environmentally disadvantaged children.

Parents' and teachers' reports showed that children who have lack of control at age 3 to 5 tend to have both externalizing and internalizing problems in late childhood and adolescent (Eisenberg et al., 2011; Caspi, Henry, McGee, Moffitt, & Silva, 1995).

Sher-Censor, Khafi and Yates (2016) searched for effects of parents' behaviors on children's self-regulation. Study conducted with 187 preschoolers and their mothers. They considered mothers' representations by using five-minute speech sample procedure (FMSS), this procedure makes parents to speak about their parent-children relationship, thoughts and feelings about their child without any break for five minutes. In the end researchers evaluated the coherence of mother's narratives about the child and mother's attitudes and emotions about their child. As a result of the study they concluded that, self-regulation difficulties of preschoolers predict increasing externalizing behavior problems and less peer acceptance. Maternal incoherence in narratives about their child (which were elicited using the five-minute speech sample procedure) found related with increasing child externalizing behavior problems among preschoolers who have poor self-regulation on the other hand this association between maternal incoherence in narratives and externalizing behavior problems couldn't found among preschoolers with better self-regulation. These results indicated that self-

regulation moderated the effects of maternal representations on changes in externalizing behavior problems (Sher-Censor, Khafi & Yates, 2016).

Hughes & Ensor (2011) conducted a longitudinal study on the differences of children's executive functioning growth and the effect of this growth on children's externalizing behaviors, internalizing behaviors and their own academic success perception. In the first assessment mean age of children were 4.3 and in second assessment mean age of children were 6.0. As a result of the study; teachers rated lower emotional symptoms, hyperactivity and conduct problems for children who improved more in executive function. Gaining EF was found as predictor of teacher's ratings of these outcomes and also children's perception of their own academic success; however, gaining EF didn't predict children's perception about their own social competence.

According to Gresham and Elliott (1987), independent functioning, self-direction, personal responsibility are components of adaptive behavior in addition, adaptive behavior shown how effectively does individual meets sociocultural norms of social responsibility and individual independence. Moreover, interpersonal behaviors, self-related behaviors, peer acceptance and communication skills are components of social skills. Social competence is the combination of adaptive behaviors and social skills.

Prosocial behaviors are defined as, sharing and donating resources, helping others, comforting others (Carlo, Mestre, Samper, Tur & Armenta, 2010; Gülseven et al., 2018). Hoffman (2000) described empathy as "an affective response more appropriate to another's situation than one's own" (Hoffman, 2000, p.4). According to Eisenberg and Morris (2001), studies about empathy related behaviors and socialization concluded that when parents have secure and positive relationship with their children, these children tend to show more positive behaviors and empathy. In addition, children's empathy, sympathy and prosocial behaviors such as helping and sharing found related with parental reasoning during disciplinary interactions.

Adolescents' prosocial behaviors were found to be predicted by parental warmth and prosocial moral reasoning and parental control were found negatively related with prosocial behaviors (Carlo et al., 2010). Power assertive parenting that

includes punishment threats and love withdrawal have negative effect on child prosocial behaviors (Hoffman, 2000; Eisenberg & Morris, 2001; Gülseven et al., 2018). In addition, children who exposed to high home chaos represented lower ability to understand the social cues and answering those (Dumas et al., 2005). These conclusions show us that both power assertive parenting and high home chaos are negatively related with children social behaviors.

Gülseven et al. (2018) conducted a longitudinal study with Turkish children to examine the relationship between parenting hassles, parenting and children's prosocial and aggressive behaviors. At age 6, children's aggressive behaviors were found directly positively related with parenting daily hassles and harsh parenting which includes physical punishment. In contrast, at age 7, children's prosocial behaviors were found positively related with warm parenting. Moreover, they found indirect influence for the association between parenting daily hassles and prosocial behavior through parenting (Gülseven et al., 2018).

Parenting styles and behaviors are believed to have an important role in children's effortful control. Many studies suggest that supportive parenting is positively related with development of effortful control and controlling parenting could restrain with the development of effortful control from infancy into the early school age years (Eisenberg et al., 2011). In authoritarian parenting style, parents value obedience and they promote to respect for authority and traditional structures. In addition, they try to shape and control the child's behavior and attitudes. In authoritative parenting style, parents value expressive attributes and autonomous self-will (Baumrind, 1971). Demandingness, responsiveness and autonomy support defined as primary dimensions of authoritative parenting (Maccoby & Martin, 1983, as cited by Mattanah, Pratt, Cowan & Cowan, 2005; Hughes et al., 2014).

Hammond, Muller, Carpendale, Bibok and Liebermann-Finestone (2012) concluded that scaffolding at age 2 indirectly affected executive function (EF) at age 4 through verbal ability at age 3. They also found that scaffolding at age 3 have direct effect on children executive function at age 4. This means that parenting had both direct and indirect effects on child executive function.

Maternal sensitivity, autonomy support and mind-mindedness were found to be related with children's executive function. In 12, 15, 18 and 26 months of age

autonomy support was found as a strongest predictor of EF. In the light of the literature we can say that parenting and parent-child relationship has important role in children self-regulatory capacities (Bernier et al., 2010).

A longitudinal study which conducted with Turkish families represented a model; this longitudinal model showed that physically harsh parenting and increasing in child externalizing behaviors has positive relationship furthermore both of them predicts each other which mean increasing in child externalizing behaviors predicts harsh parenting and harsh parenting predicts increasing in child externalizing behaviors (Akcinar & Baydar, 2016). High level of father support while children are at 3, 4 and 5 years old predicted a decrease in children externalizing behaviors (Akcinar & Baydar, 2016). Father's working conditions is very important for providing support to mother because if father works too much he won't be able to help mother.

Study showed that parental behaviors which displaying warmth found as a predictor of low levels of externalizing behaviors. Mothers who showed low levels of warmth and higher levels of both behavioral and psychological control have children that have high externalizing behaviors. Furthermore, for the externalizing behaviors which reported by mothers (by using ECBI), interaction terms of warmth parenting with psychological and behavioral control found significant. As a result of this study it was found that behavioral, psychological and physical control have positive correlation with child externalizing behaviors (Akcinar & Baydar, 2014). All these conclusions show us that parenting has important effects on children's both self-regulation and externalizing behaviors. Many studies also found that chaos is related with children's self-regulation and externalizing behaviors. For present study another important question is how parenting is related with chaos and child outcomes.

Environmental chaos and parenting behavior have relationship, in addition noise and confusion dimensions of chaos found related with poor quality of parenting behaviors. Caregivers who exposed high ambient background noise tend to be more nonverbally responsive to child vocalizations. This indicated that environmental chaos influence children's development in harmful way (Corapci & Wachs, 2002).

Home chaos was found as a moderator of relationship between parenting and attribution bias. This link become stronger in high chaos situation and weaker in non-chaotic situation. Moreover, internal attribution bias found related with negative parenting in chaotic homes (Wang, Deater-Deckard & Bell, 2013).

Valiente, Lemery-Chalfant and Reiser (2007) conducted a study for searching the relationship between child problem behaviors, chaos, parenting and child effortful control. They concluded that low chaos in family found as predictor of high parental positive reactions toward the emotions of children.

Coldwell, Pike and Dunn (2006) concluded that, parental anger/hostility were positively correlated with chaos however parental enjoyment and warmth were negatively correlated with chaos. In addition, hierarchical multiple regression analysis showed that chaos significantly predicted children's problem behavior over and above parenting.

High maternal stress found related with less inductive discipline and maternal warmth which mediated children's effortful control. Parenting found as a mediator in the study moreover maternal warmth and inductive discipline decreased the negative effects of maternal stress on effortful control of the children. When children's ability of effortful control increased externalizing behavior decreased across childhood (Choe, Olson & Sameroff, 2013).

According to Vernon-Feagans et al. (2016); in early childhood, household disorganization chaos over time found negatively related with parental acceptance of the child and responsiveness. Therefore, household disorganization chaos in early childhood had effect on parenting quality which found related with children executive functioning. In this study chaos defined as instability and disorganization, parenting behaviors considered as a mediator factor between household chaos and children executive functioning skills. Children whose mothers were responsive, accepting the child and highly educated had higher EF scores at age 3.

Home chaos and disorganization have harmful effects on parent and children. Parent who reported high levels of home chaos would report high levels of inconsistent or harsh discipline also they evaluated their children as having high level of problematic behaviors (Dumas et al.,2005). Hardaway, Wilson and Shaw (2012) concluded that, household chaos has positive correlation with aggression

and problematic behavior on the other hand it has negative correlation with inhibitory control. Children who have high inhibitory control performed less aggression and problematic behavior; if positive behavior support increased inhibitory control also increased and aggression decreased.

Parental depressive symptoms and home chaos had positive correlation and parental depressive symptoms found as a predictor of household chaos which means that parents who felt more depressive defined their home environment as less organized and more chaotic. Furthermore, mothers reported more problems in socio-emotional development, low level of cognitive skills and low level of behavior regulation if children live in more chaotic homes (Hur, Buettner & Jeon, 2015).

Hewage, Bohlin, Wijewardena and Lindmark (2011) conducted a study with 11 years old children whose mothers working overseas and whose mothers not in Sri Lanka, they searched for the effects of maternal migration on children 's EF. It was found that children whose mothers working overseas performed poorer in both inhibitory control and working memory. Their teachers were evaluated them as having more externalizing behaviors compared the control group. In addition, HOME score was lower in families whose mothers working overseas. Poorer home environment had relationship with low level inhibition and low level working memory but not related with externalizing behavior (home environment assessed with HOME scale which includes parental responsivity, enrichment, emotional climate, learning materials and opportunities, encouragement of maturity, family companionship, family integration and physical environment). In my opinion maternal migration is something very chaotic for children because of this I think this study supports my hypothesis.

As mentioned before; Gülseven et al. (2018) found indirect influence for the association between parenting daily hassles and children's prosocial behavior through parenting. And this conclusion makes me think about same effect of chaos instead of parenting hassle. An indirect effect of positive parenting could found on relationship between chaos and child outcomes which are adaptive social behaviors and externalizing behaviors.

1.5 Socioeconomic Status (SES) and Chaos

Researches about effects of social stratification on child development are highly common and socioeconomic status (SES) is important topic in developmental psychology. SES is measured by assessing 3 factor which are education, income and occupation (Winkleby, Jatulis, Frank, and Fortmann, 1992). While combination of occupation, income and education are SES indicators, education defined as the most essential indicator of SES (American Psychological Association, Task Force on Socioeconomic Status, 2007).

According to Evans et al. (2005), low income families are highly likely to have more crowded and chaotic environment and less structured daily life compared to the middle and upper SES families. Low-income adolescents' environment is more chaotic, less structured and highly crowded moreover they have unpredictable routines compared to better off peers.

According to Oxford and Lee (2011), in families that live in disadvantaged contexts, parenting sensitivity is reduced by parenting stress. On the other hand, in socioeconomically advantaged contexts, parenting stress was not found to be a predictor.

Longitudinal study conducted with twins from first grade wanted to search for the shared environmental factors (factors that shared with other children who live in home such as SES and chaos) effects on stability of children's cognitive ability. The mediator effect of chaos and SES searched on stability of children's general cognitive ability. Results showed that, SES and CHAOS found as a mediator of the shared environmental variance in general cognitive ability assessment of early-school age children and SES and CHAOS constitute part of the longitudinal cognitive ability stability (Hart, Petrill, Deckard & Thompson, 2007).

In their longitudinal study, Evans et al. (2005) examined disorganization and instability as dimensions of household chaos with children in middle income and poverty groups. They found that income has effects on children's self-regulatory behaviors through chaos. When chaos controlled the positive relationship between income and child self-regulation became not significant.

Corapci and Wachs (2002) indicated that there is no relationship between parental education level and home chaos or parenting behavior in their well-

educated sample. Their conclusion shows something different than the previous studies. They explained that, their sample was European American families who are highly educated and this was a limitation of their study. Studies about chaos were generally conducted with low SES families but there is not much research that makes comparison of high SES and low SES.

Home chaos, lower SES and piling up risk factors may have negative effect on children's self-regulation (Bridgett, Burt, Edwards & Deater-Deckard, 2015).

Sarsour et al. (2011) had searched EF of American children between 8 – 12 years' old who have single or two parents. In similar families from low SES background it was found that children who live with two parents have better performance on EF (which includes inhibitory control, cognitive flexibility and working memory performances) than children who live with single parent. In addition, results showed that home environment have partially mediation role on family SES and child inhibitory control and working memory relationship.

Literature indicated that parents from lower SES backgrounds expect their children to conform social expectations, these parents have authority over children and gave punishments if their authority ignored by children. In daily interaction parent's from lower SES make less conversation and gave more direction to children for controlling children's behaviors compared to parents from higher SES. Parent's from higher SES backgrounds gave importance to children's participations while discussing rules and decisions, they avoid harsh physical punishment. Parents from higher SES make more conversation and gave less direction to children for controlling children's behaviors (Hoff, Laursen & Tardif, 2002).

According to Kohl, Liliana & McMahon (2000), low parental education found related with lower levels of parent involvement in school and they concluded that better educated parents tend to be aware of how important is the supporting their children's education (Rawls, 2013). According to Eccles (2005), education level of parents predicts educational outcomes of children in addition with occupation of parents and family income.

1.6 Cultural Orientation

According to Triandis (1989), people who live in more complex, individualistic cultures tend to sample the private self more, compared to collective self because people who sample the collective self tend to be effected by role definitions, group norms and values. People with collective self should also act appropriate ways which is accepted by group members. Furthermore, child rearing patterns of collectivism found related with emphasizing obedience, conformity and reliability; important thing is ingroup goals and expectations which bring the reward to the children. On the other hand, child rearing styles of individualistic cultures tend to be different than collectivists, it emphasizes independence, self-reliance and self-actualization. According to Triandis (1989) social class moderating the individuals' self, individuals who have upper-middle and upper SES tend to have less collective self compared to people with low SES and this conclusion originated from the child rearing differences (Triandis, 1989; Kohn, 1969, 1987). In nuclear families, children allowed to do their own things more than extended families because for inhibiting the chaos children should follow the rules which imposed by family members. Autonomy is important component in individualism and children who can create own rules and things (more in nuclear family) develop more autonomy in addition, autonomy in child rearing causes individualism (Triandis, 1989).

Markus and Kitayama (1991) defined interdependent view of self as sociocentric, collective, holistic, contextualist, connected, relational, allocentric and constitutive on the other hand they defined independent view of self as individualist, egocentric, autonomous, separate, idiocentric and self-contained. These definitions are valid for totally independent and interdependent people however there are some people who are in the middle and they cannot call as independent or interdependent. According to Kagitcibasi (2002) socioeconomic development affected the value of children and material, emotional interdependencies in the family. Kagitcibasi's the model of emotional/psychological interdependence helps us to understand the families in between independency and interdependency. She identified 3 models; first model was Family Model of Independence which indicates classic western nuclear family, they promote autonomy and self reliance to the children and these people have separate self. Second model was Family Model of Interdependence which indicates

traditional rural agrarian society, they promote obedience to the children and these people have related self. The last model was Family Model of Emotional/Psychological Interdependence, they promote autonomy and closeness to the children and these people have autonomous-related self. According to this model related with socioeconomic development and urbanization, material interdependencies decreasing however psychological and emotional interdependencies still existing in collectivistic societies. Turkey is one of the collectivistic countries in addition there are highly urbanized areas and value of children started to change consistently with this model. Family model of emotional/psychological interdependence is different than other models in terms of dimensions; there are materially independent and psychologically interdependent families. In these families both autonomy and closeness supported during childrearing. In addition, these parents represent autonomy and control orientation in parenting (Kagitcibasi, 2002).

According to Dumas et al, (2005) less effective parental discipline such as physical punishment was related with home chaos. Important thing is whether is it perceive normative; study showed that although physical discipline has adverse outcomes in all cases; it was less strongly associated with adverse outcomes in children who perceived physical discipline as normative (Lansford et al., 2005). In addition, both parents and children perception of chaos may important for how it will affect the parenting and children self-regulation. Think classical western individualistic societies; every item stays in order, everywhere seems clear, tidy and regular, but when we look more crowded collectivistic societies people's daily life includes the chaos and irregularity which could decrease the harsh effect of chaos. This is also related with holistic and analytic thinking which shapes our perception about the world. According to Nisbett, Choi, Peng and Norenzayan (2001), people who have interdependent view of self tend to understand relations between objects and events in the field, however people who have independent view of self tend to begin with attending to the object. Consistently with findings, Chiu (1972) concluded that people who have individualistic orientation could have difficulties in perceiving objects in the environmental context with regard to interdependence and relationship, in contrast people with collectivistic orientation could perceive world depending on a network of relationships very early. As a result of these

findings we could say that people with collectivistic orientation could have more crowded and chaotic environments than people with individualistic orientation. I expect people with individualistic orientation have less chaotic home environments, in addition chaos may have harsher effects on individualistic families upon children's self-regulation, children's externalizing behavior and parenting behaviors compare to people with collectivistic orientation. Because chaos perceived as non-normative for individualistic people compare to collectivistic people.

Georgas, Mylonas & Bafiti et al. (2001) conducted a study with 16 countries for searching the functional relationships between extended and nuclear family. Nuclear family is the simplest type of family which consist of mother, father and children and nuclear families more common in western individualistic societies (Nimkoff & Middleton, 1960), in contrast extended family consist of mother, father, children, grandparents, aunt, uncle and cousins and observed more in collectivistic societies. Functional aspects defined as emotional distance, social interaction, communication and geographical proximity. Geographical proximity mentioned as a critical dimension which differentiates the collectivist and individualist cultures. As a result of more affluent individualist culture, greater economic opportunities allow younger married adults to have get their own home and live as a nuclear family which is separated from grandparents, aunts and cousins (Georgas, Mylonas & Bafiti et al., 2001). Findings of the study indicated that nations who have high affluence lived more distant point from the grandparents, aunts, uncles and cousins compared to nations with low affluence. Furthermore, nations with collectivist values had grandparents, aunts, uncles and cousins who lived closer together than the nations who have individualist values. Nations who had more collectivist values met with cousins; called aunts, uncles and cousins more frequently compared to nations who had more individualist values.

Between 16 cultures, no correlation found between emotional distance and affluence, individualism or power distance for any family role. I think this results show us the normativeness because even people talk less with each other, see less each other and live further away their perception of emotional distance is same. For people with collectivist values meeting and talking frequently and living closer is normative in addition for people with individualist values meeting and talking less frequently and live further away from other family members is normative as a result

of this their emotional distance doesn't differ. For Turkish society, pattern is very similar with this study. As mentioned before; with socioeconomic development and urbanization which demonstrate affluence; people have autonomous-related self. In autonomous-related self, material interdependencies decreasing however psychological and emotional interdependencies still existing in collectivistic societies so living as nuclear family may increase in urbanized areas (Kagitcibasi, 2002). The study conducted in İzmir which is the 3th biggest city of Turkey and highly urbanized. In present study I expect less people living in same house and I expect people to have autonomous-related self.

