THE RELATIONSHIP BETWEEN POSITIVE PARENTING BEHAVIORS AND INTERNALIZATION OF RULES IN PRESCHOOLERS: MODERATING ROLE OF TEMPERAMENT AND GENDER

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ABSTRACT

THE RELATIONSHIP BETWEEN POSITIVE PARENTING BEHAVIORS AND INTERNALIZATION OF RULES IN PRESCHOOLERS: MODERATING ROLE OF TEMPERAMENT AND GENDER

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The current study aimed to investigate the relationships between positive parenting practices (maternal warmth and inductive reasoning) and children's internalization of rules. In addition, the study aimed to test the moderator roles of children's temperament (sensory processing sensitivity and negative affectivity) and gender in the association between parenting behaviors and the internalization of rules. Two hundred fifty-six mothers whose children were between 57 and 78 months of age (M = 67.96, SD = 4.68) participated in the study. Mothers completed demographic, temperament, internalization of rules, and parenting scales. Hierarchical regression analyses were conducted to examine the moderating roles of temperamental characteristics and gender in the relationships between parenting practices and internalization of rules. Results indicated that positive parenting behaviors significantly predicted the children's internalization of rules. However, the significant main effect was lost when interaction effects were included. In addition, only gender significantly moderated the relationship between maternal warmth and

internalization of rules. Findings, contributions, limitations, and future suggestions were discussed in light of the literature.

Keywords: Internalization of rules, parental warmth, inductive reasoning, temperament, gender.

ÖZ

OKUL ÖNCESİ ÇOCUKLARDA POZİTİF EBEVEYNLİK DAVRANIŞLARI İLE KURALLARIN İÇSELLEŞTİRİLMESİ ARASINDAKİ İLİŞKİ: MİZAÇ VE CİNSİYETİN MODERATÖR ROLÜ

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Bu çalışma, pozitif ebeveynlik uygulamaları (anne sıcaklığı ve açıklayıcı akıl yürütme) ile çocukların kuralları içselleştirmesi arasındaki ilişkileri araştırmayı amaçlamıştır. Ayrıca, çalışma, ebeveynlik davranışları ile kuralların içselleştirilmesi arasındaki ilişkide çocukların mizacının (duyusal duyarlılık ve olumsuz duygulanım) ve cinsiyetin düzenleyici rollerini test etmeyi amaçlamıştır. Çalışmaya, çocukları 57 ile 78 ay arasında olan (Ort = 67,96, SS = 4,68) 256 anne katılmıştır. Anneler demografik form, mizaç, kuralların içselleştirilmesi ve ebeveynlik ölçeklerini tamamlamıştır. Ebeveynlik uygulamaları ile kuralların içselleştirilmesi arasındaki ilişkide mizaç özelliklerinin ve cinsiyetin düzenleyici rollerini incelemek için hiyerarşik regresyon analizleri yapılmıştır. Sonuçlar, olumlu ebeveynlik davranışlarının çocukların kuralları içselleştirmesini anlamlı olarak yordadığını göstermiştir. Bununla birlikte, etkileşim etkileri dahil edildiğinde anlamlı ana etkinin kaybolduğu bulunmuştur. Ayrıca, yalnızca cinsiyet, anne sıcaklığı ile kuralların içselleştirilmesi arasındaki ilişkiyi önemli ölçüde düzenlemiştir. Bulgular, katkılar, sınırlamalar ve geleceğe yönelik öneriler literatür ışığında tartışıldı.

Anahtar Kelimeler: Kuralların içselleştirilmesi, ebeveyn sıcaklığı, açıklayıcı akıl yürütme, mizaç, cinsiyet.

To my dearest family

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CHAPTER 1

INTRODUCTION

1.1. Overview

The present study aims to investigate the relationship between positive parenting behaviors (warmth and inductive reasoning) and preschool children's internalization of rules. This study also examined whether the associations between positive parenting behaviors and children's internalization of rules are moderated by temperament (sensory processing sensitivity and negative affect) and the gender of children. Therefore, the introduction consists of the first internalization of rules, followed by positive parenting behaviors, temperament, and gender. Moreover, the research hypotheses of the current study are introduced.

1.2. Morality

For centuries, morality has been considered essential for social relationships and development. Prominent theorists of the twentieth century also continued along these same lines, viewing morality as a crucial aspect of understanding social development (Kohlberg, 1965). Morality -and conscience- is a comprehensive concept described as "development, maintenance, and application of generalizable, internal standards of conduct for one's behavior" (Kochanska & Thompson, 1997, p.54). **Morality is a system that determines good and bad**, right and wrong, acceptable and unacceptable, and appropriate and inappropriate behaviors according to abstract cultural codes of social behavior that individuals internalize (Kohlberg, 1965; Turner, 2010; Stets & Carter, 2012).

The primary objective of morality is to act as a guide for behavior. Through its functions, signaling, benefiting, binding, and teaching morality helps individuals

navigate the challenges that arise in social situations (Carnes et al., 2022; Royal & Baker, 2005). Additionally, morality provides a framework for social cooperation, indebtedness, role assignment, and other aspects of social functioning. It supports individuals in understanding and conceptualizing information related to various situations, and their decision-making processes (Carnes et al., 2022; Royal & Baker, 2005). **Morality is multidimensional and complex**, consisting of distinctive and presumably interrelated features, such as moral emotions or affect, moral cognition or reasoning, moral identity, and moral behaviors or conduct (Hardy & Carlo, 2011, 2015; Kochanska & Thompson, 1997, p.54; Kochanska & Aksan, 2006; Laible et al., 2019, p. 7).

Moral conduct or behavior expresses children's executive capacity to follow rules, standards, and ethical values, and is known as actual behavior (Kochanska & Aksan, 2006; Talwar, 2011). Moral conduct often requires children to refrain from prohibited actions, even when they may desire to engage in these behaviors, such as antisocial behaviors. Furthermore, it entails motivating them to persist with voluntary behaviors intended to benefit others**,** even when these tasks may seem mundane or unpleasant, such as performing prosocial or helping behaviors they have been asked to complete (Koenig et al., 2004; Kochanska & Aksan, 2006). Internalization of rules is a form of moral conduct that is the main focus of the present study and will be explained in the following section.

1.2.1. Internalization of Rules

Internalization of rules refers to the processes through which toddlers internalize parental rules and change their behavior internally rather than externally (Kochanska et al., 2001). Through internalization process children adopt the values and attitudes of the society as one's own (Grusec & Goodnow 1994) and this process transmits and maintains the values, cultures, and social order of families and societies between generations (Kochanska, 1994). In this way, socially appropriate behaviors are guided not by external consequences but by intrinsic or internal factors. Even if there is no adult in the environment, if children have the ability to produce or inhibit behavior as instructed by their parents, indicates a successful process of

internalization of the rules (Augustine & Stifter, 2019; Kochanska & Aksan, 2006; Kochanska et al., 2001; Koç-Arık, 2021). The internalization of rules, primarily concerning those established by parents, forms the foundation for internalizing moral values, which also encompasses the adopting societal norms (Grusec & Goodnow, 1994; Koç-Arık, 2021).

1.2.1.1. Developmental Process of Internalization of Rules

One of the first signs of internalizing rules is the self-regulation skill that develops during early childhood. Parents play an active and crucial role in children's internalization of rules through fostering their children to develop self-regulation. They guide children through several gradual stages that allow them to internalize complex regulatory processes that motivate their conduct (Kochanska et al., 2001). Initially, children's adherence to family rules and expectations is maintained through caregivers' close supervision (Maccoby, 1984). In the early stages, parents assist their children in exercising control and restraint by providing frequent external directives and demands (Kochanska, 2002). Gradually, parents transition to a role of distant observers, and the child becomes more self-regulating (Maccoby, 1984).

This gradual process begins with simple self-regulation skills in infancy and toddlerhood and develops rapidly. Early signs of infancy include self-soothing by thumb-sucking (Murray et al., 2019) or distraction from the stressor (Posner & Rothbart, 2007). Toddlers perform better on attention-switching and response-inhibition tasks (Posner & Rothbart, 2007) and begin to be aware of social expectations and respond positively to their caregivers' requests (Feng et al., 2017; Kopp, 1982). They can delay gratification and inhibit responses for short periods when there is support (Murray et al., 2019). Starting in their third year, children begin to develop self-regulation, which refers to their ability to adjust their control processes in response to changing demands in various situations (Kopp, 1982). They are now able to follow multi-step routines with less assistance and demonstrate more cooperative behavior. During preschool, children still have limited regulatory capability (Wesarg-Menzel et al., 2023). However, their perspective-taking and empathy skills begin to develop (Murray et al., 2019), and they can adjust their goals

for regulation and align their behavior accordingly (Wesarg-Menzel et al., 2023). They start to regulate themselves by considering the aims and standards of significant others. Their ability to use rules and plans to achieve this regulation begins to improve (Higgins, 2016; Murray et al., 2019). These developmental steps help them internalize the rules (Kochanska, 2002).

During the early childhood period, children's compliance is considered as an initial sign of rule internalization and is used to evaluate self-regulation (Dong et al., 2021; Kochanska et al., 2001). *Compliance* reflects the children's ability to comply with the demands of their caregivers and involves the capacity to initiate, cease, and adjust behavior in accordance with the caregiver's standards (Kochanska & Aksan, 1995; Kochanska et al., 2001). Kochanska and Aksan (1995) argued that compliance is a multifaceted concept that can manifest in various forms with different qualities, influenced by underlying motivations. Children may comply in a deeply engaged manner—fully endorsing the parental agenda and adopting it as their own through an internal commitment. Conversely, they may also comply in a different mode: cooperating with the parents, yet lacking genuine commitment. Therefore, Kochanska et al. (1995) distinguish between two forms of compliance: situational and committed compliance. Committed compliance is internally motivated and self-regulated. Children wholeheartedly embrace and accept parental rules, adhering to them without supervision. Situational compliance, on the other hand, includes accepting and following parents' rules in a cooperative behavior without sincere engagement and under sustained close parental supervision (Kochanska et al., 1995; Wesarg-Menzel et al, 2023). Researchers have suggested that internalization arises developmentally from committed compliance rather than situational compliance (Kochanska & Aksan, 1995; Kochanska et al., 1995).

Committed compliance represents the most mature expression of compliance and demonstrates the emergence of self-regulation. It reflects children's enthusiastic engagement, characterized by emotional regulation and impulse control, as well as adherence to self-directed plans without relying on external demands or incentives

(Kochanska et al., 2001; Kochanska et al., 2005; Kwon & Elicker, 2012). Kochanska et al. (1995) conducted a longitudinal study that assessed children both at 26 to 41

months of age and again at 43 to 56 months of age. The results revealed that committed compliance is significantly associated with internalization during toddlerhood. The replication study found that committed compliance was positively linked with children's internalization (Kochanska et al., 1998). Furthermore, committed compliance in toddlers predicted internalization in preschool-age children. An additional longitudinal study tracking children from 14 to 45 months also yielded results supporting committed compliance as an early step in the internalization of rules. Committed compliance was significantly associated with children's internalization without surveillance (Kochanska et al., 2001). A recent study conducted with Chinese children produced results that are consistent with earlier findings. It showed a positive relationship between committed compliance and the internalization of maternal rules. The study partially confirmed continuity from committed compliance in early childhood to more internalized, rule-compatible behaviors during the preschool years (Dong et al., 2021).

Committed compliance provides a solution to the conflict between two contradictory developmental forces experienced during toddlerhood. In this struggle between two opposing processes, the desire to comply and the desire for autonomy, toddlers who develop committed compliance become enthusiastically engaged in the caregiver's agenda (Kochanska et al., 2001). Therefore, this form of compliance reflects the child's own production and does not undermine their sense of autonomy. Children attribute this form of compliance to their own wishes and goals, experiencing it as if it originates from within themselves. This experience enables children to integrate committed compliance into their sense of self. Eventually, committed compliance may result in voluntary and effective self-regulation (Grusec & Goodnow, 1994; Kochanska et al., 2001; Kochanska, 2002).

Internalization progresses swiftly in early childhood, and as children grow older, their capacity to internalize enhances (Augustine & Stifter, 2015; Scrimgeour et al., 2017; Spinrad et al., 2012). Being able to distinguish between right and wrong indicates successful moral development, and children with successful moral development are socially competent (Kochanska et al., 2005; Kochanska et al. 2010). However, children with insufficient moral development are at risk for problems such

as breaking the rules, developing criminal or antisocial behaviors, and destructive behavior problems in their future lives (Ettekal et al., 2020; Kochanska et al., 2016). A successful socialization process involves embracing prosocial behaviors, such as sharing, helping, and caring for others. It also involves the inhibition of antisocial behaviors and externalizing problems, which may manifest as noncompliance, aggression, or delinquency, and internalizing problems such as depression and anxiety (Grusec, 2011). A key conclusion from the research on internalization of rules is that this skill in children is one of the most effective protective factors against conduct problems (Koç-Arık, 2021). However, in society, while some individuals embrace rules and are law-abiding, others may exhibit contemptuous or non-compliant behaviors. Considering this variation and the associated benefits of rule internalization, it becomes crucial to investigate the internalization processes of children in greater detail.

Although regulatory capacity is limited at preschool age, it is expected that children begin to develop skills in self-regulation, adjust goal-directed behaviors, and implement rules and plans at this age (Murray et al., 2019; Wesarg-Menzel et al., 2023). Past research has mostly measured internalized conduct at preschool age (e.g., 5.5 years). Most studies examining the relationship between positive parenting and internalization of rules measured positive parenting in toddlerhood, but internalized conduct only in the preschool years or in both toddlerhood and preschool (Kochanska et al., 2005, 2008, 2010; Augustine & Stifter, 2015). Internalized conduct increases with age (Kochanska et al., 1994). For instance, Blandon and Volling (2008) found that positive parenting did not predict internalized compliance with maternal rules among toddler-aged siblings (M = 27 months), whereas it did among preschool siblings (M = 58). Children who internalize maternal rules more strongly at preschool age are socially competent individuals; they exhibit more adaptive, well-socialized behavior at school age (Kochanska, Koenig et al., 2010). Therefore, preschool years are important for the internalization of rules. The current study focuses on the internalization of rules during the preschool years (ages 5-6).

Children experience various individual differences in the internalization of rules. Different factors contribute to this process, including environmental components like

parenting, as well as individual factors such as temperament and gender. In the next section parenting behaviors will be discussed.

1.3. Parenting Behaviors in Moral Development

The primary source of basic education that ensures children's social development is typically their parents, who play the most crucial nurturing role (Wu et al., 2020). As caregivers, parents play various roles including offering protection, comfort, play, entertainment, advice, and support, as well as facilitating socialization (Laible et al., 2019). Children's incorporation of the values, beliefs, attitudes, and behaviors of their culture into their own actions primarily occurs through the parents' facilitating role within the family (Grusec, 2011; Aguiar et al., 2019). Parents are involved in children's moral learning processes and contribute to the constitution of moral cognition, moral affect, and moral conduct (Laible et al., 2019). Parenting behaviors have a significant impact on children's social and moral development, serving as one of the primary mechanisms of parental socialization (Turiel, 2006). The Moral Internalization model, which explains the role of parenting behaviors on moral development, will be explained in the following section.