Mothers who have high stimulus sensitivity perceived their home environments more chaotic, which mean that individual differences in sensitivity to chaos could affect the perception of chaos (Wachs, 2013). The facts that mentioned above bring the questions about cultural aspects such as could people who have autonomous-related self and related self effected from chaos differently? People who have independent view of self may be more sensitive in addition they could effected more by the chaos compare to people with interdependent view of self.

1.7 Present Study

In the light of the literature the hypotheses of this study are;

- 1) Based on the findings of Evans et al. (2005), it is expected that socioeconomic status of parents will be related with home chaos. Parents from higher SES backgrounds are expected to report less chaos compared to parents from lower SES backgrounds.
- 2) Based on literature (Laursen & Tardif, 2002; Oxford and Lee, 2011), parents from higher socioeconomic backgrounds are expected to report more child-centered parenting compared to parents from lower SES backgrounds.
- 3) Home chaos (both general chaos and lack of routines) is hypothesized to have negative correlations with child self-regulation and adaptive social behaviors.
- 4) Home chaos (both general chaos and lack of routines) is expected to have a positive relation with externalizing behavior of the children.

- 5) Based on the findings of Hoffman, (2000), Eisenberg & Morris, (2001); Dumas et al. (2005); Gülseven et al., (2018) cultural orientation (autonomy and relatedness) of the parents is expected to have a moderation effect on the relationship between chaos and child negative outcomes. Home chaos is hypothesized to be a stronger predictor of negative outcomes of children whose parents are more autonomy-oriented.
- 6) In light of the findings of Jaffee et al. (2012) and Berry et al. (2016), parenting is expected to have a buffer effect on the negative role of chaos on child outcomes. Parents who report higher levels of warmth are expected to have children who are affected from chaos less negatively.

CHAPTER 2

METHOD

2.1 Participants

Snowball sampling method was used to reach the participants. The data were collected from 155 mothers and their preschoolers (77 girls, 78 boys) who attend kindergartens in Çiğli, Karşıyaka, Menemen areas of İzmir. Children's age ranged between 28 months and 78 months ($M = 62.37$ months, $SD = 8.56$). Fifty four percent of the children had no siblings, %40.6 of them had 1 sibling, %4.0 had 2 or more siblings. Ninety six percent of the mothers were married and %3.9 are divorced. Mean year of education of the mothers was $M = 15.84$, $SD = 4.150$, mean education year of fathers was $M = 15.19$, $SD = 3.999$. %3.9 of the mother graduated from elementary school, % 2.6 from secondary school, %14.2 from high school, %60 from university, %19.4 from master/doctorate. %4.5 of the fathers graduated from elementary school, %3.9 from secondary school, %18.7 from high school, %56.8 from university and % 16.1 from master/doctorate (see Table 1.).

In terms of mother's income, %25.8 of the mothers' income was between 0-1000 TL, %23.9 of the mothers' income was between 1000-3000 TL, %31.0 of the mothers' income was between 3000-6000 TL and %15.5 of them had more than 6000 TL monthly income. In addition, %12.9 of the participant's total family

income was between 1000-4000 TL, %49 of the participant's total family income was between 4000-10000 TL and %36.1 of the participants' total family income was 10000 TL and more.

Table 1. Represents the minimum, maximum, mean scores, standard deviation and percentages of demographic variables.

Variables	Total			
	Min	Max	M	SD
Mothers age	26	47	36,27	4,168
Child age (in months)	28	79	62,37	8,555
Gender (girl)			%49,7	
Number of siblings	0	3	,52	,638
Child school experiences (in months)	1	64	22,74	14,518
Marital Status of mother (married)			%96,1	
Education level of mother				
(elementary			%3,9	
Secondary			%2,6	
High school			%14,2	
University			%60	
Master/doctorate)			%19,4	
Mothers total education year	5	27	15,84	4,150
Mothers occupation status				
(doesn't work			%26,5	
Part-time work			%6,5	
Full-time work)			%67,1	
Mothers working position				
(white collar			%70,3	
Blue collar			%2,6	
Doesn't work)			%26,6	
Mothers working year	0	29	9,09	7,162
Mothers working hours (in a week)	0	60	31,03	20,814
Number of mothers working days	0	6	3,74	2,309

Mothers income				
(0-1000			%25,8	
1000-3000			%24,8	
3000-6000			%32,2	
6000 and more)			%16,1	
Education level of father				
(elementary			%4,5	
Secondary			%3,9	
High school			%18,7	
University			%56,8	
Master/doctorate)			%16,1	
Fathers total education year	3	26	15,19	3,999
Fathers occupation status				
(doesn't work			%1,3	
Part-time work			%3,2	
Full-time work)			%95,5	
Fathers working position				
white collar			%95,5	
Blue collar			%1,3	
Doesn't work			%0,6	
Fathers working year	2	38	14,87	6,352
Fathers working hours (in a week)	5	84	50,04	10,501
Number of fathers working days	1	7	5,44	,704
Fathers income				
(0-1000			%1,9	
1000-3000			%11,6	
3000-6000			%39,4	
6000 and more)			%39,4	
Fathers working routine as hours				
(Stable			%55,5	
In shift			%4,5	
Instable-changeable)			%35,5	
Number of people live at home	2	7	3,54	,707

Total income of family				
(0-1000			%0,6	
1000-4000			%12,9	
4000-10000			%42,6	
10000 and more)			%36,1	
Anybody lives with you even they are not in nuclear family	0	1	,08	,268
If they live with you who are they				
No-one			%92,3	
Grandparents			%6,5	
Other relatives			%0,6	
Non-relatives			%0,6	
Number of rooms at home	2	7	3,94	,725
Valid N (listwise)				

2.2 Procedure

Data were collected between December 2017 and March 2018. It was important to start data collection 3 months after the new education year starts to avoid the possible confounding effects of stress about starting new school, being in new environment, developing new routines etc. Data were collected from various private preschools in the suburbs of Cigli, Menemen, Karsiyaka in Izmir. Study was advertised in kindergartens to reach voluntary parents. It started by making connection with principles, explaining the aim of the research and procedure of the research and then principles let me communicate the mothers for getting the surveys and then I worked with children one by one for applying the self-regulation tasks. This application part was done in kindergartens so children get the task in the place that they are familiar with. First, surveys were given to mothers which was followed by Head-Toes-Knees-Shoulders (HTKS), digit span and gift wrapping tasks applied to children one by one. Application duration for each child was approximately between 15-20 minutes. After the gift wrapping task children were given bookmarkers as gift.

2.3 Materials

2.3.1 Demographic Form

Demographic form consisted of questions that demonstrated participant's socioeconomic backgrounds: Mother's and child's age, child gender, sisters and brothers, child school experience, marital status, mother's father's and total family income, mother's and father's school experiences and education level, mother's and father's working years, occupation status and working hours, number of people live at home, number of rooms at home. Income categories clustered as low, middle and high (low = 0-1000 and 1000-4000, middle = 4000-10000 and high = 10000 and more).

2.3.2 Chaos

In order to measure chaos at home, CHAOS scale developed by Evans et al. (2005) was used with some modifications for this study. Evans et al. (2005) brought 3 scales together, these scales were: 1) CHAOS scale developed by Matheny, Wachs, Ludwig & Phillips (1995) with high reliability values of $\alpha = 0.79$ Cronbach Alpha. 2) Family Ritual Questionnaire which was developed by Fiese & Kline, (1993) and had a test-retest reliability $\alpha = .88$, 3) Family Routines Inventory (Jensen, James, Boyce & Hartnett, 1983) with a test-retest reliability of $\alpha = 0.79$. Final version of the scale that Evans et al. (2005) used had good coefficient alpha $\alpha = 0.77$. In order to be able to capture the cultural elements that play a role in typical Turkish home environment, I conducted a focus group sessions and formed 11 more items to be added to Evan's version of scale. Some of the added items to the Chaos scale based on the focus group discussions were, for example, 'Our home is tidy (evimiz tertiplidir), We have many guests (gelen gidenimiz çok olur), TV is on even when it is not watched (TV izlenmese bile açıktır), Our neighborhood is noisy (sokağımız/ mahallemiz gürültülüdür), Same person brings and picks up my child to/from the school or school bus (çocuğumu okula/ servise aynı kişi alıp bırakır)'.

Bedtime Routines Questionnaire (Henderson & Jordan, 2010) were used to have information about bedtime routines and inconsistencies. Internal consistencies

of each primary scale of Bedtime Routines Questionnaire (BRQ) were ranging between acceptable to excellent values ($\alpha = .69$ to $.90$). These primary scales are; BRQ RB (Bedtime Routines Questionnaire Routine Behaviors, $\alpha = .90$), BRQ RE (Bedtime Routines Questionnaire Routine Environment, $\alpha = .83$), BRQ-C Tot (Bedtime Routines Total Consistency, $\alpha = .88$), BRQ Reac (Bedtime Routines Questionnaire Reactivity, $\alpha = .76$), BRQ AA (Bedtime Routines Questionnaire Adaptive Activities, $\alpha = .74$), BRQ MA (Bedtime Routines Questionnaire, Maladaptive Activities, $\alpha = .69$).

After the adaptation to Turkish and adding new items to the chaos scale, factor analysis showed that scale has 2 factors. After the analysis 4 items (6., 9., 10. and 20.) were removed from the scale because they didn't load on any factors. First factor represents general home chaos (i.e., Evde tartışma ve çatışma çok olur) with a reliability of $\alpha = .81$. Second factor represents daily routines (i.e., Çocuğum her gün aynı saatte uyur) with a reliability of $\alpha = .75$. Total reliability of the scale is $\alpha = .85$ which is acceptable.

2.3.3 Parenting

Turkish version of Parenting Questionnaire (Sanson, 1994) was used for assessing parenting behaviors. Adaptation of Turkish form of Parenting Questionnaire (ÇYA-TR) was done by Baydar, Kuntay, Goksen, Yagmurlu, and Cemalcilar (2007). This 5 point Likert scale has 30 items and it includes 4 subscales as obedience, punishment, warmth and explanatory reasoning. Internal reliability coefficients of these subscales are $.67$, $.82$, $.88$ and $.82$ (Baydar, Kuntay, Goksen, Yagmurlu, and Cemalcilar, 2008). Parenting Questionnaire was used in present study, factor analysis conducted and forced to be 4 factors same as original study. Same factors were found however two item (item 6 and 10) didn't load enough to any factor and excluded from the analysis and we continued the analysis with 28 items. Reliability of the factors found as; $\alpha = .79$ for obedience, $\alpha = .72$ for harsh parenting (punishment), $\alpha = .71$ for warmth, and $\alpha = .67$ for explanatory reasoning. Total reliability of the test is $\alpha = .67$. I wanted cluster these factors into two main domains: child-centered parenting and parent-centered parenting. A factor analysis forced to 2 factors was in line with expectations and indeed displayed that items

were divided into two factors as positive and negative parenting. Warmth and Explanatory Reasoning items were clustered in positive parenting, and punishment and obedience items were in negative parenting factor. Reliability of the factors were $\alpha = .78$ for negative parenting, $\alpha = .69$ for positive parenting.

2.3.4 Child Self-Regulation

Children's self-regulation was measured at their kindergarten by assessing self-control, working memory and switching skills.

2.3.4.1 HTKS

For assessing the behavior regulation, Head-Toes-Knees-Shoulders (HTKS) task direct measure which includes inhibitory control, attention, working memory and switching was used. This task created for assessing behavioral regulation variations between children 34 to 71 months of age (Ponitz et al., 2009). HTKS task used for assessing attention switching and has four rules, children should remember and act by considering these rules. There are two pairs of instructions; first pair is "touch your head" and "touch your toes" and second pair is "touch your knees" and "touch your shoulders". After listening instruction children should touch the opposite body part of that pair. For example, when experimenter said "touch your head" children should touch his or her toes because head and toes are pairs, in addition children should touch knees if the experimenter said "touch your shoulders" because shoulders and knees are pairs. Task includes 20 test trials, 10 for each pairs. If children answer correct they receive 2 points and if they answer incorrect they receive no points.

2.3.4.2 Gift Wrapping

For assessing the effortful control in self-regulation; gift wrapping task was used as second task. This task was used with 22 months and 33 months children in longitudinal study that conducted by Kochanska, Murray and Harlan (2000). Task is based on delaying, experimenter will be brought a gift for the child and experimenter will told "Could you please turn your back and not to peek while I wrap your gift". This task continues for 60 seconds and children get scores based

on scale 1 to 5 that child turn will be important for this task (1 turns around and continuous to peek, 3 peeks over shoulder and 5 doesn't peek). In this study evaluation done out of 3 categories, these categories were 0) turns around, 1) peeks over shoulder and 2 doesn't peek. Reliabilities (kappas) for each of two pairs of coders for wrapped gift were 1.00 and .53. for peeking.

2.3.4.3 Digit Span

Working memory of the children measured with forward and backward digit span tests. Davis and Pratt (1995) used the “updown” method which characterized by Halford, Maybery and Bain (1988) in their age related working memory capacity experiments. Both Digit Span tasks and schedule was gain from WISC-IV (Wechsler Intelligence Scale for Children—4th Edition). In forward digit span task, after practitioner tell the numbers participants should repeat the numbers exactly the same alignment. At first task was explained to participants by giving example, participants had 2 practice trials with 2 digits and 1 practice trial with 3 digits. In practice session if participants didn't understand the task, same instruction repeated maximum 2 times. In testing session each digit has 2 trials, first list will include 2 digits long, and after the correct response following list will include 1 digit more than previous one. If participants give 2 incorrect responses consecutively task was finished. In backward digit span task, after practitioner tell the numbers participants should repeat the same numbers backwards. Task was explained to participants by giving example, participants had 2 practice trials with 2 digits and 2 practice trial with 3 digits. In practice session if participants didn't understand the task, same instruction repeated maximum 2 times. In testing session each digit has 2 trials, first list will include 2 digits long, and after the correct response following list will include 1 digit more than previous one. If participants give 2 incorrect responses consecutively task was finished. (Wechsler, 2003).

2.3.5 Externalizing Behaviors

Eyberg Child Behavior Inventory (ECBI) was used to measure the externalizing behaviors of children between 2-17 ages. This scale developed by Eyberg & Robinson (1983). Questionnaire has 36 items and 7 point likert scale. 1 indicate never and 7 indicate always. Internal consistency coefficients were .98, split-half correlations were $r = .92$ and $r = .90$ so it concluded that scale is reliable. Turkish adaptation of ECBI was done by Baydar et al. (2007), and named EÇDE-TR (Eyberg Çocuk Davranışı Envanteri - TR), they changed 7 point Likert scale to 5 point Likert scale in Turkish adaptation. EÇDE-TR had high internal reliability coefficient $\alpha = .93$. Scale includes 3 subscales which were; conduct behavioral problem subscale $\alpha = .88$ (argue about the rules with parents), attention demanding subscale $\alpha = .63$ (always desire attention) and aggression subscale $\alpha = .80$ (fight with peers). In addition, there is 'problem' part in the scale which is used to assess if the behavior perceived as problematic for the mother. Mothers give 1 if they perceived that behavior as not problematic and they give 2 if they perceived that behavior as problematic this part of the scale has again high reliability $\alpha = .90$ (Baydar et al., 2008). Turkish form of this scale is also used in the study of Batum & Yagmurlu (2007) for assessing the children's externalizing behaviors. 'Problem' part of the scale was not used in this study. The factor analysis found 3 components. The three factors in the present study are 1) aggression, 2) conduct behavioral problems and 3) attention problems. Item 36. (wet one's bed) didn't load to any factor and was removed from the scale. Reliability of the components are; 1) aggression factor has $\alpha = .81$, 2) conduct behavioral problems factor has $\alpha = .87$, 3) attention problems factor has $\alpha = .89$ and total scale's reliability score is great $\alpha = .94$. Akcinar & Baydar (2016) used the same scale in their longitudinal study for assessing the child externalizing behaviors.

2.3.6 Adaptive Social Behaviors

Turkish version of The Adaptive Social Behavior Inventory (ASBI, Hogan, Scott & Bauer, 1992) was done by Baydar et al. (2007). The original scale is 3 point likert scale and it has 3 dimension which are "Express", "Comply" and "Disrupt". Turkish name of the scale is Uyumlu Sosyal Davranış Envanteri (ASBI), it has 30

items and it changed to 5 point likert scale moreover researchers changed some of the items to make the scale more understandable for Turkish parents Uyumlu Sosyal Davranış Envanteri has high reliability $\alpha = 0,85$ (Baydar et al., 2008).

In this study factor analysis showed that the scale has 4 factors which were 1) self-expression (Understands others' feelings, like when they are happy, sad or mad) ($\alpha = .89$), 2) empathy/prosocial behaviors (Is helpful to other children) ($\alpha = .72$), 3) following the rules (Follow house rules) ($\alpha = .74$) and 4) bullying (Is bossy, needs to have his/her way) ($\alpha = .66$). Item 4, 24, 25, 27 and 28 were eliminated from the analysis because of weak factor loadings. Total scale has high reliability score $\alpha = .89$.

2.3.7 Cultural Orientation

For testing the relatedness, Turkish version of the Relational-Interdependent Self Scale (Cross et al., 2000) was used, which is adapted to Turkish by Ozturk, Kılıçaslan Gökoğlu and Karagonlar (2015). The name of this adapted scale is “ilişkisel benlik ölçeği”. This scale is 7 point likert scale however in the present study it used as 5 point likert scale for the ease of use by the parents. Test-retest reliability of relational-interdependent self scale was found between .74 and .76 by Ozturk et al (2015). Similar to Ozturk et al (2015), we found this scale to be composed of 2 factors: 1) Identification and 2) Reflection. Reliability of identification factor is $\alpha = .78$, reflection factor is $\alpha = .69$ and reliability of total scale is highly acceptable $\alpha = .83$.

While measuring autonomy, Johnston and Finney (2010) used Autonomy items of Basic Needs Satisfaction in General Scale (BNSG-S2; Gagné, 2003) in their study. Turkish translation of the items were done by 3 bilinguals separately and the final current version of the items were decided by bilingual professionals. Factor analysis showed that this scale has 1-factored and has acceptable reliability score, $\alpha = .74$. Item 5 (The people I meet every day take my feelings into consideration) was eliminated from the analysis because of weak factor loading.

RESULTS

3.1 Descriptive Statistics

To see the general distribution and tendencies of the data, descriptive statistics were checked (Table 2).



Table 2. Minimum, Maximum, Mean Scores and Standard Deviation of Parenting, Cultural Orientation and Child Outcome Variables.

Descriptive Variables	N = 155			
	Min	Max	<i>M</i>	<i>SD</i>
Subcategories of Mother-Reported Outcomes (1 = totally disagree, 5 = totally agree)				
Autonomy	1,67	5	4,12	,58
Relatedness Total (1 = never, 5 = always)	2	5	,61	,63
Negative Parenting	1	3,64	1,76	,47
Positive Parenting	3	5	4,71	,31
Externalizing Total	1,08	3,53	2,15	,49
Chaos Total	1,20	3,40	1,97	,34
ASBI/ Self-expression	2,10	5	4,07	,57
ASBI/Empathy - prosocial	2,20	5	4,2	,52
ASBI/ Following rules	2,20	5	3,9	,53
ASBI/ Bullying	1,00	3,80	1,84	,51
Total Adaptive Social Behavior	1,42	3,35	2,58	,38
Parenting/ Warmth	3	5	4,73	,34
Parenting/ Obedience Demanding	1	,90	2,02	,60
Parenting/ Explanatory Reasoning	3,57	5	4,70	,34
Parenting/ Harsh	1	3	1,10	,28
Subcategories of Observed Outcomes				
HTKS	2	52	35,88	14,41
Forward Digit Span	2	6	4,04	,66
Backward Digit Span	0	4	1,77	1,31
Looking Over Shoulder (as second)	1	60	50,88	16,24
Turn Over	3	60	57,30	9,8

Note: Scales which responded by mothers are out of 5; ASBI: Adaptive Social Behavior Inventory

3.2 Correlational Analysis

Bivariate correlational analyses were conducted to examine the associations between variables of the present study.

3.2.1 Relationships between demographic variables, home chaos and child observed outcomes

Chaos subscale of CHAOS Inventory has positive correlation with mother's working hours ($r(146) = .165, p < .05$), father's working hours ($r(126) = .209, p < .05$) and number of people living at home ($r(153) = .170, p < .05$).

Routines subscale of CHAOS Inventory has negative correlation with father's education year ($r(149) = -.187, p < .05$) which was consistent with my first hypothesis. On the other hand, routines subscale of CHAOS has positive correlation with father's working hours ($r(126) = .221, p < .05$), number of people living at home ($r(153) = .167, p < .05$) and number of rooms at home ($r(154) = .169, p < .05$). Routines subscale's items were reversely coded which means that getting high point in routines subscale means having less routines at home.

Results of Bivariate Correlation Analyses seems highly meaningful and consistent with the literature. Consistent with the first hypothesis; total score of CHAOS Inventory has negative correlation with father's education year ($r(149) = -.183, p < .05$) which shows that fathers who are well educated have less chaos in their home. On the other hand, total CHAOS has positive correlation with father's working hours ($r(126) = .245, p < .01$) and number of people living at home ($r(153) = .197, p < .05$; see in Table 3).

Table 3. Correlations of Chaos, Demographic Background and Child Observed Outcomes

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. MA	1																
2. CA	,265**	1															
3. NS	,113	,204*	1														
4. MEY	-,043	-,166*	-,196*	1													
5. MWH	,100	-,115	-,153	,187*	1												
6. FEY	,075	-,058	-,140	,639**	,098	1											
7. FWH	-,144	-,042	,118	-,430**	-,105	-,365**	1										
8. PLH	,054	,134	,867**	-,183*	-,134	-,090	,082	1									
9. NR	,078	,101	,194*	,110	,004	,096	-,124	,249**	1								
10. C-R	-,032	,058	,134	-,141	-,004	-,187*	,221*	,167*	,169*	1							
11. C-T	,020	,048	,147	-,141	,097	-,183*	,245**	,197*	,096	,850**	1						
12. C-C	,064	,025	,119	-,102	,165*	-,132	,209*	,170*	,000	,470**	,864**	1					
13. HTKS	,099	,522**	-,011	,066	,013	,094	-,018	-,038	,112	,013	,024	,027	1				
14. FDS	,098	,318**	-,033	,193*	,030	,216**	-,186*	,011	,127	,040	,017	-,010	,452**	1			
15. BDS	,117	,380**	-,037	,111	,055	,181*	-,072	-,088	,028	,086	,018	-,051	,550**	,473**	1		
16. GWL	,088	,270**	,094	-,187*	-,031	-,061	,167	,108	,180*	,137	,069	-,014	,376**	,243**	,331**	1	
17. GWT	,021	,213**	,033	-,163*	-,084	-,018	,088	,043	,040	,076	,072	,048	,358**	,263**	,279**	,568**	1

*p<.05, **p<.01, ***p<.00; MA: Mother' age, CA: Child age (months), NS: Number of siblings, MEY: How many years mother received education, MWH: Mother's working hours, FEY: How many years father received education, FWH: Father's working hours, PLH: Number of People Live at Home, NR: Number of Rooms at Home, C-R:Chaos/Routines, C-T: Chaos/Total, C-C: Chaos/Chaos, HTKS: Head-toes-knees-shoulders, FDS: Forward digit span, BDS: Backward digit span, GWL: Gift Wrapping Look over the Shoulder, GWT: Gift Wrapping Turn Back

3.2.2 Relationships between demographic variables (SES), parenting and cultural orientation

When correlations between demographic variables were examined, it was seen that how many years mother received education negatively correlated with child's number of siblings which shows that mothers who are highly educated had less number of children ($r(152) = -.196, p < .05$). Furthermore mother's educational background also showed negative correlation with the number of people living at home ($r(150) = -.183, p < .05$). Father's educational background has positive correlation with mother's educational background ($r(149) = .639, p < .01$).

Autonomy has positive relationship with parenting's warmth subscale ($r(155) = .161, p < .05$). Obedience anticipation has positive relationship with father's working hours ($r(126) = .212, p < .05$). It shows that when fathers work longer hours they anticipate their children to be more obedient. Correlational analyses showed that; obedience demanding parenting has negative relationship with mother's educational background ($r(152) = -.309, p < .01$) and father's educational background ($r(149) = -.225, p < .01$). Parenting explanatory reasoning subscale has positive relationship with father's education level ($r(145) = .196, p < .05$; see Table 4). There is positive correlation between harsh parenting and father's working hours ($r(126) = .239, p < .01$). In contrast harsh parenting have negative correlation with both mother's educational background ($r(152) = -.239, p < .01$) and father's educational background ($r(149) = -.242, p < .01$).

When parenting was separated as positive (warmth + explanatory reasoning) and negative (obedience demanding +harsh), parenting bivariate correlational analysis showed that, negative parenting has positive association with father's working hours ($r(126) = .235, p < .01$) and number of people living at home ($r(153) = .164, p < .05$). Negative parenting has negative correlation with mother's educational background ($r(152) = -.333, p < .01$) and father's educational background ($r(149) = -.253, p < .01$). According to this correlational analysis, in general, it could be said that both mother's and father's educational background and father's working hours are very important factors for parenting.

Table 4. Correlations of Mother's Education Year Father's Education Year and Parenting

	1	2	3	4	5	6	7	8	9	10
1. Mothers Education Year	1									
2. Positive Parenting	,042	1								
3. Negative Parenting	-,333***	-,272**	1							
4.Relatedness	,079	,121	,041	1						
5.Autonomy	-,125	,153	-,029	,005	1					
6. Parenting Warmth	-,057	,879***	-,215**	,032	,161*	1				
7. Parenting Obedience Demanding	-,309***	-,277***	,981***	,038	-,025	-,221**	1			
8. Parenting Explanatory Reasoning	,122	,790***	-,258**	,142	,093	,380***	-,239**	1		
9. Harsh Parenting	-,239**	-,123	,493***	,000	-,041	-,085	319***	-,198*	1	
10. Father's Education Year	,639***	,084	-,253**	,020	-,014	-,017	-,225**	,196*	-,242**	1

*p<.05, **p<.01, ***p<.001

3.2.3 Relationships between demographic variables and child externalizing behaviors, adaptive social behaviors

Aggression subscale of Eyberg Child Behavior Inventory (EÇDE-TR) negatively correlated with mother's education year ($r(151) = -.170, p < .05$). Empathy/prosocial subscale of Adaptive Social Behavior Scale negatively correlated with mother's working hours ($r(146) = -.197, p < .05$).

There are negative correlation between total externalizing behaviors score and 3 subscales of Adaptive Social Behavior Scale (self-expression $r(154) = -.292, p < .01$; Empathy/Prosocial $r(154) = -.327, p < .01$; Following Rules $r(154) = -.603, p < .01$). On the other hand there is strong positive correlation between total externalizing behaviors score and bullying subscale of ASBI ($r(154) = .715, p < .01$; see in Table 5).

Following rules has positive correlation with child age ($r(155) = .179, p < .05$). Bullying has positive correlation with mother's working hours ($r(146) = .171, p < .05$; see in Table 5).

Table 5. Correlations of Demographic Background and Child Externalizing and Adaptive Social Behaviors Outcomes

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. MA	1																
2. CA	,265**	1															
3.NS	,113	,204*	1														
4. MEY	-,043	-,166*	-,196*	1													
5. MWH	,100	-,115	-,153	,187*	1												
6. FEY	,075	-,058	-,140	,639***	,098	1											
7. FWH	-,144	-,042	,118	-,430***	-,105	-,365***	1										
8. PLH	,054	,134	,867***	-,183*	-,134	-,090	,082	1									
9. NR	,078	,101	,194*	,110	,004	,096	-,124	,249**	1								
10. EA	-,015	-,100	-,065	-,170*	,113	-,146	,183*	-,067	-,022	1							
11. EC	-,159	-,160*	-,131	-,074	,117	-,066	,184*	-,078	-,021	,656***	1						
12. EAP	-,177*	-,095	-,179*	-,118	,078	-,083	,140	-,198*	-,091	,631***	,631***	1					
13. ET	-,141	-,135	-,147	-,137	,116	-,111	,193*	-,136	-,053	,863**	,873***	,878***	1				
14. S-SE	,081	,112	,155	-,034	-,053	-,001	-,001	,125	,100	-,179*	-,396***	-,188*	-,292***	1			
15. SEP	,069	,093	,125	,065	-,197*	,094	-,112	,099	,055	-,256**	-,336***	-,263**	-,327***	,578**	1		
16. S-FR	,151	,179*	,043	,023	-,196*	,011	-,001	-,027	-,013	-,503***	-,592***	-,484***	-,603***	,380**	,418**	1	
17. S-B	-,030	,013	-,060	-,106	,171*	-,082	,131	-,072	-,096	,760**	,579***	,549***	,715***	-,206*	-,140	-,371***	1

*p<.05, **p<.01, ***p<.00; MA: Mother' age, CA: Child age (months), NS: Number of siblings, MEY: How many years mother received education, MWH: Mother's working hours, FEY: How many years father received education, FWH: Father's working hours, PLH: Number of People Live at Home, NR: Number of Rooms at Home, EA: Externalizing/ Aggression subscale, EC: Externalizing/ Conduct subscale, EAP: Externalizing Attention Problems subscale, ET: Externalizing Total Score, S-SE: Social behavior/ self-expression, S-EP: Social behavior/ Empathy/Prosocial, S-FR: Social behavior/ Following rules, S-B: Social behavior/ Bullying

Table 6. Correlations of SES, Parenting, Chaos and All Child Outcomes

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1. MEY	1																					
2. P-P	,042	1																				
3. N-P	-,333***	-,272**	1																			
4. C-T	-,141	-,333***	,348***	1																		
5. R-T	,079	,121	,041	-,106	1																	
6. A-T	-,125	,153	-,029	-,279***	-,005	1																
7.P-W	-,057	,879***	-,215**	-,247**	,032	,161*	1															
8.P-O	-,309***	-,277***	,981***	,318***	,038	-,025	-,221**	1														
9.P-R	,122	,790***	-,258**	-,342***	,142	,093	,380***	-,239**	1													
10.P-H	-,239**	-,123	,493***	,323***	,000	-,041	-,085	,319***	-,198*	1												
11.ET	-,137	-,233**	,223**	,429***	-,175	-,143	-,185*	,202*	-,161*	,239**	1											
12. S-B	,106	-,103	,124	,315***	-,115	-,209**	-,086	,085	-,024	,269**	,715***	1										
13. S-FR	,023	,280***	,020	-,286***	,315***	,167**	,205*	,025	,249**	-,058	-,603***	-,371***	1									
14. S-EP	,065	,481***	-,188*	-,337***	,115	,219**	,403***	-,185*	,449***	-,134	-,327***	-,140	,418***	1								
15. S-SE	-,034	,293***	,007	-,239**	,112	,073	,279***	,003	,274**	,007	,292***	-,206*	,380***	,578***	1							
16. HTKS	,066	,006	,035	,024	-,093	-,114	-,048	,036	,109	,000	-,229**	-,161*	0,83	,102	-,041	1						
17. FDS	,193*	,008	-,035	,017	-,040	-,031	-,078	-,051	,113	,035	-,149	-,152	-,031	,135	,061	,452***	1					
18. BBDS	,111	-,039	-,005	,018	,007	-,064	-,085	-,031	,111	,090	-,169*	-,072	,105	,088	,061	,550***	,473***	1				

19. GWL	-,187*	,216**	,031	,069	-,034	-,066	,203*	,007	,134	,086	-,160*	-,128	,135	,101	,064	,376***	,243**	,331***	1	
20. GWT	-,163*	,053	-,004	,072	-,012	-,039	,084	-,009	-,025	,000	-,165*	-,167*	,076	,067	-,091	,358***	,263**	,279***	,568*** 1	
21. FEY	,639***	,084	-,253**	-,183*	-,020	-,014	-,017	-,225**	,196*	-,242*	-,111	-,082	,011	,094	-,001	,094	,216**	,181*	-,061	-,018 1

*p<.05, **p<.01, ***p<.001; MEY: How many years mother received education, FEY: How many years father received education, P-P: Positive parenting, N-P: Negative parenting, C-T: Chaos/Total, R-T: Relatedness total score, A-T: Autonomy total score, P-W: Parenting/Warmth, P-O: Parenting/Obedience demanding, P-R: Parenting/Explanatory reasoning, P-H: Parenting/Harsh, ET: Externalizing Total Score, S-SE: Social behavior/ self-expression, S-EP: Social behavior/ Empathy/Prosocial, S-FR: Social behavior/ Following rules, S-B: Social behavior/ Bullying, HTKS: Head-toes-knees-shoulders, FDS: Forward digit span, BDS: Backward digit span, GWL: Gift Wrapping Look over the Shoulder, GWT: Gift Wrapping Turn Back.

3.3 Relationship between SES and Chaos

According to the 1st Hypothesis, SES is expected to be related with home environment chaos. Parents from higher SES backgrounds were expected to report less chaos compared to the parents from lower SES backgrounds.

Multiple regression analysis was conducted with total home chaos score as dependent variable and father's educational background, mother's educational background, mother's working hours in a week, and father's working hours in a week as independent variables as signs of SES. Results showed that the model was significant (adjusted $R^2 = .072$, $F(4,116) = 3,335$, $p < .05$; see Table 7) and father's working hours, which is an indication of occupation, was a significant predictor of home chaos. Home chaos was found to be more in houses where fathers were working for longer hours.

Table 7. Multiple Regression Analysis of Predictors of Chaos

Variable	<i>B</i>	<i>SE(B)</i>	β	ΔR^2
Fathers education in years	-.018	.011	-.186	.072
Father's working hours in a week	.008	.003	.242*	
Mother's education in years	.006	.011	.066	
Mother's working hours in a week	.001	.002	.050	

* $p < .05$

In order to analyze the role of income on chaos, one-way analysis of variance with *total income level* (three levels: low, middle, high) as independent variable was carried out. Results of the analysis revealed that the effect of income on chaos was not statistically significant, $F(2, 140) = 2.46$, $p > .05$ (see in table 8).

Table 8. One-Way Analysis of Variance Results Effect of Income on Chaos

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between groups	2	.572	.286	2.464	.09
Within groups	140	16.248	.116		
Total	142	16.820			

To sum up, Hypothesis 1 was partly confirmed. Among sociodemographic variables, paternal work conditions seemed to be the significant predictor of home chaos. Fathers who work at jobs that allows them work less hours significantly have less chaotic home environment.

3.4 Relationship between SES and Parenting

According to the 2nd Hypothesis, SES is expected to be related with parenting. Parents from higher SES backgrounds are expected to report less negative and more positive parenting compared to parents from lower SES backgrounds.

A multiple regression analysis with negative parenting as dependent variable and SES variables as independent variables was conducted. Results showed that the model was significant (adjusted $R^2 = .109$, $F(4,116) = 4.688$, $p < .01$, see Table 9) and as expected maternal education was a marginally significant predictor of parenting. It was found that mothers who were less educated tend to report more negative parenting.

Table 9. Multiple Regression Analysis of SES-Related Predictors of Negative Parenting

Variable	<i>B</i>	<i>SE(B)</i>	β	ΔR^2
Fathers education in years	-.009	.014	-.072	.109**
Father's working hours in a week	.006	.004	.130	
Mother's education in years	-.025	.014	-.213+	
Mother's working hours in a week	-.003	.002	-.110	

+ $p = .06$, ** $p < .01$

A one-way analysis of variance with *total income* (three levels: low, middle, high) as independent variable and negative parenting as dependent variable was also carried out. The effect of total family income on negative parenting was statistically significant ($F(2, 140) = 3.102, p < .05$; see in Table 10). Post hoc comparisons using Tukey HSD test revealed that the mean score for low income ($M = 1.97, SD = .59$) was significantly different than high income ($M = 1.68, SD = .41$). However, the difference between high income ($M = 1.68, SD = .41$) and middle income ($M = 1.78, SD = .46$) and middle income ($M = 1.78, SD = .46$) and low income ($M = 1.97, SD = .59$) was statistically not significant. Negative parenting was found to be reported more by mothers who have lower family income, compared to those with higher family income.

Table 10. One-Way Analysis of Variance Results Effect of Income on Negative Parenting

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between groups	2	1.324	.662	3.102	.048*
Within groups	140	29.886	.213		
Total	142	31.210			

* $p < .05$

A multiple regression analysis with positive parenting as dependent variable and SES variables as independent variables was also conducted. This model was not significant (adjusted $R^2 = -.013$, $F(4,116) = 614$, $p = .65$). In order to examine the role of income as SES variable on positive parenting, a one-way analysis of variance with *total income* (three levels: low, middle, high) as independent variable was carried out. The effect of total family income on positive parenting was not statistically significant, $F(2, 140) = 1.226$, $p > .05$.

To conclude, mothers who were less educated and earned less family income were significantly reporting higher levels of negative parenting compared to mothers who are more educated and from higher income families. Overall, hypothesis 2 was confirmed.

3.5 Relationship between chaos and child positive outcomes

Present study's 3rd hypothesis argued that children who are living in homes with more chaos would display less self-regulation and adaptive social behaviors.

3.5.1 Adaptive Social Behaviors and Chaos

Three subscales of Adaptive Social Behaviors Inventory which were Self-Expression, Empathy/prosocial, and Following Rules have negative correlation with all subscales of CHAOS and total chaos score.