The Moral Internalization Model emphasizes the considerable impact of parenting on moral growth and asserts that parenting behaviors influence children's views of parental messages (Grusec & Goodnow, 1994). Parenting determines the quality of the parent-child relationship across multiple aspects. These contain the warmth shared between parents and children, the level of trust shared, mutual positive interaction, and their responsiveness to each other. It is essential to recognize the variations in the affective quality of these relationships (Laible et al., 2015). A high-quality relationship encourages children to be more attentive to their parents' moral messages. Warm, open, consistent, and supportive parenting increases the chances that children will accurately grasp the target message. Similarly, a parental attitude that considers the child's characteristics and fosters autonomy during moments of wrongdoing, while also evoking empathy, increases the likelihood that children will be receptive to and willing to accept parental messages and rules (Grusec & Goodnow, 1994; Grusec 2011). This acceptance contributes to the internalization of

the rules. As a result, in an effective parenting situation, rules are internalized, children develop a moral understanding of right and wrong, and understand the importance of avoiding prohibited behaviors (Hardy et al., 2008; Kochanska et al., 2008; Qi, 2019).

1.3.1. Parenting Behaviors and Internalization of Rules

Both positive and negative parenting dimensions are found to be related to internalization of rules. *Positive parenting* is a comprehensive framework that contains components such as warmth, physical affection, praise, and contingent responsiveness to the child's emotional and physical needs. Children primarily learn effective regulation strategies through repeated interactions with caregivers who utilize positive parenting practices (Planalp et al., 2022). A number of studies reported a relationship between positive parenting dimensions and children's internalized behaviors, as well as early markers of internalization of rules, such as compliance and self-regulation. For instance, maternal willingness to cooperate, parental responsiveness, and sensitivity were linked with greater compliance (Davidov & Grusec, 2006; Schueler & Prinz, 2013) and internalized conduct (Ettekal et al., 2020; Kochanska et al., 2005).

Longitudinal studies have demonstrated that more sensitive mothers have infants who are more regulated (Braungart-Rieker et al., 2014). Similarly, mothers' display of greater warmth was associated with more regulated toddlers in the months that follow (Jennings et al., 2008). Also, maternal positive parenting was associated with behavior regulation and adherence to rules among kindergartners (von Suchodoletz et al., 2011). In addition, maternal respect for autonomy -including making logical explanations, offering options- was positively associated with adolescents' internalization of rules (Vansteenkiste et al., 2014). Thus, positive parenting may promote greater compliance with maternal standards by enhancing harmony between mothers and their children.

Although there is a well-grounded literature pointing out the associations between different positive parenting behaviors and children's internalized conduct, some

studies have reported inconsistent results (Blandon and Volling, 2008; Planalp et al., 2022; von Suchodoletz et al., 2011). For instance, a study with preschoolers, maternal warmth did not significantly predict the internalization of rules of conduct (von Suchodoletz et al., 2011). Another study examined the relationship between parental gentle guidance and children's compliance focused on positive parenting from a within-family perspective and included mothers, fathers, and siblings. The results indicated differences between younger (M=27 months) and older siblings (M= 58 months) in the relationship between positive parenting and compliance. Neither maternal nor paternal gentle guidance significantly predicted the younger sibling's committed compliance to the mother paternal gentle guidance and the younger child's committed compliance to the father were positively associated. Conversely, the older sibling's committed compliance to both parents was positively linked to both maternal and paternal gentle guidance (Blandon and Volling, 2008). In a study involving Austrian and Turkish participants, parental warmth and prosocial behavior were significantly related among Austrian children, but this relationship was not significant among Turkish children (Yağmurlu & Sanson, 2009). In addition, Kıyak (2020) found no significant relationship between both maternal warmth and paternal warmth and child prosocial behavior among Turkish children. Results highlighted the need for further investigation into positive parenting behaviors to understand their relationship with children's compliance and the internalization of rules.

On the other hand, the internalization of rules has also been studied with negative parenting patterns. For example, a negative relationship was found between physical punishment and moral regulation of preschool children (Kerr et al., 2004). Toddlers whose mothers were more controlling and provided less guidance demonstrated less committed compliance (Braungart-Rieker et al., 1997). Turkish preschool children's learning of moral and social rules was negatively related to the mother's overprotection (Seçer et al., 2006).

In sum, positive parenting enhances children's internalization of rules, whereas negative parenting negatively influences this internalization (Koç-Arik, 2021). Positive parenting includes inductive reasoning and warmth components related to

the internalization of rules. Negative parenting consists of psychological control, comparison, hostility, neglect, and undifferentiated rejection (Grusec & Goodnow, 1994). The current study included warmth and inductive reasoning as positive parenting behaviors to test their relationship with preschoolers' internalization of rules.

1.3.1.1. Parental Warmth/Affection

Parental warmth is defined as unconditional love and affection that parents express to their children (Rohner, 2005). Hugging, praising, kissing, complimenting, saying nice things to/about the child, comforting, enjoying, and other culturally specific actions indicating affection are behavioral expressions of parental warmth (Rohner et al., 2005). Warm parents are sensitive to children's needs and form close connections with them (Rohner & Lansford, 2017). Cross-cultural empirical studies have reached a clear conclusion: children everywhere require acceptance, a specific form of positive response from their parents or attachment figures (Rohner et al., 2005). Interpersonal Acceptance-Rejection Theory explains this universal pattern by stating that perceiving caregiver warmth is a survival need. It suggests that meeting this need for warmth enhances children's psychological adjustment and leads to positive outcomes for children worldwide, such as improved psychological adjustment, social competence, prosocial behaviors and internalization of rules (Dost-Gözkan, 2022; Eiden et al., 2009; Khaleque & Ali, 2017, Kochanska et al., 2005; Lansford, 2022; Rohner & Lansford, 2017; Rohner & Smith, 2019).

Parental warmth is also related to moral development, as it is positively correlated with children's prosocial behavior. Children whose parents demonstrate warmth are more likely to be aware of and responsive to the needs of others (Hastings et al., 2007; Liu et al., 2024). Research has indicated that maternal warmth is positively associated with toddler compliance (Kochanska et al., 2005; Kochanska & Murray, 2000) and negatively associated with noncompliance (Engel et al., 2023). Moreover, the internalization of moral values and rules is positively related to warmth, as it nourishes prosocial behavior and internalized moral values (Hardy et al., 2008; Martinez et al., 2020; Wilke & Baker, 2025; Wilke & Rademacher, 2025).

Children who perceive higher parental warmth tend to report a stronger moral self, suggesting that warm and supportive parent-child relationships may facilitate moral internalization (Wilke & Baker, 2025). High levels of parental warmth in the parent-child relationship promote a sense of acceptance in the child. This may pave the way for the child to be more receptive to parental warnings and messages during rule violations and to develop motivation to internalize parental rules (Kochanska et al., 2005). Therefore, warm parent-child relationships can have a positive influence on the internalization of rules (Koç-Arık, 2021).

1.3.1.2. Inductive Reasoning

Another form of positive parenting, parental inductive reasoning, involves supportive discipline practices (Carlo et al., 2011). Parents explain rules and provide justifications, provide appropriate explanations of why an action is right or wrong, discuss expectations, encourage consideration of others, and indicate how the child's action will affect themselves and others (Eisenberg & Murphy, 1995; Fu et al., 2019; Kim & Ge, 2000). Parental inductive reasoning is one of the most effective strategies for supporting various aspects of moral development in childhood and adolescence (Bacchini et al., 2013). Inductive reasoning facilitates children's understanding of the potential consequences of behavior and their compliance (Davies et al., 1984).

Parents' use of reasoning, particularly inductive explanations, plays a crucial role in the internalization of moral behaviors because it engages children's capacity for empathy and perspective-taking (Grolnick, 2003). Indeed, Hoskins (2014) argues that inductive reasoning helps children internalize the rationale underlying rules, apply these rules across contexts, and thus adopt socially appropriate behaviors. By using inductive reasoning, parents act as external regulators, supporting children's learning to exhibit more prosocial behavioral alternatives (Choe et al., 2013).