A multiple regression analysis with total adaptive social behaviors as dependent variable and mothers and fathers educational background, mothers and fathers working hours, total home chaos variables as independent variables was conducted (adjusted $R^2 = .147$, $F(5,115) = 5.147$, $p < .001$, see Table 11). Results showed that, adaptive social behaviors were predicted by total home chaos.

Table 11. Multiple Regression Analysis of Predictors of Child Adaptive Social Behaviors

Variable	<i>B</i>	<i>SE(B)</i>	β	ΔR^2
Fathers education in years	.008	.011	.077	.183***
Father's working hours in a week	.001	.003	.003	
Mother's education in years	-.002	.010	-.021	
Mother's working hours in a week	-.002	.002	-.113	
CHAOS	-.391	.090	-.385***	

*** $p < .001$

To sum up, these findings of the role of chaos on total adaptive social behaviors confirmed the 3rd Hypothesis. Children who are living in homes with more chaos were reported to display less adaptive social behaviors.

3.5.2 Self-regulation and Chaos

According to Bivariate Correlational Analysis there was no relationship between any subscales of CHAOS and child observed outcomes of self-regulation which were attention shifting, working memory and delay of gratification.

A multiple regression analysis with forward digit span (working memory) as dependent variable and mothers and fathers educational background, mothers

and fathers working hours, chaos subscale of CHAOS and routines subscale of CHAOS as independent variables was conducted (adjusted $R^2 = .071$, $F(6,114) = 2.540$, $p < .05$, see Table 12). Results showed that, forward digit span found to be predicted only by fathers' educational background. Results revealed that children whose fathers were more educated performed better on forward digit span.

Table 12. Multiple Regression Analysis of Predictors of Forward Digit Span

Variable	<i>B</i>	<i>SE(B)</i>	β	ΔR^2
Fathers education in years	.049	.021	.269*	.118
Father's working hours in a week	-.006	.006	.269	
Mother's education in years	.007	.020	.044	
Mother's working hours in a week	-.001	.003	-.001	
Chaos	-.052	.169	-.033	
Routines	.261	.181	.156	

* $p < .05$,

A multiple regression analysis with delay of gratification (Looking over shoulder) as dependent variable and mothers and fathers educational background, mothers and fathers working hours, chaos subscale of CHAOS and routines subscale of CHAOS variables as independent variables was conducted, This model was not significant (adjusted $R^2 = .031$, $F(6,114) = 1.639$, $p = .143$).

A multiple regression analysis with HTKS (attention switching task) as dependent variable and mothers and fathers educational background, mothers and fathers working hours, chaos subscale of CHAOS and routines subscale of CHAOS variables as independent variables was conducted. This model was not significant (adjusted $R^2 = -.041$, $F(6,114) = .207$, $p = .97$).

A multiple regression analysis with backward digit span (working memory task) as dependent variable and mothers and fathers educational background, mothers and fathers working hours, chaos subscale of CHAOS and routines subscale of CHAOS variables as independent variables was conducted. This model was not significant (adjusted $R^2 = .019$, $F(6,114) = 1.393$, $p = .22$).

According to these results; all of the components of self-regulation (working memory, attention shifting, delay of gratification) was found to be not significantly predicted by Chaos.

3.6 Relationship between chaos and child negative outcomes

According to the 4th hypothesis chaos was expected to be positively related with externalizing behavior.

Aggression, Conduct, and Attention Problems subscales of EÇDE-TR and total externalizing behaviors score in EÇDE-TR have positive correlation with all subscales CHAOS and total chaos.

A multiple regression analysis with total externalizing behaviors as dependent variable and mothers' and fathers' educational background, mothers' and fathers' working hours, and total home chaos as independent variables was conducted (adjusted $R^2 = .185$, $F(5,114) = 6.40$, $p < .001$; see Table 13). Total externalizing behaviors found to be predicted by total home chaos. Consistent with the hypothesis, results revealed that children who live in chaotic home environment represent more externalizing behaviors.

Table 13. Multiple Regression Analysis of Predictors of Child Externalizing Behaviors

Variable	<i>B</i>	<i>SE(B)</i>	β	ΔR^2
Fathers education in years	-.005	.015	-.034	.22
Father's working hours in a week	.005	.005	.100	

Mother's education in years	-.003	.014	-.021
Mother's working hours in a week	.003	.002	.103
Total Home Chaos	.547	.119	.400***

*** $p < .001$

A multiple regression analysis with bullying subscale of ASBI as dependent variable and mothers and fathers educational background, mothers and fathers working hours, total home chaos variables as independent variables was conducted (adjusted $R^2 = .082$, $F(5,115) = 3.1439$, $p < .05$; see Table 14). Results showed that, bullying found to be predicted by total home chaos. Consistent with the hypothesis, results revealed that children who live in chaotic home environment represent more bullying.

Table 14. Multiple Regression Analysis of Predictors of Bullying

Variable	<i>B</i>	<i>SE(B)</i>	β	ΔR^2
Fathers education in years	-.010	.016	-.075	.12
Father's working hours in a week	.002	.005	.044	
Mother's education in years	-.006	.015	-.051	
Mother's working hours in a week	.004	.002	.144	
Total Home Chaos	.353	.130	.250**	

** $p < .01$

To sum up hypothesis 4 was confirmed. We could observe the detrimental effects of chaos on child externalizing behaviors regardless of cultural orientation and SES of the family.

3.7 Relationship Between Chaos, Cultural orientation and Child Negative Outcomes

3.7.1. Autonomy Orientation

Hypothesis 5 argued that cultural orientation is expected to have a moderation effect on the relationship between chaos and child negative outcomes. Chaos is hypothesized to be a weaker predictor of negative outcomes of children whose parents are more relatedness oriented.

Moderation analyses were done with PROCESS (Hayes, 2019); total home chaos score as predictor, child outcome variables as dependent variable, and autonomy orientation of mothers as moderating factor. The interaction between autonomy and home chaos on attention shifting skills of children (HTKS: $F(3, 151) = 0.66, p > .05, R^2 = .013$), delay of gratification ($F(3, 151) = 0.403, p > .05, R^2 = .008$), working memory (Forward Digit Span $F(3, 151) = 0.87, p > .05, R^2 = .002$; Backward Digit Span $F(3, 151) = 0.32, p > .05, R^2 = .006$), social behaviors (ASBI $F(3, 151) = 11.37, p > .05, R^2 = .18$) and externalizing behaviors (EÇDE-TR $F(3, 150) = 11.49, p > .05, R^2 = .19$) were not found to be significant.

When moderation analysis done with subcategories of social and externalizing outcomes as dependent variables, total home chaos as predictor and autonomy orientation of mothers as moderating factor, results showed that there is only marginally significant interaction between home chaos and autonomy orientation on bullying subscale of ASBI ($F(3, 151) = 7.64, p = .089$; see Table 15, Table 16 and Figure 1). As shown in Table 15, CHAOS was significantly related with bullying and autonomy marginally significantly moderated that relationship. This trend was illustrated in Figure 1. The interaction was tested by the conditional effects of CHAOS on Bullying at three levels of autonomy, one standard deviation below the mean (low encouragement of autonomy), at the mean (mid-autonomy), and one standard deviation above the mean (high encouragement of autonomy). As

shown in Table 16, CHAOS was significantly related with bullying when autonomy was one standard deviation below the mean and when at the mean ($p < .01$), but not when autonomy was one standard deviation above the mean ($p = .22$). Results indicated that the positive relationship between chaos and bullying was not significant for parents who report high Autonomy. On the other hand, the relationship between chaos and bullying was statistically significant for parents who report moderate autonomy, the relationship between chaos and bullying was strongest for parents who report low autonomy. This finding was not in line with the hypothesis.

Table 15. Effects of Chaos on Bullying at Values of the Moderator Autonomy

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>p</i>
CHAOS	.385	.12	3.24	.002**
Autonomy	-.109	.07	-1.56	.12
CHAOS*Autonomy	-.323	.19	-1.71	.09

* $p < .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .0132$

Table 16. Conditional Effects of Chaos on Bullying

Autonomy	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
One SD below mean				
Low Autonomy	.5305	.136	3.905	.0001***
At the mean				
Moderate Autonomy	.3692	.121	3.063	.003**
One SD above mean				
High Autonomy	.2079	.168	1.235	.219

* $p < .05$, ** $p < .01$, *** $p < .001$

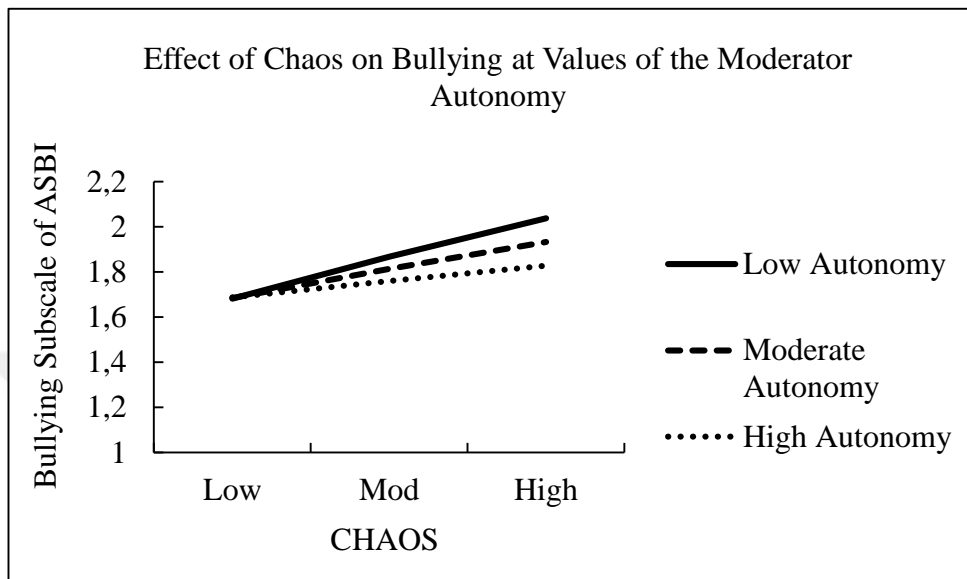


Figure 1; Effect of CHAOS on Bullying by Examining Autonomy’s Moderation Effect

When the interaction of subscales of CHAOS with autonomy was examined in different series of analysis, results showed that there was significant interaction between autonomy and routines subscale of CHAOS on Self-expression Subscale of ASBI ($F(3, 151) = 4,78, p < .05, R^2 = .087$; see in Table 17, Figure 2), on aggression ($F(3, 150) = 7,56, p < .05, R^2 = .13$), and on bullying ($F(3, 151) = 6,25, p < .05, R^2 = .11$), the interaction of routines and autonomy on bullying was in the same direction with the interaction of total home chaos and autonomy on bullying. These moderating factors are shown in detail in the tables and figures below. The interaction was tested by the conditional effects of routines on Self-expression at three levels of Autonomy, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 18, routines were significantly related with self-expression when autonomy was one standard deviation above the mean and when at the mean ($p < .01$), but not when Autonomy

was one standard deviation below the mean ($p = .36$). Results indicated that, the negative relationship between routines subscale of CHAOS and Self-expression was not significant for parents who report low Autonomy. On the other hand, the relationship between routines subscale of CHAOS and Self-expression was statistically significant for parents who report moderate Autonomy, the relationship between routines subscale of CHAOS and Self-expression subscale of ASBI was strongest for parents who report high Autonomy (see Table 18). This conclusion supports the 5th hypothesis.

Table 17. Effects of Routines subscale of CHAOS on Self-expression subscale of ASBI at Values of the Moderator Autonomy

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Routines subscale of CHAOS	-.346	.12	-3.02	.003**
Autonomy	.026	.08	.332	.74
Routines*Autonomy	-.453	.22	-2.05	.04*

* $p < .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .087$

Table 18. Conditional Effects of Routines on Self-expression

Autonomy	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
One SD below mean				
Low Autonomy	-.1420	.15	-.93	.36
At the mean				
Moderate Autonomy	-.3683	.12	-3.2	.002**
One SD above mean				
High Autonomy	-.5945	.17	-3.58	.0005***

* $p < .05$, ** $p < .01$, *** $p < .001$

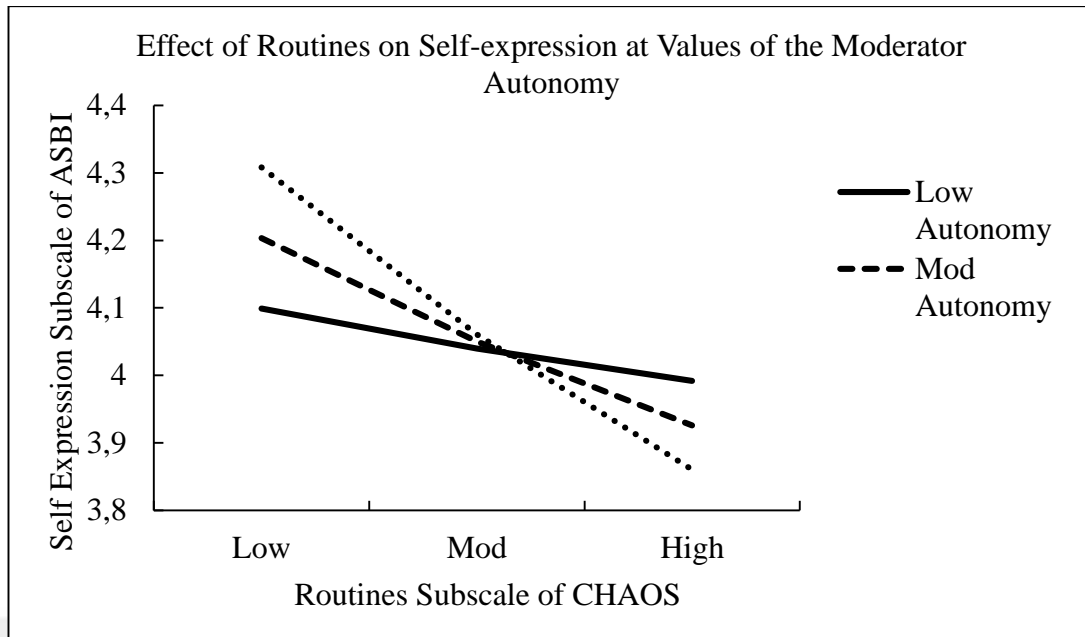


Figure 2; Effect of Routines on Self-expression at Values of the Moderator Autonomy

Moreover, there was significant interaction between autonomy and routines subscale of CHAOS on Aggression subscale of EÇDE-TR ($F(3, 150) = 7.56, p < .05, R^2 = .13$; see in Table 19, Table 20, Figure 3). This interaction is illustrated in Figure 3. The interaction was tested by the conditional effects of routines on Aggression at three levels of Autonomy, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 20, routines were significantly related with aggression when Autonomy was one standard deviation below the mean and when at the mean ($p < .001$), but not when Autonomy was one standard deviation above the mean ($p = .37$). Results indicated that, the positive relationship between routines subscale of CHAOS and Aggression was not significant for parents who report high Autonomy. On the other hand, the relationship between routines subscale of CHAOS and Aggression was statistically significant for parents who report moderate Autonomy, the relationship between routines subscale of CHAOS and Aggression subscale of EÇDE-TR was strongest and statistically significant for parents who report low Autonomy (see Table 20). This conclusion was not supportive of the hypothesis; because results showed that if mothers value less autonomy, the relationship between routine subscale of CHAOS and aggression become stronger compare mothers value autonomy more.

Table 19. Effects of Routines subscale of CHAOS on Aggression subscale of EÇDE-TR at Values of the Moderator Autonomy

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Routines subscale of CHAOS	.379	.10	-3.77	.0002***
Autonomy	-.108	.07	-1.57	.118
Routines*Autonomy	-.453	.19	-2.05	.02*

* $p < .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .13$

Table 20. Conditional Effects of Routines on Aggression

Autonomy	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
One SD below mean				
Low Autonomy	.5852	.13	4.36	.000***
At the mean				
Moderate Autonomy	.3587	.10	3.55	.0005***
One SD above mean				
High Autonomy	.1323	.15	.91	.37

* $p < .05$, ** $p < .01$, *** $p < .001$

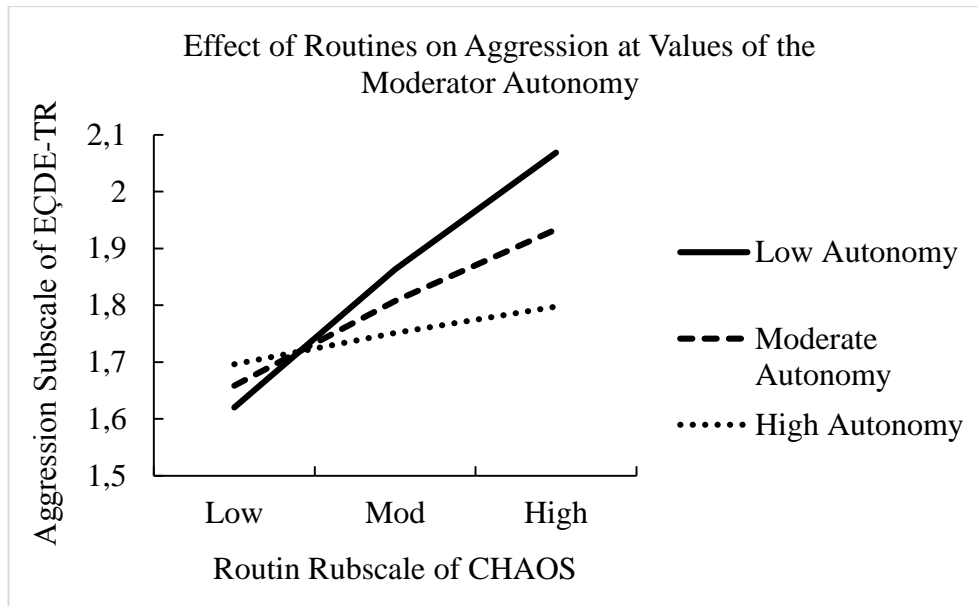


Figure 3; Effect of Routines on Aggression at Values of the Moderator Autonomy

To sum up, the hypothesis was confirmed for self-expression which was positive child outcome, on the other hand, hypothesis was rejected for bullying and aggression which were negative child outcomes.

3.7.2 Relatedness Orientation

Moderation analyses with PROCESS (Hayes, 2019) was conducted to with total home chaos score as predictor, child outcomes as dependent variable, and relatedness orientation of mothers as moderating factor. The interaction between relatedness and home chaos on attention shifting skills of children (HTKS $F(3, 150) = 0.45, p > .05, R^2 = .009$), delay of gratification ($F(3, 150) = 0.3, p > .05, R^2 = .006$), working memory (Forward Digit Span $F(3, 150) = 0.40, p > .05, R^2 = .008$; Backward Digit Span $F(3, 150) = 0.69, p > .05, R^2 = .014$), social behaviors ($F(3, 150) = 13.67, p > .05, R^2 = .22$) and externalizing behaviors (EÇDE-TR $F(3, 150) = 12.44, p > .05, R^2 = .20$) were found to be insignificant.

Moderation analysis showed that there was significant interaction between total home chaos and relatedness orientation on Following Rules subscale of ASBI ($F(3, 150) = 12.18, p < .05$; see Table 21, Table 22 and Figure 4). In addition, there

was no significant interaction between total home chaos and relatedness on other child outcomes. As shown in Table 21, total home chaos was significantly related with Following Rules subscale of ASBI and relatedness significantly moderated that relationship. This interaction is illustrated in Figure 4. The interaction was tested by the conditional effects of total home chaos on following rules at three levels of relatedness, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 22, total home chaos was significantly related with following rules when relatedness was one standard deviation below the mean and when at the mean ($p < .001$), but not when relatedness was one standard deviation above the mean ($p = .33$). Results indicated that the negative relationship between total home chaos and following rules was not significant for parents who report high relatedness. On the other hand, the relationship between total home chaos and following rules was statistically significant for parents who report moderate relatedness, the relationship between total home chaos and following rules was strongest and statistically significant for parents who report low relatedness (see Table 22). Conclusions were consistent with the 5th hypothesis, if mothers value relatedness highly we didn't see relationship between chaos and following rules. However, if mothers value relatedness moderate level, the relationship between was significant ($p < .001$), moreover this relationship was strongest for mothers who value relatedness less ($p < .001$) which showed that if mother's less close to relatedness, effect of chaos on following rules increased.

Table 21. Effects of Chaos on Following Rules at Values of the Moderator Relatedness

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>p</i>
CHAOS	-.409	.11	-3.62	.0004***
Relatedness	.262	.06	4.20	.000***
CHAOS*Relatedness	.435	.18	2.40	.02*

* $p < .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .196$

Table 22. Conditional Effects of Chaos on Following Rules

Relatedness	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
One SD below mean				
Low Relatedness	-.6837	.165	-4.14	.0001***
At the mean				
Moderate Relatedness	-.3867	.113	-3.42	.0008**
One SD above mean				
High Relatedness	-.1505	.153	-.99	.326

* $p < .05$, ** $p < .01$, *** $p < .001$

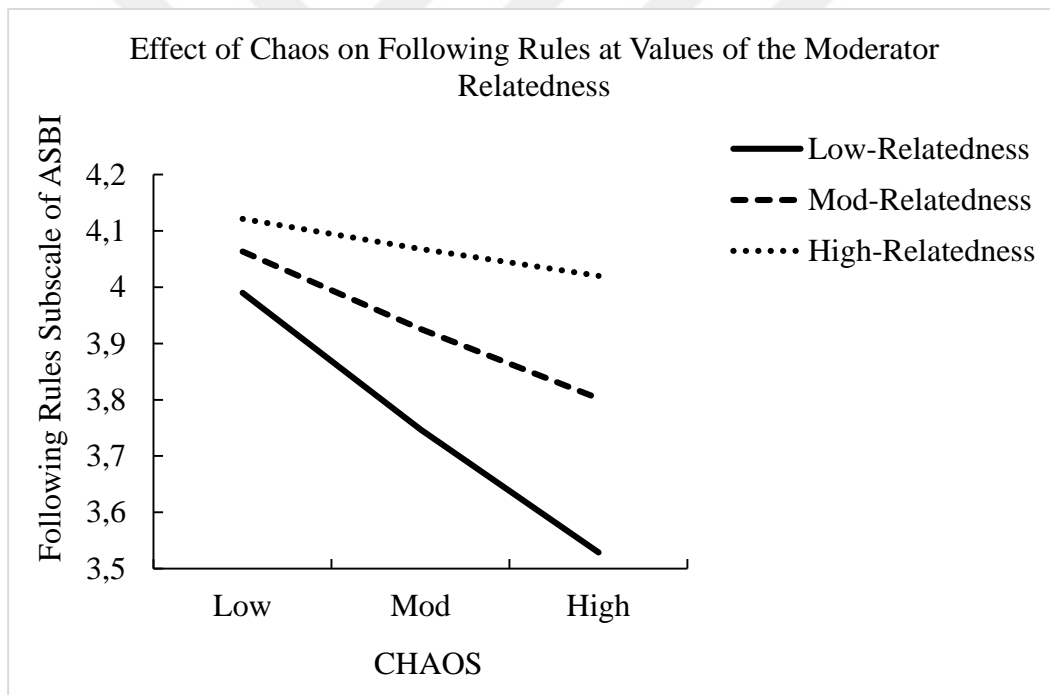


Figure 4; Effect of CHAOS on Following Rules by Examining Relatedness's Moderation Effect

When the interaction of routines and chaos subscales of CHAOS with relatedness searched in different series of analysis results showed that; there was marginally significant interaction between relatedness and chaos subscale of CHAOS on empathy/prosocial behaviors subscale of ASBI ($F(3, 150) = 533, p$

= .075, $R^2 = .096$; see in Table 23, Table 24, Figure 5). This trend was illustrated in Figure 5. The interaction was tested by the conditional effects of chaos on empathy/prosocial behaviors at three levels of relatedness, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 24, chaos was significantly related with empathy/prosocial behaviors when relatedness was one standard deviation below the mean and when at the mean ($p < .001$), but not when relatedness was one standard deviation above the mean ($p = .15$). Results indicated that, the negative relationship between chaos subscale of CHAOS and empathy/prosocial behaviors was not significant for parents who report high relatedness. On the other hand, the relationship between chaos subscale of CHAOS and empathy/prosocial behaviors was statistically significant for parents who report moderate relatedness and low relatedness (see Table 24). Consistent with the hypothesis, this means that if mothers value relatedness less, the negative relationship between chaos and children's prosocial behaviors become stronger compared to mothers who value the relatedness more.

Table 23. Effects of Chaos on Empathy/Prosocial Behaviors at Values of the Moderator Relatedness

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>P</i>
Chaos	-.356	.10	-3.55	.0005***
Relatedness	.0916	.06	1.42	.157
Chaos*Relatedness	.292	.16	1.79	.075

* $p < .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .096$

Table 24. Conditional Effects of Chaos on Empathy/Prosocial Behaviors

Relatedness	<i>B</i>	<i>SE</i>	<i>t</i>	<i>P</i>
One SD below mean				
Low Relatedness	-.5399	.157	-3.43	.0008***
At the mean				
Moderate Relatedness	-.3401	.099	-3.44	.0007***

One SD above mean

High Relatedness	-.1812	.125	-1.45	.15
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* $p < .05$, ** $p < .01$, *** $p < .001$

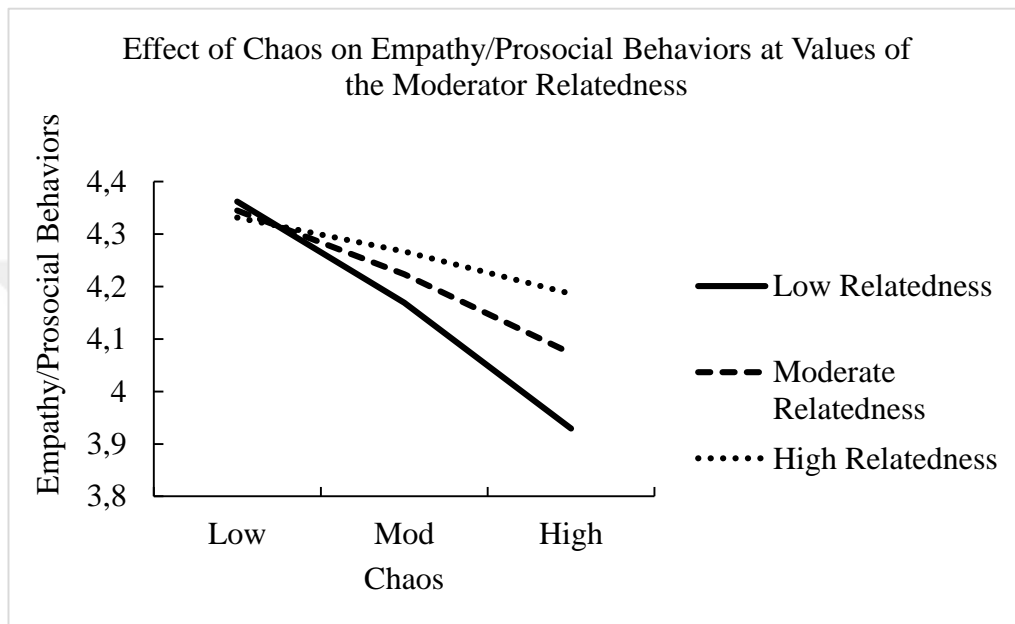


Figure 5; Effect of Chaos on Empathy/Prosocial Behaviors at Values of the Moderator Relatedness

3.8 Relationship between Chaos, Child outcomes, and Parenting

According to Hypothesis 6, parenting is expected to have a buffer effect on the negative role of chaos on child outcomes. Parents who are higher on warmth are expected to have children who are affected by chaos less negatively.

Moderation analyses done with PROCESS (Hayes, 2019) used total home chaos score as predictor, child outcomes as dependent variable, and positive parenting as moderating factor. The interaction between positive parenting and home chaos on attention shifting skills of children (HTKS $F(3, 151) = .151, p > .05, R^2 = .003$), delay of gratification ($F(3, 151) = 3.82, p > .05, R^2 = .071$), working

memory (Forward Digit Span $F(3, 151) = .23, p > .05, R^2 = .005$; Backward Digit Span $F(3, 151) = .09, p > .05, R^2 = .002$), social behaviors ($F(3, 151) = 16.62, p > .05, R^2 = .25$) and externalizing behaviors (EÇDE-TR $F(3, 150) = 12.62, p > .05, R^2 = .20$) were found to be insignificant.

When moderation analysis done with subcategories of social and externalizing outcomes as dependent variables, total home chaos as predictor and positive parenting as moderating factor results showed that there was significant interaction between total home chaos and positive parenting on self-expression subscale of ASBI ($F(3, 151) = 7.905, p < .05$; see Table 25, Table 26 and Figure 6). As shown in Table 25, total home chaos was significantly related with self-expression subscale of ASBI and positive parenting significantly moderated that relationship. This interaction is illustrated in Figure 6. The interaction was tested by the conditional effects of total home chaos on self-expression at three levels of positive parenting, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 26, total home chaos was significantly related with self-expression when positive parenting was one standard deviation below the mean ($p < .01$), but not when positive parenting was at the mean ($p = .18$) and one standard deviation above the mean ($p = .92$). Results indicated the negative relationship between total home chaos and self-expression was not significant for parents who report high and moderate positive parenting. On the other hand, the relationship between home chaos and self-expression was statistically significant for parents who report low positive parenting (see Table 26). Results showed the buffering effect of parenting in high chaos situations and confirmed the 6th hypothesis.

Table 25. Effects of CHAOS on Self-Expression at Values of the Moderator Positive Parenting

Variables	Coefficient	SE	t	P
CHAOS	-.3121	.14	-2.30	.023*
Positive Parenting	.3414	.15	2.23	.027*
CHAOS*Positive Parenting	1.025	.47	2.19	.03*

* $p < .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .14$

Table 26. Conditional Effects of CHAOS on Self-expression

Positive Parenting	<i>B</i>	<i>SE</i>	<i>t</i>	<i>P</i>
One SD below mean				
Low Positive Parenting	-.6145	.21	-2.96	.0036**
At the mean				
Moderate Positive Parenting	-.1875	.14	-1.35	.178
One SD above mean				
High Positive Parenting	-.0166	.17	-.095	.93

* $p < .05$, ** $p < .01$, *** $p < .001$

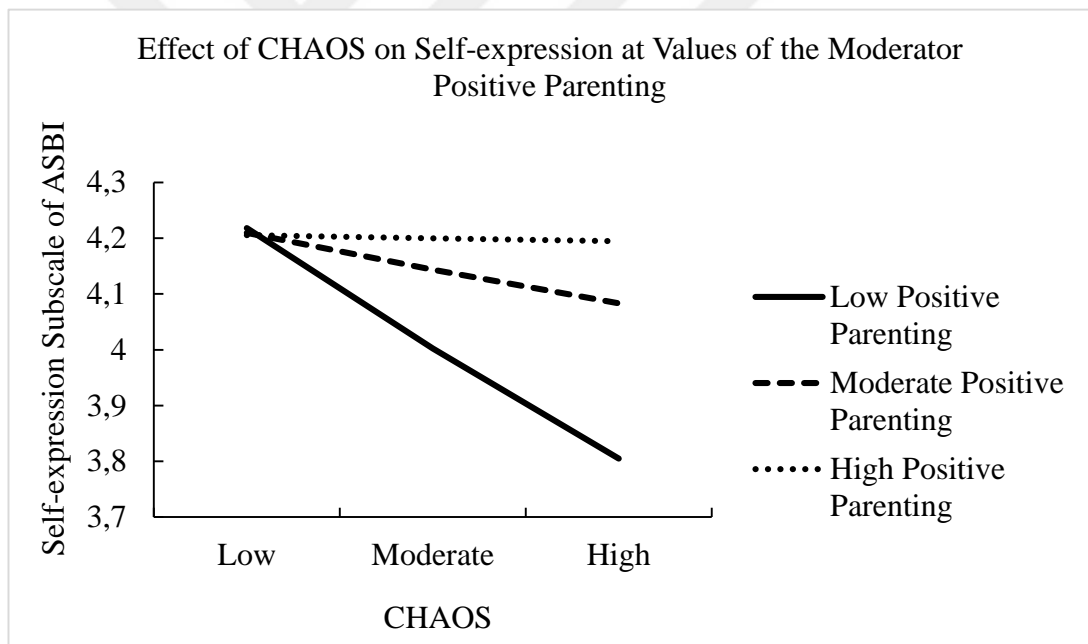


Figure 6. Effect of CHAOS on Self-expression at Values of the Moderator Positive Parenting

Moderation analyses done by used total home chaos score as predictor, several child outcomes as dependent variable, and negative parenting as moderating factor. The interaction between negative parenting and total home chaos on attention shifting skills of children (HTKS $F(3, 151) = .417, p > .05, R^2 = .008$),

delay of gratification ($F(3, 151) = .302, p > .05, R^2 = .006$), working memory (Forward Digit Span $F(3, 151) = .27, p > .05, R^2 = .005$; Backward Digit Span $F(3, 151) = .142, p > .05, R^2 = .003$), social behaviors ($F(3, 151) = 10.24, p > .05, R^2 = .17$) and externalizing behaviors (ECDE-TR $F(3, 150) = 11.97, p > .05, R^2 = .19$) were found to be insignificant.

When moderation analysis done with subcategories of social and externalizing outcomes as dependent variables, total home chaos as predictor and negative parenting as moderating factor results showed that there was significant interaction between total home chaos and negative parenting on bullying subscale of ASBI ($F(3, 151) = 6.98, p \leq .05$; see Table 27, Table 28 and Figure 7). As shown in Table 27, total home chaos was significantly related with bullying subscale of ASBI and negative parenting significantly moderated that relationship. This interaction is illustrated in Figure 7. The interaction was tested by the conditional effects of total home chaos on bullying at three levels of negative parenting, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 28, total home chaos was significantly related with bullying when negative parenting was one standard deviation above the mean ($p < .001$) and at the mean ($p < .01$). However, total home chaos was not significantly related with bullying when negative parenting was one standard deviation below the mean ($p = .09$). Results indicated the positive relationship between total home chaos and bullying was not significant for parents who report low negative parenting. On the other hand, the relationship between total home chaos and bullying was statistically significant for parents who report moderate and high negative parenting (see Table 28), we could observe the buffer effect of parenting and results confirmed the hypothesis.

Table 27. Effects of CHAOS on Bullying subscale of ASBI at Values of the Moderator Negative Parenting

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>P</i>
CHAOS	.411	.12	3.32	.001**
Negative Parenting	-.007	.09	-.0817	.94
CHAOS* Negative Parenting	.319	.16	1.9685	.05*

* $p \leq .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .12$

Table 28. Conditional Effects of CHAOS on Bullying

Negative Parenting	<i>B</i>	<i>SE</i>	<i>t</i>	<i>P</i>
One SD below mean				
Low Negative Parenting	.2666	.16	1.71	.09
At the mean				
Moderate Negative Parenting	.3964	.13	3.16	.002**
One SD above mean				
High Negative Parenting	.5369	.13	4.22	.000***

* $p < .05$, ** $p < .01$, *** $p < .001$

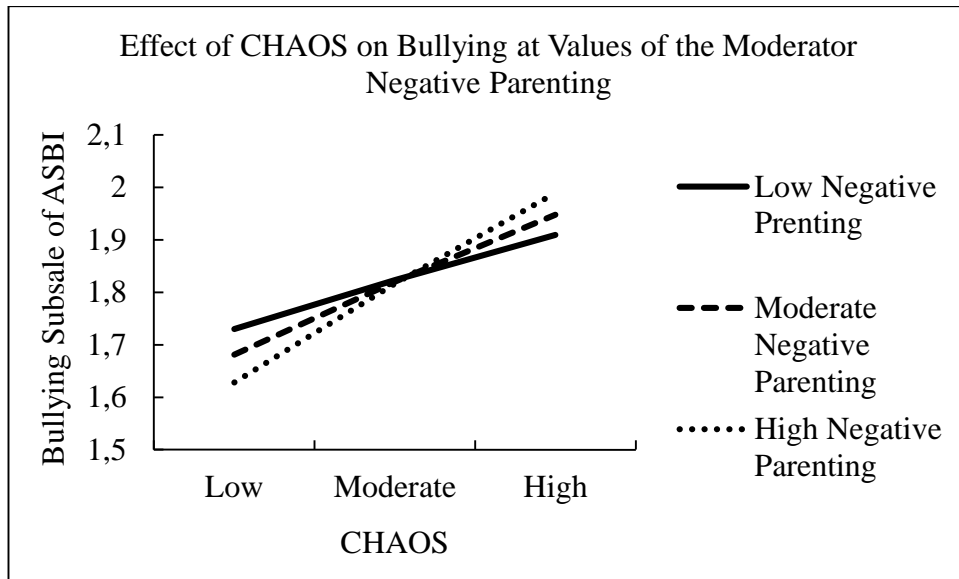


Figure 7. Effect of CHAOS on Bullying at Values of the Moderator Negative Parenting

When the interaction of routines and chaos subscales of CHAOS with subscales of parenting searched in different series of analysis results showed that; there was only one significant interaction between obedience demanding parenting and routines subscale of CHAOS on aggression subscale of EÇDE-TR ($F(3, 150) = 7.78, p < .05, R^2 = .14$; see in Table 29, Table 30, Figure 8). This interaction is illustrated in Figure 8. The interaction was tested by the conditional effects of routines on aggression at three levels of obedience demanding parenting, one standard deviation below the mean, at the mean, and one standard deviation above the mean. As shown in Table 30, routines were significantly related with aggression when obedience demanding parenting was one standard deviation above the mean ($p = .0001$), and at the mean ($p = .006$). However, routines were not significantly related with aggression when obedience demanding parenting was one standard deviation below the mean ($p = .27$). Results indicated that, the positive relationship between routines subscale of CHAOS and aggression was not significant for parents who report low obedience demanding parenting. On the other hand, the relationship between routines subscale of CHAOS and aggression was statistically significant for parents who report moderate obedience demanding parenting, the relationship between routines subscale of CHAOS and aggression subscale of EÇDE-TR was

strongest and statistically significant for parents who report high obedience demanding parenting (see Table 30).