According to Hoffman (2000), induction is the most effective means of internalizing parental values because discussing the impacts of the child's behavior on others, evokes both empathy and guilt in children. In instances of transgression or inappropriate behavior, parental induction and moral evaluation evoke emotions such

as guilt and empathy and, by addressing perspective, provide an explanation for why these behaviors are wrong. Children's feelings of guilt and empathy after wrongdoing lead them to correct their behavior and prevent it from happening again (Hoffman, 2000; Kochanska et al., 2010; Laible & Thompson, 2000; Santos et al., 2020). Inductive reasoning creates a sense of parental acceptance in children (Natsuaki et al., 2007). Children with high levels of inductive reasoning experience, learn that their misbehavior will be responded with a calm attitude and explanation rather than hostility. This environment of trust and acceptance provides a positive foundation for children to internalize rules (Koç-Arık, 2021).

In the relevant literature, a number of studies revealed significant positive associations between inductive reasoning and moral development, including the internalization of rules. Augustine & Stifter's (2015) and Volling et al.'s (2009) inductive reasoning studies with preschool children reported a positive relationship between moral behaviors and the internalization of rules, as well as inductive reasoning. Preschoolers who received rationale from their mothers initiated and completed compliant behaviors in response to the mother's directives more frequently compared to children who did not receive rationale (Davies et al., 1984).

In addition, in school-aged children, parental inductions are also associated with moral behavior, such as restorative behavior in social-moral situations (dos Santos et al., 2020). Motivation to internalize rules through explanatory reasoning can be observed in children of different age groups, including infants, toddlers, preschoolers, and school-aged children (Davies et al., 1984; Jeon & Neppl, 2019; Kochanska et al., 2010; Laible & Thompson, 2000; Santos et al., 2020). Therefore, the current thesis examined parental inductive reasoning, considering its relationship with preschoolers' internalization of rules.

Within the scope of the current thesis, two parenting practices were covered as environmental factors and the moderating effect of two individual factors, such as temperament and gender. In the next section, literature about the interactions of child temperament and internalization of rules will be reviewed.

1.4. Moderating Role of Temperament

Temperament refers to "constitutionally based individual differences in reactivity and self-regulation, in the domains of affect, activity, and attention" (Rothbart & Bates, 2006, p. 100). Children's characteristics and reactions to current situations may differ. Whereas some children are easily soothed, others are more reactive and struggle to calm down (Rothbart et al., 2001). Temperament is also one of the child characteristics that functions as a susceptibility factor (Pluess & Belsky, 2009) indicating that some children are more susceptible to the environmental effects.

The differential susceptibility hypothesis proposes that some individuals are more susceptible to the influence of environmental factors and developmental experiences, both better and worse (Belsky, 1997; Belsky et al., 2007). Children differ in their sensitivity to the adverse influences of risky environments and the beneficial effects of supportive environments. Because of these differences, children also seem to be more susceptible to the parenting styles and behaviors of their parents (Belsky, 1997, 2013). Although differential susceptibility suggests individual differences in developmental plasticity, for better or worse, there is also vantage sensitivity, which posits individual differences in the tendency to benefit only from positive features of the environment (Pluess & Belsky, 2013). Vantage sensitivity proposed that some individuals benefit disproportionately from enriched and positive environments, but others benefit little or not at all (Slagt et al., 2018). Differential susceptibility and vantage sensitivity to environmental effects tested mostly through temperamental characteristics particularly negative affect and recently also through sensory sensitivity. Researchers have examined these temperament dimensions in association with various child outcomes, including conduct problems, emotion regulation, social competence, and internalization of rules (Koç-Arık, 2021; Onursal-Ozer, 2020; Slagt et al., 2018). Hence, the current study examined these two temperamental characteristics as moderators.

According to Aron and her colleagues (2012), *sensory processing sensitivity (SPS)* is a genetically based trait characterized by heightened emotional reactivity and a deeper cognitive processing of stimuli. Research has demonstrated that children with

high sensory processing sensitivity are more susceptible to their environment than their less sensitive peers because they are more conscious of environmental stimuli and details. They also tend to pause and evaluate in unfamiliar situations to better control and these children have more complex thinking and learning styles than others (Slagt et al., 2018). Some studies provide evidence of the moderating role of sensory processing sensitivity in childhood, while others have yielded inconsistent results. For instance, children with high reactivity demonstrated significantly stronger susceptibility to the impact of maternal warmth in the internalization of rules between the ages of 8 and 11 year olds (Koç, 2017). Children with high sensory processing sensitivity showed greater social competence than their peers with low SPS, when their parents expressed more authoritative parenting characterized by a close parent-child relationship and reasoning (Lionetti et al., 2019). Furthermore, children with high SPS were also more susceptible to the effects of negative parenting on prosocial behaviors (Li et al., 2023). However, others studies did not find a moderating effect for prosocial behaviors (Kıyak, 2020; Slagt et al., 2018). In another study, supportive parenting led children with high SPS to manifest less problematic conduct, while negative parenting resulted in display of more problematic behavior. In addition, children in the low sensory processing sensitivity group showed outcomes with little change, independent of the type of parenting they received (Slagt et al., 2018). Besides, another study revealed that children with low sensory sensitivity displayed lower internalizing rules when they experienced high negative parenting from 7 to 18 years old (Koç-Arık, 2021). Thus, the moderating effect of sensory processing sensitivity was included in this study since it was still open to exploration. To our knowledge, this is the first study to examine sensory processing sensitivity as a moderator of the relationships between positive parenting behaviors and the internalization of rules at preschool age in Türkiye.

The second temperament characteristic examined as a moderator was *negative affectivity* that is defined as "irritability, negative mood, and high-intensity negative reactions" (Sanson et al., 2004, p. 143). A child with this temperament becomes upset easily and struggles to calm down for a prolonged period (Rubin et al. 1995).

Furthermore, negative affectivity has been positively associated with high fear, anger/frustration, sadness, and discomfort, and negatively associated with high

falling reactivity/soothability (Putnam & Rothbart, 2006). Previous research has supportive findings on the moderating effect of negative affectivity. Children with negative affectivity are found to be vulnerable to negative rearing practices and benefit more from positive parenting practices compared to children with an easy temperament (Lionetti, 2020, Pluess & Belsky, 2009; Slagt et al., 2016).

Kim and Kochanska provided apparent confirmation for the differential susceptibility hypothesis in their study with infants. Infants with a high negative temperament demonstrated significantly better self-regulated compliance than their peers with a low negative temperament when they were exposed to a supportive environment, such as one characterized by positive parenting (Kim & Kochanska, 2012).

Sensory processing sensitivity and negative affectivity are two key factors that help us understand how certain temperamental characteristics make children more susceptible to both positive and negative parenting practices. Current study included only positive parenting practices and included them as moderators.

1.5. Gender

Another factor that is related to the internalization of rules is the child's gender. Parents often raise their sons and daughters differently based on gender roles (Wood & Eagly, 2012). Caregivers scaffold children's learning processes in distinct ways, encouraging daughters and sons to engage in different learning activities (Bornstein, 2013). Research has found that parents guide their children toward gender-specific activities and toy selections more than they do toward other areas, such as personality traits (Eisenberg et al., 1985; Lytton & Romney, 1991). Furthermore, the way fathers respond to their children’s expressions of sadness and fear varies by gender; daughters receive rewards, while sons often face discouragement (Bornstein, 2013).

Previous research indicated that girls are more likely to exhibit internalized conduct than boys (Kochanska, Woodard, et al., 2010). Girls are more knowledgeable about

rules and more rule-oriented about safety compared to boys. They are more likely to uphold principles of fairness and benevolence and demonstrate greater compliance with the rules (Garner, 2012). This difference is notable and may result from factors such as caregivers' expectations for girls to be more compliant, explicit instruction of rules for girls (Garner, 2012), and the varying parenting practices for children based on their gender (Bornstein, 2013). Granie (2007) investigated gender differences in compliance among 5-year-old preschoolers in the context of traffic rules. Girls showed greater compliance. However, boys were more compliant in controlling their surroundings for safety before crossing the street. Girls are also reported to be more compliant and better aware of and better at internalizing the rules. Girls' declared compliance correlated with their behavioral compliance. This relationship was not observed in boys (Granie, 2007).

A review of studies conducted with children under five provides evidence that parenting behaviors differ by gender. Parents approached sons and daughters with different tones of voice, adopted different socialization strategies, and offered them distinct games and toys. Results indicate that the differences in child outcomes related to gender, such as compliance behaviors and aggression, were linked to these variations in parenting practices (Morawska, 2020).

Moreover, a study conducted in Türkiye found that gender moderates the relationship between negative parenting and internalized conduct. While the relationship was not significant for girls, negative parenting significantly predicted internalized conduct for boys. Boys who experience greater maternal negative parenting have lower scores of internalized conduct (Koç-Arık, 2021). While the relationship was not significant for girls, negative parenting experiences for boys predicted their internalized conduct negatively (Koç-Arık, 2021).

On the other hand, another meta-analysis investigated gender differences in moral orientation and found no strong evidence to support these differences. Researchers have cautioned against the possibility that the previously identified differences are due to confounding variables (Jaffee & Hyde, 2000). Thus gender studies up to today has yielded inconsistent results.

Since the Koç-Arık's study indicated a gender difference among children aged 7-18 in Türkiye, current study included gender to test whether it would moderate the relation between positive parenting and internalized conduct among preschoolers.

1.6. Current Study

Based on the existing literature, present study aimed to investigate the relationship between positive parenting behaviors (warmth and inductive reasoning) and preschool children's internalization of rules. The study also investigated the moderating role of the child's temperament (negative affect and sensory processing sensitivity) and gender. In association with these aims, the hypotheses of this study are as follows:

1) Maternal warmth and inductive reasoning, as positive parenting behaviors, would positively predict children's internalization of rules.
(2) Child temperament would moderate the relationship between positive parenting and children's internalization of rules; for preschoolers with higher scores on sensory processing sensitivity and negative affectivity strength of the relationship would be higher resulting in greater internalization of rules than their peers.
(3) Child gender would moderate the relationship between positive parenting and children's internalization of rules; for preschool girls, the strength of the relationship would be higher, leading to a greater level of internalization of rules compared to boys.

CHAPTER 2

METHOD

2.1. Participants

In the present study 256 mothers whose children were between 57 to 78 months of age (*M* = 67.96, *SD* = 4.68) participated. They were recruited mostly from preschools in Eskişehir. The ages of mothers ranged from 25 to 48 years (M = 35.3, SD= 4.65) (*N*= 252 due to missing values). Nine (3.5 %) mothers were graduated from primary school, 27 mothers (10.5 %) were graduated from secondary school, 76 (29.7 %) mothers were graduated from high school, 129 (50.4 %) had bachelor's degree and 15 (5.9 %) had master's degree.

Furthermore, mothers rated their perceived socio-economic status on a scale of 1 (lowest) to 5 (highest). 25 % of mothers rated themselves in the low and below the mid-range (scores 1-2), 58.6% in the mid-range of the scale (scores 3), 16.4% in the higher range (scores 4-5). Of the 256 children, 123 (48%) were girls and 133 (52%) were boys (see Table 1).

2.2. Measures

2.2.1. Demographic Information Form

This form included questions about the demographic information. The form included both the mother's and the father's education and income. It also included questions regarding the parents' date of birth, employment status, neighborhood, marital status, total number of children, and the ages of their children. Additionally, it included questions regarding the child's date of birth, age, and sex.

Table 1. Participants' Demographics

age of child (months)	N	%
57 – 59	12	4.7
60-66	77	30.1
67-72	125	48.9
73-78	42	16.5
number of children in the family		
1	87	34
2	128	50
3	31	12.1
4	7	2.7
5	3	1.2
education level of mother		
primary school	9	3.5
secondary school	27	10.5
high school	76	29.7
bachelor's degree	129	50.4
master's degree	15	5.9
mothers' perceived socio-economic status		
low	25	9.8
below the mid-range	39	15.2
mid-range	150	58.6
above the mid-range	40	15.6
high	2	.8
mother's monthly income		
no income	151	59
5000-9999 TL	4	1.6
10.000-19.999 TL	8	3.1
20.000-29.999 TL	25	9.8
30.000-39.999 TL	15	5.9
40.000-49.999 TL	20	7.8
50.000 TL and above	33	12.9
father's monthly income		
no income	2	.8
5000-9999 TL	7	2.7
10.000-19.999 TL	7	2.7
20.000-29.999 TL	40	15.6
30.000-39.999 TL	45	17.6
40.000-49.999 TL	67	26.2
50.000 TL and above	88	34.4

2.2.2. Highly Sensitive Child Scale

The Highly Sensitive Child Scale, developed for parents to respond to, was used to measure children's temperament (sensory processing sensitivity). The scale was developed by Aron (2002), and factor analyses were conducted by Boterberg and

Warreyn (2016). It was translated into Turkish by Akkaya et al. (manuscript in preparation). The Highly Sensitive Individual Scale consists of 23 items and is a 5-point Likert-type scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale had a Cronbach's alpha of .91 in the original study, indicating excellent internal consistency (Boterberg & Warreyn, 2016). In the current study, the Cronbach's alpha was .80.

2.2.3. Child Behavior Questionnaire Short Form - Negative Affectivity Subscale

The Child Behavior Questionnaire Short Form was developed by Putnam and Rothbart (2006) and has three subscales. In this study, the 31-item Negative Affectivity Subscale was used to test children's temperamental characteristics. The Negative Affectivity Subscale consists of subscales for anger/frustration, soothability, discomfort, fear, and sadness. It is a 5-point Likert-type scale (1 = very untrue, 5 = very true). The anger/frustration and soothability subscales were already translated to Turkish by Ertekin and Berument (2021). The discomfort, fear, and sadness subscales were translated to Turkish (with permission from Putnam) by translation and backtranslation method. In the present study, the internal consistency Cronbach's alpha value for the Negative Affectivity subscale was 0.83.

2.2.4. My Child Questionnaire

Children's internalization of rules was measured with the internalized conduct subscale of the My Child Questionnaire, developed by Kochanska et al. (1994). This subscale consists of 20 items and is a 4-point Likert-type scale (1 = never and 4 = always). In the original study, internal consistency was reported as .90 with a Cronbach's alpha value. The scale was translated into Turkish by Koç (2017) using the translation-back-translation method. In the current study, Cronbach's alpha was .88.

2.2.5. The Child Rearing Questionnaire

The Child Rearing Questionnaire, developed by Paterson and Sanson (1999) and adapted into Turkish by Yağmurlu and Sanson (2009), was used to assess positive

parenting behaviors. The questionnaire consists of 30 items rated on a 5-point Likert-type scale and four subscales. In this study, the Warmth (9 items) and Inductive Reasoning (6 items) subscales were used to measure positive parenting practices. The Cronbach's alpha coefficients for these subscales were reported as .68 and .76, respectively, in the Yağmurlu and Sanson (2009) study. In the current study, $\alpha = 0.80$ was found for the Warmth subscale and $\alpha = 0.81$ for the Inductive Reasoning subscale.

2.3. Procedure

Before data collection, ethical approval was obtained from the Human Subjects Ethics Committee of Middle East Technical University (see Appendix A). Because the initial planned version of the study would collect data on positive parenting from children, permission was also obtained from the Ministry of National Education. Initially, researcher contacted with mothers through preschools in Eskişehir listed by the Ministry of National Education. Subsequently, the majority of data collection continued in this manner. All mothers received the informed consent form and scales via the online platform, Metu Survey.

2.4. Data Analysis Plan

Descriptive statistics were first provided, followed by a correlation analysis to examine the relationships between the study variables. Finally, a hierarchical linear regression analysis was performed to predict children's internalization of rules. In the first step positive-parenting practices —warmth and inductive reasoning were entered; in the second step child temperamental aspects of sensory processing sensitivity, and negative affectivity, and gender were entered to the equation and in the last step interaction terms to probe moderation (warmth*sensory processing sensitivity, warmth*negative affectivity, warmth*gender, inductive reasoning*sensory processing sensitivity, inductive reasoning*negative affectivity, inductive reasoning*gender) were added to the equation.