All of the findings that mentioned above showed that parenting has a buffer effect on the negative role of chaos on child outcomes and confirmed the 6th hypothesis.

Table 29. Effects of Routines on Aggression subscale of EÇDE-TR at Values of the Moderator Obedience Demanding Parenting

Variables	<i>Coefficient</i>	<i>SE</i>	<i>t</i>	<i>P</i>
Routines Subscale of CHAOS	.317	.10	3.06	.003**
ODP	.128	.07	1.92	.056
Routines* ODP	.274	.14	2.02	.046*

* $p \leq .05$, ** $p < .01$, *** $p < .001$; Note: $R^2 = .14$; Obedience Demanding Parenting = ODP

Table 30. Conditional Effects of Routines on Aggression

Obedience Demanding Parenting	<i>B</i>	<i>SE</i>	<i>t</i>	<i>P</i>
One SD below mean				
Low ODP	.1570	.14	1.12	.27
At the mean				
Moderate ODP	.2954	.11	2.79	.006**
One SD above mean				
High ODP	.4733	.12	4.00	.0001***

* $p < .05$, ** $p < .01$, *** $p < .001$; Obedience Demanding Parenting = ODP

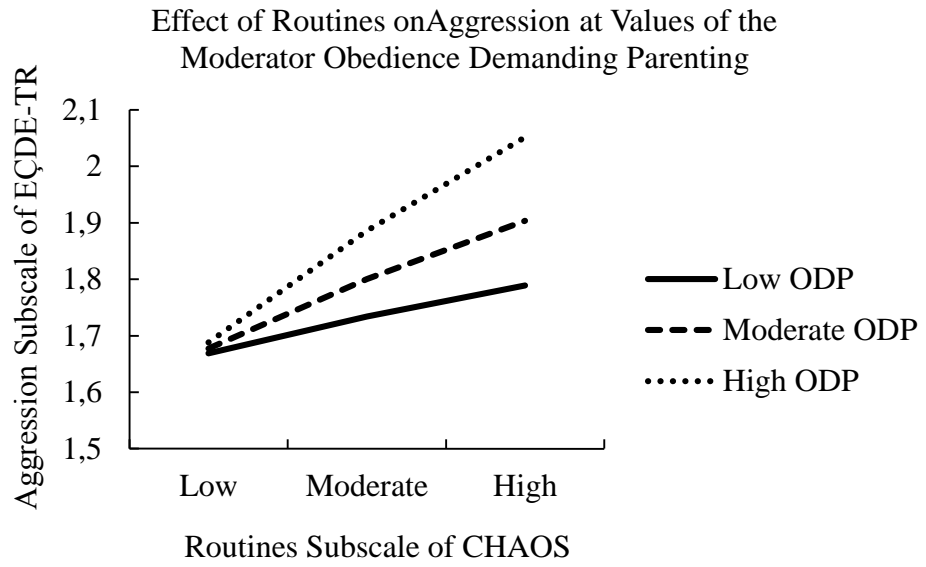


Figure 8; Effect of Routines on Aggression at Values of the Moderator Obedience Demanding Parenting. *Note:* Obedience Demanding Parenting = ODP

DISCUSSION

The present study examined the relationship between home chaos and child negative outcomes as well as the moderating role of parenting and cultural orientation on this relationship. Overall, it was shown that chaos had negative relations with children's developmental outcomes and particularly parenting practices of mothers had a buffering effect on the negative effects of chaos on children.

First, the relationship between SES and home chaos was examined with the hypothesis that parents from higher SES backgrounds would report less chaos compared to parents from lower SES backgrounds. Results of this study confirmed this expectation. Rather than educational background, paternal occupational conditions seemed to be a significant predictor of home chaos. Fathers who work less hours significantly have less chaotic home environment. In line with this finding, Corapci and Wachs (2002) found in their study with 57 well-educated Caucasian families, that there was no relationship between parental education level and home chaos. The sample of present study was also highly educated and thus, mothers' and fathers' educational background were not found as predictors of chaos. Furthermore, we might argue that rather than distal factors such as educational background, more concrete factors such as how long fathers work and are absent at home seems to matter more when it comes to home chaos. It can be discussed that in Turkish families, fathers coming back home from work at some earlier and more regular hours may help with a structured family life such as having family dinners, play time after dinner etc. There were two items about dinner routines in CHAOS Scale, as mentioned in materials, Evans et al.(2005) brought 3 scales together for measuring chaos and the items about dinner routines were taken from Family Ritual Questionnaire which was developed by Fiese & Kline, (1993). According to Fiese & Winter (2010), frequent dinner time routines give chance to have stronger relations as a family and it may also help to prohibit potential risky child behaviors. On another note, working for longer hours might also imply irregular working conditions, working for more than one job, etc. which could also cause more chaos at home. Fathers' working hours seems to be a factor which should be examined in detail in further studies.

Socioeconomic background of families was also expected to be related with parenting practices of mothers. Parents from higher SES backgrounds were expected to report more positive parenting and less negative parenting compared to parents from lower SES backgrounds. This hypothesis was confirmed. Results showed that mothers who are less educated and who have less family income reported more negative parenting.

Hoffman (1963) in his classical study showed that parents from lower socioeconomic backgrounds tend to be more authoritarian, show less empathy toward children, pay less attention to the needs and feelings of children, and assert more power. Study showed that, there is relationship between chaos, SES, maternal discipline and maternal depression. Their conclusion showed that home chaos has relationship with maternal depression (Pike, Iervolino, Eley, Price & Plomin, 2006), by looking this, maternal depression may have also effect the parenting behavior. According to Altafim, McCoy & Linhares (2018); better parenting practices which related with communication predicted by SES and parents from higher SES backgrounds represented more positive discipline to their children.

According to the results of present study, both mother's and father's educational background have strong negative relationship with negative parenting which demonstrated that both mothers and fathers show less negative parenting if they are more educated. Findings of this study showed that, maternal education was marginally significant predictor of negative parenting which shows us that there was a trend that more educated mothers tend to display less negative parenting. On the other hand, results did not show a significant relationship between both mothers' and fathers' educational background and positive parenting. It could be that universally and as a typically collectivistic culture, families in Turkey might display positive parenting regardless of their socioeconomic background. However, in line with Kagitcibasi's model (2002), highly educated parents might let go of obedience and move towards psychological interdependence model while less educated parents might still continue negative parenting practices.

Next, this study investigated the role of chaos on children's positive social outcomes. In line with the hypothesis, results of this study showed that all subscales of chaos and total chaos score have strong negative correlation with following rules, empathy/prosocial and self-expression skills of children and chaos scores have

positive correlations with externalizing behaviors and bullying behavior of children. If children live in a less chaotic home environment they develop more adaptive social behaviors. This finding is consistent with the literature. Shamama-tus-Sabah and Gillani (2011) conducted a study with 203 children examining the effect of home chaos on child conduct problems and social skills and they found that children who live in chaotic homes were rated as having less developed social skills. Other studies also claimed that, home chaos is a significant factor that explains behavioral regulation difficulties of children (Evans et al., 2005; Evans & Wachs, 2010; Vernon-Feagans et al., 2015). Deater-Deckard et al. (2009) also found that, chaos was positively related with children's conduct problems. Other studies also claimed that environmental risk factors in both micro and macro level such as home chaos and neighborhood quality were associated with child externalizing behaviors (Pike et al., 2006; Supplee, Unikel, & Shaw, 2007).

Both turning over and looking over the shoulder in giftwrapping task had negative correlations with mother's educational background. Children whose mothers are less educated were able to delay their gratification and hold themselves without looking over to the gift as it is being wrapped. This finding is not in line with the hypothesis of the present study. However, it can be discussed that lower SES parents value obedience demanding more and hence, raise their children as more obedient (Hoff, Laursen & Tardif, 2002; Kohn, 1963). Therefore, when the researcher says 'Do not turn around to look as I am wrapping your gift' most like these children followed the suggestions of the researcher who is a hierarchical figure in that context. Moreover, Mauro & Harris (2000) conducted a study with preschoolers and their well educated mothers from upper middle-class, and they concluded that children whose parents represent permissive parenting style while teaching delay of gratification didn't control themselves and didn't delay gratification. In present study, this conclusion could be related about both permissive parenting and obedience demanding parenting indirectly because, even there was no correlation between obedience demanding parenting and child delay of gratification ($p > .05$), there was negative correlation between obedience demanding parenting and how many year mother received education (see Table4). The mothers who were less educated expected their children to obey and it could let children wait more when it was told by the instructor. In addition, mothers who

were more educated have children that have less self-control. It could be related with permissive parenting. Permissive parenting includes high responsive and low demanding parenting which is highly imbalanced (Baumrind, 2005). Patock-Peckham, Cheong, Balhorn & Nagoshi (2001) showed that; permissive parenting and self-regulation have negative relationship for adolescents. By looking at the literature, the reason of this finding could be related with parenting styles, future studies are suggested to search for the reason.

This study was particularly interested in the moderating role of culture on the relationship between home chaos and children's outcomes. Home chaos was hypothesized to be a stronger predictor of negative outcomes of children when parents are more individualistic. Normativeness is very important in contexts for example, fathers' perceived control was found as a predictor of attachment avoidance for Belgian adolescents however this was not the case for Turkish adolescents (Gungor & Bornstein, 2010). Similarly, this study expected that how chaos could effect children might change between cultures due to normativeness, it may have less detrimental effects if it perceived as normal. While examining executive functioning of preschool children, Lan, Legare, Ponitz, Li and Morrison (2011) found cultural differences in inhibition and attentional control between Chinese and American children. Chinese children did better in these tasks compared to American children. They explained these results with cultural normativeness of these skills in Asian countries. The present study's results showed that this hypothesis was confirmed when it comes to positive outcomes of children and was not confirmed for the negative outcomes of children. CHAOS was significantly related with bullying and autonomy marginally significantly moderated that relationship. Results indicated the positive relationship between home chaos and bullying was not significant for parents who report high autonomy but was strongest and significant for parents who report less autonomy. Moreover, the relationship between chaos in home routines and children's aggression was most for less autonomy and was not significant for parents who reported more autonomy.

In terms of positive outcomes of children, result of the moderation analysis showed that the negative relationship between routines subscale of CHAOS and self-expression was not significant for parents who report less autonomy and was most significant for parents who report high Autonomy. Moreover, home chaos was

also found to be most harmful for the ‘following rules’ when parents reported less relatedness. In addition, there was a trend which demonstrated that home chaos was harmful for the prosocial skills of children when parents reported less relatedness. These findings supported the hypothesis related to the moderating role of cultural orientation.

The hypothesis was confirmed for positive outcomes of the children and rejected for negative outcomes of children. If mothers value the autonomy less, children aggression and bullying behaviors had strong positive relationship with routines subscale of CHAOS. This finding could be explained by the permissive parenting tendencies and problems of rule setting of these parents.

Lastly, parenting was expected to have a buffer effect on the negative role of home chaos on child outcomes. Parents who report higher levels of positive parenting and less negative parenting were expected to have children who are affected from chaos less negatively. The present study found that positive parenting indeed has a buffer effect on negative role of chaos on child social behaviors. If parents display positive parenting, even when the home environment is chaotic, children represent social behaviors. Valiente et al. (2007) found that association among family chaos and child outcomes was mediated by parent’s positive expressivity.

4.1 Limitations and Implications

One of the limitations of this study is regarding the sample characteristics. This study was conducted with high SES and middle SES families, another sample from low SES and rural could also be used for making comparisons between high SES urban, low SES urban, and rural. All participants of this study were from İzmir which is the 3th biggest city of Turkey with more than 4 million populations. When we look the education level of participants it could be seen that our sample was highly educated. Chaos levels and cultural orientations might be different in rural compare to urban areas because generally there are larger areas in villages, children have more areas to play and they spend their time in the outdoor contrast to urban areas so these differences may affect the chaos and children self-regulation, externalizing behavior relationships.

This study could be more powerful if it was conducted longitudinally, the differences between children's self-regulation and externalizing behaviors could observe in time period and effect of chaos could observed better. In addition, later effects of chaos could observe in longitudinal study. In this study, I was interested in household chaos in microsystem level and mesosystem level however more distant chaos could also affect this relationship macrosystem level chaos might be investigated for future studies such as if these is economic crisis, scarcity, contagious disease, political problems, political regime differences etc. Other study could be conducted to find out how macro level chaos affects children's self-regulation and externalizing behaviors. Parenting could be again important in this relationship.

All tasks applied to children from preschools and kindergartens so each of them have school experiences. Children who couldn't go to school may be exposed to more home chaos, get less education and spend much more time with parents compared to children who go to the school every day. As a result of this comparing children who couldn't go to school and children in kindergarten could have represented the effect of education and being out of the home in this relationship. Moreover, children participants spent many hours in kindergarten but I only checked the household chaos. Bobbitt & Gershoff (2016) claimed that, regardless of how chaotic classroom environment were, children who exposed high home chaos have declined in socioemotional skills through the year. In addition, again regardless of whether there were chaotic classroom environment children who didn't exposed home chaos achieved more over the preschool year compared to children who lived in chaotic homes. (Bobbitt & Gershoff, 2016). As a result of these conclusions the chaos level of kindergartens can be examined in later studies.

The findings of the research are guiding in the application areas. The negative effect of chaos on adaptive social behaviors and externalization behaviors of children has been proven. In particular, we can reduce the negative effects of chaos by supporting families to create routines. Families can be informed about the routines to be established in the home environment and this can be arranged as an intervention program.

In addition, the buffering effect of positive parenting on the negative consequences of chaos is very important. Another intervention program can be planned to improve positive parenting, especially for families with low SES. Authoritative parenting can be taught to families.



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APPENDICES
APPENDIX A
INFORMED CONSENT FORM
BİLGİLENDİRİLMİŞ ONAM FORMU

Değerli Anneler,

‘Okul Öncesi Çocukların Duygu Düzenleme Becerileri Üzerinde Evdeki Düzensizlik Değişkeninin Rolü’ başlıklı araştırmamıza katıldığınız için sizlere teşekkür ederiz. Yaşar Üniversitesi Psikoloji yüksek lisans tez öğrencisi Ece Öner tarafından Yardımcı Doçent Elif Durgel danışmanlığında yürütülen bu araştırmanın amacı okul öncesi dönemdeki çocukların duygu düzenlemesinde evdeki düzensizliğin nasıl bir rol oynadığını incelemektir.

Kişisel bilgileriniz tamamen **gizli tutulacaktır** ve toplanan veriler sadece araştırma amaçlı kullanılıp başka herhangi bir amaçla kullanımı yapılmayacaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkında sahibsiniz. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın.

Bu koşullarda söz konusu araştırmaya kendi isteğinizle katılmayı kabul ediyorsanız lütfen aşağıdaki bilgileri doldurup imzalayınız.

Katılımcı Annenin

Adı- Soyadı:.....

İmzası:

Araştırmacının

Adı-Soyadı:.....İmzası:

APPENDIX B
DEMOGRAPHIC QUESTIONS

Annenin yaşı: _____

Çocuğun doğum tarihi: ___(gün)/___(ay)/_____(yıl)

Çocuğunuzun cinsiyeti?

(0) Kız (1) Erkek

Çocuğunuzun kaç kardeşi var?

(0) (1) (2) (3) (4) (5 ve fazlası)

Çocuğunuz kreş ya da anaokuluna gidiyor mu? Eğer gidiyorsa, ne kadar zamandır devam ediyor? (ay olarak) _____

Medeni durumunuz

(1) Bekâr	(3) Evli değil ama birlikte yaşıyor
(2) Evli	(4) Boşanmış

Annenin eğitim durumu:

(1) Hiç okula gitmemiş	(3) Ortaokul	(5) Üniversite
(2) İlkokul	(4) Lise	(6) Yüksek lisans / Doktora

Anne toplam kaç yıl eğitim almıştır? (Anaokulu dahil) _____

Annenin meslek durumu:

(0) Çalışmıyor (1) Yarı-zamanlı çalışıyor (2) Tam zamanlı çalışıyor

Anne çalışıyorsa,

- İşyerindeki çalıştığı pozisyon: _____
- Ne kadar süredir çalışmakta: _____ (Ay/yıl belirtiniz)
- Fazla mesaiyi de sayarsak haftada kaç saat çalışıyorsunuz? _____
- Haftada kaç gün çalışıyorsunuz? _____

• Yaklaşık olarak aylık kazancınız (TL) ne kadardır (sadece annenin)?

0-1000

1000- 3000

3000-6000

6000 ve üzeri

Babanın eğitim durumu:

(1) Hiç okula gitmemiş	(3) Ortaokul	(5) Üniversite
(2) İlkokul	(4) Lise	(6) Yüksek lisans / Doktora

Baba toplam kaç yıl eğitim almıştır? (Anaokulu dahil) _____

Babanın meslek durumu:

(0) Çalışmıyor

(1) Yarı-zamanlı çalışıyor

(2) Tam zamanlı çalışıyor

Baba çalışıyorsa,

• İşyerindeki çalıştığı pozisyon: _____

• Ne kadar süredir çalışmakta: _____ (Ay/yıl belirtiniz)

• Fazla mesaiyi de sayarsak haftada kaç saat çalışıyor? _____

• Haftada kaç gün çalışıyor? _____

• Yaklaşık olarak aylık kazancı (TL) ne kadardır?

0-1000

1000- 3000

3000-6000

6000 ve üzeri

• Genellikle nasıl bir çalışma saati düzeni var?

(0) Düzenli - 8:00-17:00 gibi

(1) Vardiyalı

(2) Düzensiz /Değişken

Evde çocuklar dahil toplam kaç kişi yaşıyor? _____

Evinize aylık toplam ne kadar para (TL) giriyor? (Anne, baba, birlikte yaşadığımız büyüklerin emekli maaşları vs dahil)

0-1000

1000- 4000

4000- 10000

10000 ve üzeri

Evinizde çekirdek aile dışında sizinle yaşayan var mı? (0) Hayır (1) Evet

Var ise kimler, akrabalık ilişkileri vs _____

Evinizin kaç odası var? (mutfak ve banyo hariç) _____

APPENDIX C

AUTONOMY ITEMS OF BASIC NEEDS SATISFACTION IN GENERAL SCALE

ÖZERKLİK ÖLÇEĞİ

Lütfen aşağıdaki maddeleri dikkatlice okuyup sizi ne kadar tanımladığını işaretleyiniz.