CHAPTER 3

RESULTS

3.1. Overview

The SPSS 28.0 statistical package was used for data analysis. First, missing data were examined, and the assumption of normality was assessed. Descriptive statistics and correlations between variables were then calculated. Subsequently, basic analyses were conducted to examine the relationship between positive parenting and children's internalization of rules. Finally, the potential moderating effects of temperament and gender on this relationship were tested.

3.2. Data screening

Before proceeding with the main analyses, the dataset was examined for accuracy by checking the maximum and minimum values for each variable. There were no out-of-range values in 257 cases**.** The composite scores for all scales were calculated based on their mean. The assumption of normality of the data was checked. Z scores were used to identify univariate outliers. Tabachnick and Fidell (2007) recommend removing cases with a z value above 3.3 from the dataset to identify univariate outliers. However, considering that the current study's sample was not easily accessible for data collection, winsorizing was performed for cases with a z-value above ±3.3, rather than deleting outliers. Six outliers were winsorized. Linearity and homoscedasticity were assessed using scatter plots. Examining the skewness and kurtosis values revealed that the scores were within appropriate ranges of ±1.5 (Tabachnick & Fidell, 2013). The Mahalanobis distance analysis identified one multivariate outlier with distances greater than $\chi^2(5) = 40.20.52$, $p < .001$ (Tabachnick & Fidell, 2007). The one outlier was removed from the dataset because

it violated the assumption of normal distribution. The correlation matrix was also examined for multicollinearity and singularity, and these assumptions were met because the highest correlation between independent variables was .62. After data cleaning was completed, the main analyses were conducted with 256 cases.

3.3. Descriptive Analysis

Table 2 displays the mean, standard deviation, minimum, and maximum values for demographic variables (age in months of the child, mother's education level, monthly income of both parents), temperamental characteristics (negative affect, sensory processing sensitivity), parenting behaviors (warmth, inductive reasoning), and the child's level of internalization of rules.

Table 2. Descriptive Statistics for Measures of the Study (N = 256)

	Min.	***Max.***	***Mean***	***SD***	***Skewness***	***Kurtosis***
Demographic variable						
age of child(months)	57	78	67.96	4.68	-.30	-.64
education level of mother	3	7	5.45	.89	-.80	.46
mother’s monthly income	1	7	2.77	2.33	.79	-1.05
father’s monthly income	1	7	5.62	1.38	-.92	.40
Temperamental characteristics						
sensory processing sensitivity	2.43	4.60	3.46	.43	.24	-.31
negative affectivity	1.81	4.20	3.09	.41	.10	.36
Positive Parenting						
warmth	3.67	5	4.71	.30	-1.26	1.48
inductive reasoning	3.33	5	4.62	.40	-1.01	.44
internalization of rules	1.30	3.95	2.79	.45	-.20	.45

3.4. Correlation Analysis

Bivariate correlation analysis, based on the Pearson correlation coefficient (r), was performed to evaluate the relationships between children's temperament, positive parenting behaviors, and children's level of internalization of rules (See Table 1.2). Internalization of rules was positively correlated with sensory processing sensitivity (r = .26, p < .01), maternal warmth (r = .30, p < .01), and inductive reasoning (r = .27, p < .01). Internalization of rules was also negatively associated with negative affectivity (r = -.26, p < .01). Maternal warmth was positively associated with

sensory processing sensitivity (r =.27, p < .01). Inductive reasoning was positively correlated with sensory processing sensitivity (r =.19, p < .01) and maternal warmth (r = .62, p < .01). Lastly, negative affectivity associated with sensory processing sensitivity (r = .32, p < .01).

Table 3. Pearson's Correlations among Parenting, Child Temperament, and Internalization of Rules

		1	2	3	4	5
1	sensory processing sensitivity	1				
2	negative affectivity	.32**	1			
3	maternal warmth	.27**	-.06	1		
4	inductive reasoning	.19**	-.11	.62**	1	
5	internalization of rules	.26**	-.26**	.30**	.27**	1

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

3.5. Hierarchical Regression Analyses

A hierarchical linear regression analysis was performed to predict children's internalization of rules. The first step which included the main effects of warmth and inductive reasoning was significant, R^2 =.10, adj. R^2 = .09, F (2, 253) = 14.01, p < .001, explaining 10% of the variance in children's internalization of rules. In this step maternal warmth significantly predicted the child's internalization of rules (β = .21, t (253) = 2.75, p = .006).

In the second step sensory processing sensitivity, negative affectivity, and gender, yielded a significant improvement over Step 1 (ΔR^2 = .14, ΔF (3, 250) = 15.63, p < .001. Step 2 was also significant, R^2 = .24, adjusted R^2 = .23, F (5, 250) = 15.96, p < .001, explaining 24% of the variance in internalization of rules. Children's temperamental characteristics of sensory processing sensitivity (β = .31, t (250) = 5.11, p < .001), and negative affectivity (β = -.34, t (250) = -5.76, p < .001) also predicted children's internalization of rules significantly.

In the final step, six interaction terms (warmth*sensory processing sensitivity, warmth*negative affectivity, warmth*gender, inductive reasoning*sensory processing sensitivity, inductive reasoning *negative affectivity, inductive reasoning *gender), produced a statistically significant increase in model fit relative to step 2

(ΔR^2 = .05, $\Delta F(6, 244)$ = 2.68, p = .015 and final step was also significant, R^2 = .29, adjusted R^2 = .26, F (11, 244) = 9, p < .001, explaining 29% of the variance in the rule internalization. When interactions were included in the final step, the main effect of maternal warmth became statistically insignificant. Yet, the interactions of warmth with gender (β = .20, t (244) = 1.99, p = .048) were found to be significant. Simple slope analysis conducted with Process Macro version 5.0 (Hayes, 2022). The results revealed that maternal warmth was significantly predicted the internalization of rules only for boys, but not for girls (β= .5, p = .004; see Figure 1). In addition, according to Step 3 results, interactions of inductive reasoning with sensory processing sensitivity (β = .18, t (244) = 2.10, p = .037) were found to be significant. However, the revealed simple slope analysis resulted in a statistically insignificant result.

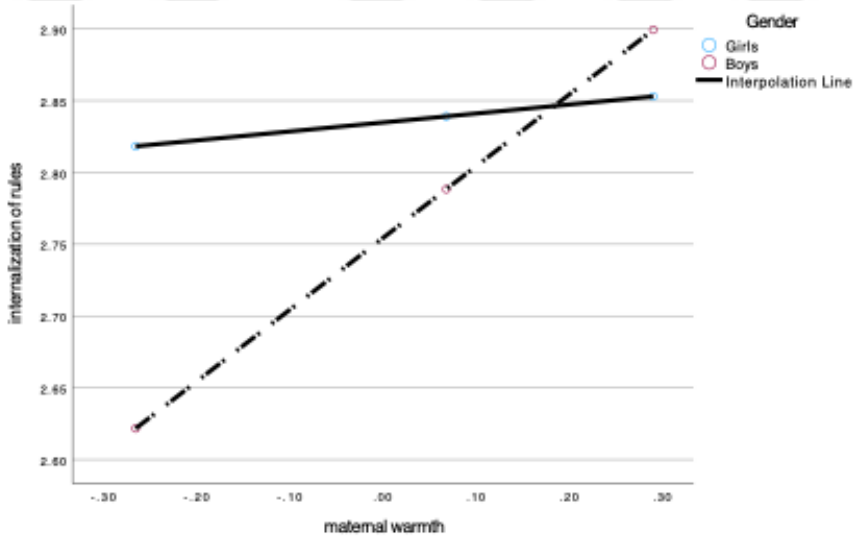

Figure 1. Interaction Between Maternal Warmth and Child Gender in Predicting Children Internalization of Rules