1 HİÇ KATILMIYORUM, 5 TAMAMEN KATILYORUM

		1 Hiç katılmıyorum	2 Katılmıyorum	3 Kararsızım	4 Katılıyorum	5 Tamamen katılıyorum
1	Hayatımı nasıl yaşayacağıma dair karar vermekte özgür olduğumu hissediyorum.					
2	Baskı altında olduğumu hissediyorum.					
3	Genellikle düşüncelerimi ve fikirlerimi ifade etmekte kendimi özgür hissediyorum.					
4	Günlük hayatımda sıklıkla bana söyleneni yapmak zorundayım.					
5	Her gün görüştüğüm insanlar duygularımı göz önünde tutarlar.					
6	Günlük olaylarda kendim gibi olabildiğimi hissediyorum.					
7	Günlük hayatımda kendi yapacaklarıma karar verme olanaklarım oldukça sınırlıdır.					

APPENDIX D

TURKISH FORM OF RELATIONAL-INTERDEPENDENT SELF SCALE

İLİŞKİSEL BENLİK ÖLÇEĞİ

Aşağıdaki maddeleri dikkatlice okuyup sizi ne kadar tanımladığını işaretleyiniz.

1 HİÇ KATILMIYORUM, 5 TAMAMEN KATILYORUM

		1 Hiç katılmıyorum	2 Katılmıyorum	3 Kararsızım	4 Katılıyorum	5 Tamamen katılıyorum
1	Yakın ilişkilerim benim kim olduğumun önemli bir yansımasıdır.					
2	Kendimi birine çok yakın hissettiğimde çoğu zaman o kişiyi önemli bir parçamış gibi görürüm.					
3	Benim kim olduğumu anlamak isteyen birisi yakın dostlarıma ve onların kim olduklarına bakabilir.					
4	Kendimi düşündüğüm zamanlar, genellikle yakın dostlarımı ve ailemi de düşünürüm.					
5	Birisiyle yakın bir dostluk kurduğum zaman, genelde o kişiyle özdeşleşirim.					
6	Eğer biri bana yakın birisini incitirse, ben de kendimi incinmiş hissedirim.					
7	Bence, yakın ilişkilerimin benim ne tür bir insan olduğum ile ilgisi yoktur.					
8	Gurur duygumun oluşmasında yakın dostlarım ile ilişkilerimin büyük bir rolü vardır.					
9	Genel olarak, yakın ilişkilerim benim düşüncelerimin ve hislerimin önemli bir parçasıdır.					

APPENDIX E

CHAOS SCALE

KAOS ÖLÇEĞİ

Lütfen aşağıda belirtilen durum ve davranışların evinizde ne kadar sıklıkla yaşandığını belirtiniz.

1 HİÇBİR ZAMAN, 5 HER ZAMAN

		1 Hiçbir Zaman	2 Çok Seyrek	3 Bazen	4 Çoğu Zaman	5 Her Zaman
1	Çocuğum her akşam uyumadan önce aynı şeyleri yapar (dişini fırçalamak, duş almak, pijama giymek vb.)					
2	Koşullara göre çocuğumun uyku saati değişir.					
3	Evimizde akşam yemeği her zaman aynı saatte yenir.					
4	Akşam yemeğini ailecek yeriz.					
5	Çocuğum her sabah uyanır uyanmaz aynı şeyleri yapar.					
6	Hafta sonu ne yapacağımıza o an karar veririz.					
7	Her hafta sonu çocuğumuzla bir etkinlik yaparız (park, alışveriş merkezi, aile ziyareti vb.)					
8	Çocuğum her gün aynı saatte uyur.					
9	Çocuğuma bakan kişi sıklıkla değişir.					
10	Gelen gidenimiz çok olur.					
11	Çocuğumu okula/ servise aynı kişi alıp bırakır.					
12	Evde tartışma ve çatışma olur.					
13	TV genelde izlenmese bile açıktır.					
14	Evimiz tertiplidir.					
15	Sokağımız/ mahallemiz gürültülüdür.					
16	Yaptığımız planlar çok sık değişir.					
17	Çat kapı misafirimiz olur.					
18	Evde eşyaların yeri bellidir.					
19	Ev dağınıktır.					
20	Evimizde kargaşa az olur.					
21	Genellikle ihtiyaç duyduğumuzda eşyalarımızı bulabiliriz.					
22	Genellikle koşuşturma halindeyiz.					
23	Genellikle evde işler kontrol altındadır.					
24	Ne kadar çabalarsak da hep geç kalıyoruz.					

25	Evimiz pazar yeri gibidir.					
26	Evimizde birbirimizle sözümüz kesilmeden konuşabiliyoruz.					
27	Evde hep bir telaş olur.					
28	Ailemizin planları ne olursa olsun genelde uygulayamayız.					
29	Evimizde gürültüden kendi sesimizi duyamayız.					
30	Sık sık evdeki diğer insanların tartışmalarının içine çekilirim.					
31	Evimiz dinlenmek için güzel bir yerdir.					
32	Evimizde telefon çok zamanımızı alır.					
33	Evimizdeki ortam sakindir.					



APPENDIX F
PARENTING SCALE
ÇOCUK YETİŞTİRME ANKETİ

Aşağıdaki maddeleri dikkatlice okuyup çocuğunuzla ne kadar sıklıkla yaptığınızı belirtiniz.

1 HİÇBİR ZAMAN, 5 HER ZAMAN

		1 Hiçbir zaman	2 Çok seyrek	3 Bazen	4 Çoğu zaman	5 Her zaman
1	Çocuğumun kendisine söyleneni açıklamaz yapmasını beklerim.					
2	Çocuğumun daha iyi davranması sağlamak için ona tokat atarım					
3	Çocuğum korkmuş ya da üzüntülü olduğu zaman, onu rahatlatır ve ona anlayışlı davranırım					
4	Ondan istediğim bir şeyi, çocuğumun onaylamadan hemen yapmasını beklerim					
5	Çocuğumdan bir şey istediğimde, onun isteklerine ya da itirazlarına aldırmam					
6	Çocuğuma sevgimi, onu kucaklayarak, öperek ve sarılarak ifade ederim					
7	Çocuğumun, anne ve babasına sorgusuz itaat etmesini beklerim					
8	Çocuğumun davranışını kontrol etmek için ona tokat atar veya vururum					
9	Belirli bir neden olmaksızın, çocuğumu kucaklar veya ona sarılırım					
10	Çocuğuma, davranışlarının sonuçlarını açıklarım (örneğin; birisine vurursa onun canı acır veya sıcak tencereye dokunursa eli yanar gibi)					
11	Çocuğum, yanlış davrandığında ona bağırırım					
12	Çocuğuma bazı şeylerin neden gerekli olduğunu açıklamaya çalışırım					
13	Çocuğuma, onun beni ne kadar mutlu ettiğini söylerim					
14	Çocuğum yanlış davrandığında fazla açıklama yapmadan, onu yanımdan uzaklaştırırım.					
15	Çocuğumun, kendisine söyleneni tartışmasız yapmasını isterim.					
16	Çocuğumla benim, sıcak ve çok yakın olduğumuz anlar vardır.					
17	Yanlış davrandığı zaman çocuğuma, sevdiği bir şeyi yasaklarım (televizyon seyretmek ya da arkadaşlarıyla oynamak gibi)					
18	Çocuğumu dinlemek ve onunla bir şeyler yapmaktan zevk alırım.					
19	Çocuğuma, kurallara neden uyması gerektiğini açıklarım.					
20	Canımı sıktığı zaman, kendimi çocuğumdan uzaklaştırırım.					

21	Çok kötü davrandığında, çocuğuma fiziksel ceza veririm; örneğin, tokat atarım.					
22	Çocuğuma, neden cezalandırıldığını veya kısıtlandığını açıklarım.					
23	Çocuğumu kucaklamayı ve öpmeyi severim.					
24	Çocuğumun davranışlarını düzeltmek için ona fiziksel ceza veririm (örneğin: sarsarım, vururum, çimdik atarım).					
25	Çocuğuma kuralların nedenini açıklarım.					
26	Çocuğum mutlu olduğunda da, endişeli olduğunda da kendimi ona yakın hissederim.					
27	Çocuğum itaatkâr davranmadığı zaman, ona tokat atarım.					
28	Çocuğum yanlış davrandığı zaman, onunla mantıklı bir şekilde konuşur ve olayın üzerinden geçerim.					
29	Çocuğumla şakalaşır ve oyun oynarım.					
30	Çocuğum itiraz etse bile, önüne koyduğum yemeği sonuna kadar yemesini sağlarım.					

APPENDIX G

TURKISH FORM OF EYBERG CHILD BEHAVIOR INVENTORY (ECBI)

DIŞSALLAŞTIRMA DAVRANIŞ ÖLÇEĞİ

Aşağıdaki ifadeleri çocuğunuzun son 6 ay içinde ne kadar sıklıkla gerçekleştirdiğini belirtiniz.

1 HİÇBİR ZAMAN, 5 HER ZAMAN

		1 Hiçbir zaman	2 Çok seyrek	3 Bazen	4 Çoğu zaman	5 Her zaman
1	Giyinirken oyalanır, sallanır.					
2	Oyuncaklara ve nesnelere zarar verir.					
3	Bağırır ya da çığlık atar.					
4	Mızızlanır.					
5	Oyuncaklara ve diğer nesnelere karşı özensiz davranır.					
6	Yatma zamanında yatmamak için direnir.					
7	Dikkati çabuk dağılır.					
8	Evin kurallarına kendiliğinden uymaz.					
9	Cezayla tehdit edilmedikçe söz dinlemez.					
10	Yaşlılarıyla ağız dalaşına girer.					
11	Kurallar hakkında anne-babasıyla tartışır.					
12	Kendi istediği olmayınca sinirlenir.					
13	Belli bir şeye dikkatini vermekte zorlanır.					
14	Yetişkinlere karşılık verir.					
15	Kendini oyalamakta zorlanır.					
16	Yaşlılarıyla dövüşür.					
17	Yemek zamanı oyalanır, sallanır.					
18	Kendisinden bir iş yapılması istendiğinde reddeder.					
19	İlgisi çabuk dağılır.					
20	Diğer çocuklarla alay eder ya da onları kışkırtır.					
21	Bir şey yapması istendiğinde karşı gelir.					
22	Aşırı hareketlidir, rahat durmaz.					
23	Anne- babasına vurur.					
24	Kardeşleriyle/ akraba çocuklarıyla dövüşür.					
25	Sürekli ilgi ister.					
26	Önüne konulan yemeği reddeder.					
27	Yalan söyler.					
28	Vaktinde yatmayı reddeder.					
29	Yapması istenen bir işi bitiremez (örneğin: dağıttığı bir şeyi toplamak gibi).					
30	Kardeşleriyle/ akraba çocuklarıyla ağız dalaşına girer.					
31	Öfke nöbetleri olur.					
32	Eşyaları izinsiz alır.					

33	Sofra adabı zayıftır (örneğin: sandalyesinde oturmaz, çatal kaşık kullanmaz veya yerken çok döker).					
34	Başkalarının sözünü keser.					
35	Kolayca ağlar.					
36	Yatağını ıslatır.					



APPENDIX H

ADAPTIVE SOCIAL BEHAVIOR INVENTORY

UYUMLU SOSYAL DAVRANIŞ ENVANTERİ

Aşağıdaki ifadeleri çocuğunuzun son 6 ay içinde ne kadar sıklıkla gerçekleştirdiğini belirtiniz.

1 HİÇBİR ZAMAN, 5 HER ZAMAN

		1 Hiçbir zaman	2 Çok seyrek	3 Bazen	4 Çoğu zaman	5 Her zaman
1	Başkalarının duygularını, örneğin mutlu, üzgün ya da kızgın olduklarını anlar.					
2	Diğer çocuklara karşı yardımseverdir.					
3	İtaatkârdır					
4	Oyun içinde bir öneride bulunduğunuzda, hoşnut olmadığını gösterir (örneğin, sinirlice bakar, omuz silker ve ayağını yere vurur)					
5	Oyunlarda kurallara uyar					
6	Yeteri kadar ilgi görmezse sinirlenir					
7	Diğer çocukların sıkıntısını anlar, üzgün olduklarında onları rahatlatmaya çalışır					
8	Oyunlarda ya da başka faaliyetlerde sırasının gelmesini bekler					
9	Ne istediğini doğrudan ve açıkça söyler					
10	Ricanızı/isteğinizi yerine getirir					
11	Diğer çocukların dikkatini kolayca kendine çekebilir					
12	Diğer insanlara arkadaşça ve hoş şeyler söyler					
13	Oyun oynayan çocuklara katılır					
14	Diğer çocukların faaliyetlerine katılmadan sadece onları izler					
15	Evin kurallarına uyar					
16	Hatırladığı zaman 'lütfen' ve 'teşekkür ederim' der					
17	Diğer çocuklarla oynamak ister					
18	Başkalarıyla iyi geçinen bir çocuktur					
19	Diğer çocuklarla konuşur ve oynar					
20	Eşyalarını ya da oyuncaklarını paylaşır					
21	İnsanların yanında rahattır					
22	Diğer çocuklarla alay eder, onlara isim takar					
23	Diğer çocukların işlerine engel olur					
24	Genellikle yaptığı şeylerle iftihar eder					
25	Kavga etmeden ya da üzülmekten değişiklikleri kabul eder					
26	Diğer çocuklara zorbalık yapar (örneğin, onlara vurur, kötü sözler söyler)					

27	Pek çok deęişik Őeye ilgi duyar					
28	Bir Őeyi istedięi miktarda almamak onu endiŐelendirir					
29	Çevresine hükmeder, her Őey kendi bildięi gibi olsun ister					
30	Sohbet etmekten hoŐlanır					



APPENDIX I

HEAD-TOES-KNEES-SHOULDERS (HTKS)

KATILIMCI ID:

TARİH:

Merhaba, şimdi seninle bir oyun oynayacağız. Bu oyunun iki aşaması var. Öncelikle ben ne yaparsam aynısını kopyalamanı istiyorum

Kafana dokun (bende dokunuyorum)

Aferin, şimdi ayağına dokun (ben de dokunuyorum)

Hareketleri çocuk doğru yapana kadar tekrarla.

Şimdi bu oyunu biraz komikleştireceğiz ve söylediğimin tam tersini yapacaksın. Kafana dokun dediğimde kafana dokunmak yerine ayağına dokunacaksın, ayağına dokun dediğimde kafana dokunacaksın. Yani benim söylediğimden farklı olanı yapacaksın.

Bölüm 1 Öğrenme

Öğrenme ve deneme aşamalarında en fazla 3 kere tekrar edebilirsin

Ayağına dokun dersem ne yapacaksın?

0 (ayak)	1	2 (kafa)	Hatırlatma
----------	---	----------	------------

- Ayağına dokunursa (yanlış yaptıysa) : Hatırla ayağına dokun dediğimde kafana dokunacaksın, yani söylediğimin tersini yapacaksın. Hadi bir daha deneyelim ayağına dokun dersem ne yapacaksın?
- Kafasına dokunursa (doğru yaparsa) : Harika, aferin sana.

Kafana dokun dediğimde ne yapacaksın?

0 (kafa)	1	2 (ayak)	Hatırlatma
----------	---	----------	------------

- Kafasına dokunursa (yanlış yaptıysa) : Hatırla kafana dokun dediğimde ayağına dokunacaksın, yani söylediğimin tersini yapacaksın. Hadi bir daha deneyelim kafana dokun dersem ne yapacaksın?
- Ayağına dokunursa (doğru yaparsa) : Harika, aferin sana.

Bölüm 1 Deneme

	Yanlış	Düzeltilmeli	Doğru	Hatırlatma
Kafana dokun	0 Kafa	1	2 Ayak	
Ayağına dokun	0 Ayak	1	2 Kafa	
Kafana dokun	0 Kafa	1	2 Ayak	

Ayağına dokun	0 Ayak	1	2 Kafa	
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Bölüm 1 Test

Bu bölümde açıklama yapılmıyor

Bu oyunu oynamaya devam ediyoruz ve sen ben ne söylersem tersini yapmaya devam ediyorsun.

	Yanlış	Düzeltilmeli	Doğru	PUAN
Kafana dokun	0 Kafa	1	2 Ayak	
Ayağına dokun	0 Ayak	1	2 Kafa	
Ayağına dokun	0 Ayak	1	2 Kafa	
Kafana dokun	0 Kafa	1	2 Ayak	
Ayağına dokun	0 Ayak	1	2 Kafa	
Kafana dokun	0 Kafa	1	2 Ayak	
Kafana dokun	0 Kafa	1	2 Ayak	
Ayağına dokun	0 Ayak	1	2 Kafa	
Kafana dokun	0 Kafa	1	2 Ayak	
Ayağına dokun	0 Ayak	1	2 Kafa	

Toplam Puan:

Şimdi oyuna yeni bir bölüm ekleyeceğiz, omuzlarımıza ve dizlerimize dokunacağız.

Omuzlarına dokun (ben de dokunuyorum)

Aferin, dizlerine dokun

Omuzlarına dokun

Dizlerine dokun

Omuzlarına dokun

Dizlerine dokun

Hadi bakalım şimdi bu oyunu yine komikleştirelim. Ben ne söylersem tersini yapmanı istiyorum aynı bir önceki bölümdeki gibi ama bu sefer omuzlarına ve dizlerine dokunacaksın. Ben dizlerine dokun dediğimde omuzlarına dokunacaksın, ben omuzlarına dokun dediğimde dizlerine dokunacaksın.

Omzuna dokun dersem nerene dokunacaksın?

0 (omuz)	1	2 (diz)	Hatırlatma
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- Omzuna dokunursa (yanlış yaptıysa) : Hatırla omzuna dokun dediğimde dizine dokunacaksın, yani söylediğimin tersini yapacaksın. Hadi bir daha deneyelim omzuna dokun dersem ne yapacaksın?
- Dizine dokunursa (doğru yaparsa) : Harika, aferin sana.

Dizine dokun dediğimde ne yapacaksın?

0 (diz)	1	2 (omuz)	Hatırlatma
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- Dizine dokunursa (yanlış yaptıysa) : Hatırla dizine dokun dediğimde omzuna dokunacaksın, yani söylediğimin tersini yapacaksın. Hadi bir daha deneyelim dizine dokun dersem ne yapacaksın?
- Omzuna dokunursa (doğru yaparsa) : Harika, aferin sana.