Table 4. Hierarchical Regression Analysis in Predicting Child's Internalization of Rules

	Predictors	R	R²	F	ΔF	B	SE	B
Step 1	Maternal warmth					.31	.11	.21**
	Maternal IR	.32	.09	14.01**	14.01**	.16	.09	.14
Step 2	Maternal warmth					.22	.11	.14*
	Maternal IR					.09	.08	.08
	SPS					.33	.07	.31**
	NA					-.38	.07	-.34**
	Gender	.49	.23	15.96**	.15.63**	-.07	.05	-.08

Table 4. (continued)

Step3 **Sensory processing sensitivity, negative affectivity and gender as the moderator**							
	Maternal warmth					.06	.16	.04
	Maternal IR					.06	.12	.06
	SPS					.31	.07	.29
	NA					-.38	.07	-.35
	Gender					-.08	.05	-.09
	Maternal warmth							
	warmth*SPS					.12*	.30*	.03
	warmth*NA					.39	.29	.10
	warmth*gender					.44*	.22*	.20*
	IN*SPS					.44*	.21*	.18*
	IN *NA					-.20	.20	-.08
	Maternal IR *gender	.54	.26	9.01**	2.68*	.09	.16	.06

Note. *$p < .05$. ** $p < .01$.
Abbreviations: Maternal IR = Maternal inductive reasoning, SPS = Sensory processing sensitivity, NA = Negative affectivity

CHAPTER 4

DISCUSSION

The present study first aimed to examine the relationship between positive parenting behaviors and preschool children's internalization of rules. Second aim was to investigate the moderator role of children's temperamental characteristics of negative affect and sensory sensitivity as well as gender. Results revealed that positive parenting behaviors significantly predicted the children's internalization of rules. However, the significant main effect was lost when interaction effects were included. In addition, only gender significantly moderated the relationship between maternal warmth and internalization.

The first aim of the study was to investigate how positive parenting behaviors of mothers predict preschool children's internalization of rules. The literature indicated a well-established link between children's internalization of rules and positive parenting practices (Davidov & Grusec, 2006; Ettekal et al., 2020; Kochanska et al., 2005; Schueler & Prinz, 2013). Based on this, it was hypothesized that maternal warmth and inductive reasoning, as positive parenting behaviors, would positively predict children's internalization of rules.

Parental warmth refers to parents giving unconditional love, acceptance, and affection to their children (Rohner & Lansford, 2017) and relevant literature indicates that it is associated with higher compliance and internalization of rules at all stages of development - toddlerhood, preschool, school-age and adolescence. (Becher et al., 2022; Dennis, 2006; Kochanska et al., 2005; Martinez et al., 2020; Wilke & Rademacher, 2025). Present study supported the existing literature that maternal warmth was significantly associated with the children's internalization of rules. Warm parent-child interactions evoke a sense of acceptance in children. This

may facilitate moral internalization and motivate children to be more receptive to parents' warnings. Warm and supportive interactions increase children's likelihood of accepting both implicit and explicit moral values.

In line with the current study, studies among preschoolers found a positive association between maternal warmth and children's rule internalization as compliance behaviors (Dennis, 2006; Kochanska et al., 2005). Dennis (2006) measured maternal warmth using an observed laboratory task, and children's compliance in preschoolers (M = 48 months) was measured via mother-report. Becher et al. (2022) confirmed that maternal warmth and toddlers' (M = 18 months) compliance were related. Maternal warmth was considered as an aspect of maternal sensitivity, while committed compliance was measured by including prohibitions and actions such as the child spontaneously picking up scattered toys or enthusiastically putting toys back in the box. Kochanska and Murray (2000) and Kochanska et al. (2005) considered warmth as an aspect of maternal responsiveness and they assessed children's compliance and internalization only through proscriptive "Don't" rules, not prohibition compliance. In addition, this study was longitudinal, and the researcher measured maternal responsiveness at 9, 14, and 22 months, compliance at 33 months, and internalization at 56 months. Parenting during the toddler period significantly predicted further compliance in the same period and internalization in the preschool years (Kochanska et al., 2005).

On the other hand, in another study which was also conducted with preschoolers (M = 66 months), maternal warmth did not significantly predict internalization of rules of conduct (von Suchodoletz et al., 2011). However, this study and the current study differ in how they measure internalization of rules. While the current study used only the Internalized Conduct (Spontaneous Self-Correction/Self-Regulation/Compliance without Surveillance) subscale of the My Child scale (Kochanska et al., 1994), von Suchodoletz et al. (2011) included other subscales of the My Child, such as reparation and concern about others' transgressions, and measured internalization of rules using the active moral regulation score. The inconsistency in the results of the two studies may be due to this difference.

The current study contributed to the existing literature in two ways. First, maternal warmth was considered as an independent construct, not a dimension of maternal sensitivity or responsiveness. Furthermore, internalization of rules was not only measured through compliance with prohibitions. The mother-report scale for internalization of rules also had questions to evaluate internalization eagerly, such as My Child... " Will spontaneously pick up toys, even without being asked.", "If asked to do something tedious (e.g., clean up his or her toys), she or he is likely to complete the task without further supervision.", "Seems happy after doing a good job with a task or chore, even before others comment “Well done, you did a great job.”", "Tries his or her best when doing chores.".

Furthermore, parental inductive reasoning refers to explaining and justifying the rules, encouraging children to consider others, and helping them to understand the possible consequences of their behavior (Fu et al., 2019). Previous research suggests that inductive reasoning is one of the most important strategies in moral development and plays a significant role in internalizing rules (Neppl, 2019; Kochanska et al., 2010; Laible & Thompson, 2000; Santos et al., 2020). However, there was no significant relationship between parental inductive reasoning and internalization of rules in the present study.

There are also studies showing that reasoning, which is claimed to enhance internalization, could hamper the socialization benefits of parental reasoning if it's perceived as mild punishment (Robichaud et al., 2020). Reasoning did not significantly predict adolescent autonomous (internalized) compliance when parents’ constraints were perceived as mild punishment rather than strong problem-constraint by adolescents (Robichaud et al., 2024). Research indicates that mild punishment can also hinder internalization in preschoolers. Children who experience mild punishment tend to exhibit situational (controlled) compliance rather than committed compliance (Kremer et al., 2010). Perhaps how/for which purpose mothers use inductive reasoning is a possible explanation for the nonsignificant results in the present study.

Furthermore, maternal inductive reasoning was measured through mother-report in the study. Therefore, the level of inductive reasoning reported by mothers may have

been influenced by social desirability bias. For example, mothers may have rated themselves higher in some items such as "I explain to my child why he/she is being punished or restricted.".

Two different studies in Türkiye used the same scale and reported positive results. The first study resulted in inductive reasoning having a significant relation with children's behavioral self-regulation among children aged 34 to 59 months (Babaoğlu, 2018). In addition, there was a significantly positive relationship between parental inductive reasoning and children's social competence among Turkish children aged 3 to 6 years when the same scale was used (Altıntop, 2019). Social competence is the ability to maintain positive interactions with others while achieving one's goals in relationships; it is observed through peer interaction and social play (Altıntop, 2019). The study collected social competence scores from teachers' reports. The alpha coefficients for the subscales of The Child Rearing Questionnaire, including inductive reasoning, were low, and Varimax rotation was used. However, in the current study, $\alpha = 0.81$ for the Inductive Reasoning subscale. While social competence and internalization of rules are within the framework of social development, these concepts are not the same or interchangeable. These differences may have led to different results.