Bölüm 2 Deneme

	Yanlış	Düzeltilmeli	Doğru	Hatırlatma
Dizine dokun	0 Diz	1	2 Omuz	
Omzuna dokun	0 Omuz	1	2 Diz	
Dizine dokun	0 Diz	1	2 Omuz	
Omzuna dokun	0 Omuz	1	2 Diz	

Bölüm 2 Test

Şuan her iki bölümü de öğrendiğine göre bunları birleştireceğiz. Benim söylediğimin tam tersini yapmaya devam edeceksin ama bu sefer karışık söyleyeceğim.

4 tane şey söyleyebilirim.

Kafana dokun dersem ayaklarına dokunacaksın

Ayaklarına dokun dersem kafana dokunacaksın

Dizine dokun dersem omzuna dokunacaksın

Omzuna dokun dersem dizine dokunacaksın.

Hazır mısın? Hadi başlayalım.

	Yanlış	Düzeltilmeli	Doğru	PUAN
Kafana dokun	0 Kafa	1	2 Ayak	
Ayağına dokun	0 Ayak	1	2 Kafa	
Dizine dokun	0 Diz	1	2 Omuz	
Ayağına dokun	0 Ayak	1	2 Kafa	
Omzuna dokun	0 Omuz	1	2 Diz	
Kafana dokun	0 Kafa	1	2 Ayak	
Dizine dokun	0 Diz	1	2 Omuz	
Dizine dokun	0 Diz	1	2 Omuz	
Omzuna dokun	0 Omuz	1	2 Diz	
Ayağına dokun	0 Ayak	1	2 Kafa	

Toplam Puan:

APPENDIX J
DIGIT SPAN

Katılımcı ID:

Tarih:

Şimdi seninle bir sayı oyunu oynayacağız sana bazı sayılar söyleyeceğim, benim söylediğim sayıları aynı şekilde tekrar etmeni istiyorum. Ben nasıl söylersem aynısını söyleyeceksin. Örneğin ben sana 1 – 3 dersem sen de bana 1 – 3 diyeceksin. Deneyelim mi?

Düz Sayı Dizinleri

Alıştırma Uygulaması 1

	Alıştırma Uygulaması 1	Yanıt	Skor
Deneme 1	1 - 4		
Deneme 2	2 – 5 - 1		

Alıştırma uygulaması 2

	Alıştırma Uygulaması 2	Yanıt	Skor
Deneme 1	3 – 5 - 2		

Forward Test Maddeleri

Test 1	Yanıt	Skor	Test 2	Yanıt	Skor
1 – 4			2 – 5		
2 – 5 - 3			5 – 7 – 4		
1 - 2 - 4 – 6			2 – 3 – 6 – 1		
4 – 3 – 5 – 7 - 1			4 – 1 – 3 – 7 – 5		
2 – 5 - 3 – 7 – 6 - 4			4 – 2 – 6 – 1 – 3 – 5		
2 – 1 – 5 – 3 - 4 – 1 - 5			3 – 5 – 6 – 4 – 1 – 2 – 4		

4 - 2 - 4 - 3 - 5 - 7 - 1 - 6			1 - 2 - 5 - 3 - 4 - 6 - 2 - 3		
7 - 5 - 3 - 4 - 2 - 6 - 1 - 7 - 3			3 - 4 - 6 - 7 - 1 - 6 - 4 - 2 - 5		

Ters Sayı Dizinleri

Şimdi oyunu biraz deęiřtiriyoruz, benim söylediđim sayıları tersten söylemeni istiyorum. Örneđin ben sana 2 - 4 dersem sen de bana 4 - 2 diyeceksin. Deneyelim mi?

Alıřtırma Uygulaması 1

	Alıřtırma Uygulaması 1	Yanıt	Skor
Deneme 1	3 - 6		
Deneme 2	5 - 1		

Alıřtırma Uygulaması 2

	Alıřtırma Uygulaması 1	Yanıt	Skor
Deneme 1	3 - 5 - 1		
Deneme 2	2 - 6 - 7		

Backward Test Maddeleri

Test 1	Yanıt	Skor	Test 2	Yanıt	Skor
1 - 5			2 - 3		
2 - 5 - 6			5 - 2 - 4		
1 - 3 - 4 - 6			4 - 2 - 5 - 1		
4 - 5 - 2 - 3 - 1			2 - 1 - 3 - 4 - 5		
2 - 5 - 3 - 1 - 2 - 4			2 - 4 - 6 - 3 - 1 - 5		
2 - 1 - 2 - 3 - 5 - 1 - 4			3 - 5 - 3 - 4 - 1 - 2 - 6		
7 - 5 - 3 - 4 - 2 - 6 - 1 - 7 - 3			3 - 4 - 6 - 7 - 1 - 6 - 4 - 2 - 5		

APPENDIX K

Gift Wrapping

Şimdi sana bir hediyem var ama paketlemeyi unutmuşum. Ben paketlerken arkamı dönmeni istiyorum, ben dön değinceye kadar dönme. (60 sn. tut)

Döner gibi yaptı, omuzdan baktı:sn

Tamamen döndü:..... sn



APPENDIX L

Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of CHAOS Scale

	Chaos	Routines
Çocuğum her akşam uyumadan önce aynı şeyleri yapar (dişini fırçalamak, duş almak, pijama giymek vb.)	.078	.699
Koşullara göre çocuğumun uyku saati değişir.	.026	.585
Evimizde akşam yemeği her zaman aynı saatte yenir.	.108	.624
Akşam yemeğini ailecek yeriz.	.069	.305
Çocuğum her sabah uyanır uyanmaz aynı şeyleri yapar.	-.047	.492
Her hafta sonu çocuğumuzla bir etkinlik yaparız (park, alışveriş merkezi, aile ziyareti vb.)	.055	.395
Çocuğum her gün aynı saatte uyur.	-.167	.751
Çocuğumu okula/ servise aynı kişi alıp bırakır.	.090	.329
Evde tartışma ve çatışma olur.	.389	.136
TV genelde izlenmese bile açıktır.	.318	.187
Evimiz tertiplidir.	.293	.444
Sokağımız/ mahallemiz gürültüdür.	.479	.033
Yaptığımız planlar çok sık değişir.	.511	.022
Çat kapı misafirimiz olur.	.116	.253
Evde eşyaların yeri bellidir.	.327	.611
Ev dağınıktır.	.455	.450
Genellikle ihtiyaç duyduğumuzda eşyalarımızı bulabiliriz.	.217	.392
Genellikle koşuşturma halindeyiz.	.607	.104
Genellikle evde işler kontrol altındadır.	.516	.423
Ne kadar çabalarsak da hep geç kalıyoruz.	.499	.430
Evimiz pazar yeri gibidir.	.390	.318
Evimizde birbirimizle sözümüz kesilmeden konuşabiliyoruz.	.551	.121
Evde hep bir telaş olur.	.679	-.001
Ailemizin planları ne olursa olsun genelde uygulayamayız.	.440	-.102
Evimizde gürültüden kendi sesimizi duyamayız.	.583	.132
Sık sık evdeki diğer insanların tartışmalarının içine çekilirim.	.523	.045
Evimiz dinlenmek için güzel bir yerdir.	.562	.059
Evimizde telefon çok zamanımızı alır.	.290	.247
Evimizdeki ortam sakindir.	.714	.185

Note. Factor loadings < .2 are suppressed.

APPENDIX M

Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of EÇDE-TR

	Aggression	Conduct	Attention Problems
Giyinirken oyalanır, sallanır.	.077	.513	.234
Oyuncaklara ve nesnelere zarar verir	.319	.044	.586
Bağırır ya da çığlık atar.	.645	.286	.171
Mızımızlanır.	.457	.477	.205
Oyuncaklara ve diğer nesnelere karşı özensiz davranır.	.416	.140	.406
Yatma zamanında yatmamak için direnir.	-.119	.673	.230
Dikkati çabuk dağılır.	.015	.230	.770
Evin kurallarına kendiliğinden uymaz.	.266	.567	.282
Cezayla tehdit edilmedikçe söz dinlemez.	.400	.512	.057
Yaşlılarıyla ağız dalaşına girer.	.610	.228	.234
Kurallar hakkında anne-babasıyla tartışır.	.520	.412	.110
Kendi istediği olmayınca sinirlenir.	.617	.478	.156
Belli bir şeye dikkatini vermekte zorlanır.	.214	.080	.788
Yetişkinlere karşılık verir.	.566	.359	.082
Kendini oyalamakta zorlanır.	.254	.273	.366
Yaşlılarıyla dövüşür.	.612	-.113	.374
Yemek zamanı oyalanır, sallanır.	.162	.667	-.007
Kendisinden bir iş yapılması istendiğinde reddeder.	.386	.479	.285
İlgisi çabuk dağılır.	.111	.216	.813
Diğer çocuklarla alay eder ya da onları kışkırtır.	.630	.078	.268
Bir şey yapması istendiğinde karşı gelir.	.396	.504	.262
Aşırı hareketlidir, rahat durmaz.	.212	.215	.603
Anne- babasına vurur.	.677	.130	.248
Kardeşleriyle/ akraba çocuklarıyla dövüşür.	.611	-.031	.089
Sürekli ilgi ister.	.171	.455	.319
Önüne konulan yemeği reddeder.	.296	.497	.190
Yalan söyler.	.471	.265	.004
Vaktinde yatmayı reddeder.	-.072	.700	.201
Yapması istenen bir işi bitiremez	.143	.524	.551
Kardeşleriyle/ akraba çocuklarıyla ağız dalaşına girer.	.602	.107	.122
Öfke nöbetleri olur.	.668	.200	.186
Eşyaları izinsiz alır.	.104	.285	.287
Sofra adabı zayıftır	.266	.613	.044
Başkalarının sözünü keser.	.332	.418	.244
Kolayca ağlar.	.363	.458	.029

Note. Factor loadings < .2 are suppressed.

APPENDIX N

Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of Turkish Form of the Adaptive Social Behavior Inventory (ASBI)

	Self-expression	Empathy/prosocial behaviors	Following the rules	Bullying
Başkalarının duygularını, mutlu, üzgün anlar	-.033	.609	.151	.084
Diğer çocuklara karşı yardımseverdir.	.344	.509	.266	.133
İtaatkârdır	-.078	.105	.580	.066
Oyunlarda kurallara uyar	.020	.322	.650	.293
Yeteri kadar ilgi görmezse sinirlenir	.490	-.346	.246	.430
Diğer çocukların sıkıntısını anlar, üzgün olduklarında onları rahatlatmaya çalışır	.302	.553	.314	.057
Oyunlarda sırasının gelmesini bekler	.047	.377	.582	.214
Ne istediğini doğrudan ve açıkça söyler	.504	.450	.031	-.145
Ricanızı/isteğinizi yerine getirir	.146	.287	.758	-.030
Diğer çocukların dikkatini kendine çekebilir	.562	.465	.109	-.179
Diğer insanlara hoş şeyler söyler	.580	.521	.129	.056
Oyun oynayan çocuklara katılır	.804	.186	.163	-.058
Çocukların faaliyetlerine katılmadan sadece onları izler	.667	.067	-.041	.058
Evin kurallarına uyar	.193	.074	.680	.068
Hatırladığı zaman 'lütfen' ve 'teşekkür ederim' der	.250	.670	.224	-.024
Diğer çocuklarla oynamak ister	.795	.286	.062	-.031
Başkalarıyla iyi geçinen bir çocuktur	.497	.210	.292	.302
Diğer çocuklarla konuşur ve oynar	.791	.291	.160	.052
Eşyalarını ya da oyuncaklarını paylaşır	.520	.114	.383	.139
İnsanların yanında rahattır	.790	.167	-.029	-.122
Diğer çocuklarla alay eder, onlara isim takar	-.022	.241	.023	.767
Diğer çocukların işlerine engel olur	.022	-.009	.231	.774
Kavga etmeden ya da üzülmeden kabul eder	.213	-.163	.231	.311
Diğer çocuklara zorbalık yapar	.042	.281	.074	.595
Çevresine hükmeder, herşey kendi bildiği gibi olsun ister	.223	-.353	.497	.335
Sohbet etmekten hoşlanır	.382	.537	.081	-.137

Note. Factor loadings < .2 are suppressed.

APPENDIX O

Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of Turkish form of Parenting Questionnaire (ÇYA-TR)

	Warmth	Obedience Demanding	Explanatory reasoning	Harsh
Çocuğumun kendisine söyleneni açıklamaz yapmasını beklerim.	.084	.682	-107	.006
Çocuğumun daha iyi davranması sağlamak için ona tokat atarım	.017	.091	.025	.761
Çocuğum korkmuş ya da üzüntülü olduğu zaman, onu rahatlatır ve ona anlayışlı davranırım	.490	-.024	.338	-.056
Ondan istediğim bir şeyi, çocuğumun onaylamadan hemen yapmasını beklerim	.175	.635	-.034	.028
Çocuğumdan bir şey istediğimde, onun isteklerine ya da itirazlarına aldırman	-.246	.656	-.157	-.028
Çocuğumun, anne ve babasına sorgusuz itaat etmesini beklerim	.077	.736	-.097	.093
Çocuğumun davranışını kontrol etmek için ona tokat atar veya vururum	-.618	.028	.223	.596
Belirli bir neden olmaksızın, çocuğumu kucaklar veya ona sarılırım	.564	.011	.302	.314
Çocuğum, yanlış davrandığında ona bağırırım	-.425	.452	-.026	.044
Çocuğuma bazı şeylerin neden gerekli olduğunu açıklamaya çalışırım	.086	-.029	.582	-.131
Çocuğuma, onun beni ne kadar mutlu ettiğini söylerim	.871	-.016	.059	.032
Çocuğum yanlış davrandığında fazla açıklama yapmadan, onu yanımdan uzaklaştırırım.	-.125	.514	-.103	-.070
Çocuğumun, kendisine söyleneni tartışmasız yapmasını isterim.	-.090	.748	.096	.150
Çocuğumla benim, sıcak ve çok yakın olduğumuz anlar vardır.	.668	-.081	.306	-.039
Yanlış davrandığı zaman çocuğuma, sevdiği bir şeyi yasaklarım (televizyon seyretmek ya da arkadaşlarıyla oynamak gibi)	-.355	.460	.127	.086
Çocuğumu dinlemek ve onunla bir şeyler yapmaktan zevk alırım.	.264	-.034	.616	.163
Çocuğuma, kurallara neden uyması gerektiğini açıklarım.	.481	-.050	.326	-.263
Canımı sıktığı zaman, kendimi çocuğumdan uzaklaştırırım.	-.097	.340	-.239	-.055
Çok kötü davrandığında, çocuğuma fiziksel ceza veririm; örneğin, tokat atarım.	-.057	.016	-.127	.736
Çocuğuma, neden cezalandırıldığını veya kısıtlandığını açıklarım.	-.195	.068	.421	-.262
Çocuğumu kucaklamayı ve öpmeyi severim.	.367	-.058	.162	.191
Çocuğumun davranışlarını düzeltmek için ona fiziksel ceza veririm (örneğin: sarsarım, vururum, çimdik atarım).	-.183	.142	-.128	.686

Çocuğuma kuralların nedenini açıklarım.	.024	.003	.749	-.207
Çocuğum mutlu olduğunda da, endişeli olduğunda da kendimi ona yakın hissederim.	.184	-.193	.684	.037
Çocuğum itaatkâr davranmadığı zaman, ona tokat atarım.	.043	-.023	-.059	.414
Çocuğum yanlış davrandığı zaman, onunla mantıklı bir şekilde konuşur ve olayın üzerinden geçerim.	.106	-.216	.700	-.211
Çocuğumla şakalaşır ve oyun oynarım.	.319	.087	.560	.165
Çocuğum itiraz etse bile, önüne koyduğum yemeği sonuna kadar yemesini sağlarım.	-.115	.429	.101	-.016

Note. Factor loadings < .2 are suppressed.



APPENDIX P

Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of Turkish version of the Relational-Interdependent Self Scale

	Identification	Reflection
Yakın ilişkilerim benim kim olduğumun önemli bir yansımasıdır.	.142	.784
Kendimi birine çok yakın hissettiğimde çoğu zaman o kişiyi önemli bir parçammış gibi görürüm.	.614	.458
Benim kim olduğumu anlamak isteyen birisi yakın dostlarıma ve onların kim olduklarına bakabilir.	.325	.715
Kendimi düşündüğüm zamanlar, genellikle yakın dostlarımı ve ailemi de düşünürüm.	.579	.033
Birisiyle yakın bir dostluk kurduğum zaman, genelde o kişiyle özdeşleşirim.	.650	.383
Eğer biri bana yakın birisini incitirse, ben de kendimi incinmiş hissedirim.	.682	.215
Bence, yakın ilişkilerimin benim ne tür bir insan olduğum ile ilgisi yoktur.	.084	.765
Gurur duygumun oluşmasında yakın dostlarım ile ilişkilerimin büyük bir rolü vardır.	.762	.064
Genel olarak, yakın ilişkilerim benim düşüncelerimin ve hislerimin önemli bir parçasıdır.	.531	.364

Note. Factor loadings < .2 are suppressed.

APPENDIX R

Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of Autonomy Items of Basic Needs Satisfaction in General Scale (BNSG-S2)

	Autonomy
Hayatımı nasıl yaşayacağıma dair karar vermekte özgür olduğumu hissediyorum.	.700
Baskı altında olduğumu hissediyorum.	.714
Genellikle düşüncelerimi ve fikirlerimi ifade etmekte kendimi özgür hissediyorum.	.617
Günlük hayatımda sıklıkla bana söyleneni yapmak zorundayım.	.607
Günlük olaylarda kendim gibi olabildiğimi hissediyorum.	.624
Günlük hayatımda kendi yapacaklarıma karar verme olanaklarım oldukça sınırlıdır.	.707

Note. Factor loadings < .2 are suppressed.



T.C.
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GÜNDEM 1:

Yaşar Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 17.11.2017 tarihli ve 9952 sayılı yazısı ile sunulan; Yrd.Doç.Dr. Elif DURGEL JAGTAP'ın danışmanlığını yaptığı Psikoloji Bölümü İngilizce Tezli Yüksek Lisans Programı 16300021002 numaralı öğrencisi Ece ÖNER'in "Role of Home Chaos on Preschoolers' Self-Regulation Skills" başlıklı tez araştırması kapsamında uygulanması planlanan anket çalışmasının Etik Komisyonu onayının görüşülmesi.

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KARAR 1:

Yaşar Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 17.11.2017 tarihli ve 9952 sayılı yazısı ile sunulan; Yrd.Doç.Dr. Elif DURGEL JAGTAP'ın danışmanlığını yaptığı Psikoloji Bölümü İngilizce Tezli Yüksek Lisans Programı 16300021002 numaralı öğrencisi Ece ÖNER'in "Role of Home Chaos on Preschoolers' Self-Regulation Skills" başlıklı tez araştırması kapsamında uygulanması planlanan anket çalışmasının uygunluğuna oy birliği ile karar verildi.

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