Although there were significant results, the non-significant result in the current study may be due to the use of a general inductions measure (Kıyak, 2020). While the questions are about rules, and it seems possible to assess the inductions that will promote the internalization of the rules, they may be limited in capturing the actual explanations that the child receives during the internalization process. Inductive reasons must be developmentally appropriate, perceived as consistent and well-intentioned, and also aligned with the nature of the misbehavior (Grusec, 2019). For instance, informing children that swearing, which violates social norms, can upset their friends does not offer a meaningful explanation. Likewise, when a child acts aggressively and violates a moral principle by harming someone, pointing to the rules alone is neither effective nor appropriate (Grusec, 2023). Items such as "I give my child reasons why rules should be obeyed.", " I try to explain to my child why certain things are necessary.", and "I explain to my child the consequences of his/her

behavior. (For example, if they hit someone, it will hurt them, or if they touch a hot pot, their hand will burn.))" clearly aim to assess inductive reasoning. However, explanations of mothers may lack the content intended by inductive reasoning, such as perspective-taking and empathy (Grolnick, 2003), that would facilitate the internalization of rules.

The second aim of the study was to examine whether child temperament, specifically sensory processing sensitivity and negative affectivity, moderate the relationship between positive parenting behaviors of mothers and children's internalization of rules. *The differential susceptibility hypothesis* states that some children are more susceptible to the impact of environmental features, both positively and negatively (Belsky et al., 2007). On the other hand, *vantage sensitivity* suggest that some children are only more susceptible to beneficial experiences and exposures (Pluess & Belsky, 2013). Sensory processing sensitivity refers to a temperament characterized by heightened emotional reactivity and deeper cognitive processing of stimuli (Aron et al., 2012). Negative affect is defined as "irritability, negative mood, and high-intensity negative reactions" (Sanson et al., 2004, p. 143). Both of these temperamental characteristics are recognized as susceptibility indicators (Slagt et al., 2018). There are studies supporting the *vantage sensitivity*, demonstrating that children with more negative or reactive temperament are more affected by the supportive environment provided by positive parenting and experience higher internalization (Kim & Kochanska, 2012; Koç, 2017). In line with that it was hypothesized that child temperament would moderate the relationship between positive parenting and children's internalization of rules; for preschoolers with higher scores on sensory processing sensitivity and negative affectivity strength of the relationship would be higher resulting in greater internalization of rules than their peers. However, the results did not support the hypothesis for either variable; neither sensory processing sensitivity nor negative affectivity had a significant moderating role in this study. The main effects of both temperamental characteristics on internalization of rules were significant. However, after adding interaction terms to the analysis, the main effects also became insignificant.

Kochanska et al. (2008) found that interactions between temperament and parenting on internalization were valid only for the child's second year. During the second

year, children's self-awareness, striving for autonomy, and defiance of caregivers emerge. Furthermore, their self-control capacity and theory of mind development increase. These processes have transformative effects on the parent-child relationship. The interaction between parenting and temperamental differences may have a "developmental window". Thus, the insignificant results with preschoolers may be related to these claims, but the existence of studies to the contrary should not be overlooked. On the other hand, another study conducted with children and adolescents also yielded unexpected results. Maternal negative parenting was negatively associated with the internalization of rules in children characterized by low sensory processing. Furthermore, no significant relationship was found for children with high sensory processing (Koç-Arık, 2021). This temperamental characteristic of children with high sensory processing may facilitate the perception and internalization of rules. Therefore, the parenting effect may not be observed.

Moreover, a review of the literature on child temperament and parenting interactions has revealed inconsistent findings. However, these inconsistent results may be attributed to the inclusion of various temperament traits, parenting styles, and measurement tools across the studies (Kiff et al., 2011).

Additionally, the domain-specific approach of sensory sensitivity suggests that its sensitivity to environmental conditions and temperament phenotypes may vary across outcomes rather than operate as a fixed trait. Thus, a differential susceptibility may be present in one outcome but not in the other outcome. Additionally, the question of whether differential susceptibility is domain-general or domain-specific is relatively new and has been studied empirically only recently. Research has indicated evidence for both patterns (Markovitch et al, 2024). For example, Hentges et al. (2023) examined whether differential susceptibility operates in a domain-general (e.g., susceptible to a broad range of socio-emotional outcomes) or domain-specific (i.e., susceptible to specific developmental outcomes) manner. This study revealed results supporting the idea that different temperament types exhibit differential susceptibility to different developmental outcomes. On the one hand, the Dove (careful, reflective, reactive to the environment to avoid potential harm) temperament was susceptible to both paternal and maternal parenting quality to

predict changes in depressive symptoms. On the other hand, the Hawk (bold, quick, using direct strategies to defeat threat) temperament was influenced by maternal parenting when predicting externalizing problems. For these reasons, the moderating effects of sensory sensitivity processing and negative affectivity on the relationship between parenting behaviors and internalization need further investigation.

In sum, while numerous studies have found significant role of parenting or temperament on children's internalization of rules or compliance levels, the literature also reveals inconsistent results. Past research investigated the interaction between parenting and temperament, and indicated that temperament can be a significant moderator of child social development outcomes, while parenting was less frequently a significant moderator. However, while the current study observed main effects of parenting, when the interaction with temperament was added, both the main effects and the interaction on internalization of rules were no longer significant. To better understand the factors influencing children's moral development and to support positive outcomes, further examination of the main effects and interactions of these variables is necessary.

The third aim of the study was to examine whether child gender moderates the relationship between positive parenting behaviors of mothers and children's internalization of rules. Studies in the literature suggest that girls are more likely to comply with rules (Garner, 2012) and exhibit more internalized conduct than boys (Kochanska, Woodard, et al., 2010). Additionally, gender-related differences in adaptation behaviors are associated with differences in parenting behaviors (Morawska, 2020). Therefore, it was hypothesized that child gender would moderate the relationship between positive parenting and children's internalization of rules; for preschool girls, the strength of the relationship would be higher, leading to a greater level of internalization of rules compared to boys.

The hierarchical regression analysis revealed no main effect of gender on children's internalization of rules in this study. However, gender moderated the relationship between maternal warmth and internalization of rules. According to simple slope analysis, as maternal warmth increased, boys' internalization of rules increased

significantly. However, girls' internalization of rules was not affected by maternal warmth. This result suggests that parental warmth plays a role in promoting internalization of rules, particularly in boys, while it did not produce a significant change in girls.

Maternal warmth producing no significant change in girls may be due to other underlying factors that strongly influence the girls' internalization of rules. Parents raise girls and boys according to different gender roles. Girls are expected to conform more, and the activities they are encouraged in differ from those of boys. Boys, on the other hand, experience more negative parenting, such as harsh and high control, than girls (Brown & Tam, 2019; Endendjik et al., 2017). Negative parenting negatively predicted internalization of rules (Kochanska & Aksan, 2006), and boys who experienced greater maternal negative parenting showed lower internalized conduct (Koç-Arık, 2021). This study did not examine negative parenting. However, the increased likelihood of more negative parenting behaviors reported in boys may strengthen the impact of the maternal warmth. While warmth was not effective for girls, it may be a protective factor for boys.

4.1. Strength and Contributions of This Study

This research makes significant contributions to the literature. First of all, the number of studies examining the relationship between rule internalization and parenting behaviors in the Turkish literature is limited and focuses on different age groups. Furthermore, obtaining updated results on developmental outcomes is an important contribution to scientific progress. While there are consistent findings on the researched topics, there are still areas that remain to be clarified.

Furthermore, testing differential susceptibility by including temperamental characteristics is another important contribution of the study. In line with that, the concept of sensory processing sensitivity is a concept primarily studied with adults and has been included in child research in recent decades. This variable is another strength of the study. To our best knowledge, this is one of the few studies in Türkiye

to examine the internalization of rules with environmental predictors, such as parenting, and individual predictors, such as temperament and gender.

4.2. Limitations of the Study

The current study is valuable for being one of the few studies focusing on positive parental behaviors and internalization of rules among preschoolers in Türkiye. However, several limitations of the present study should be noted. Firstly, this study included only cross-sectional data. No interpretation about the long-term effects in the relationships between maternal warmth and inductive reasoning and children's internalization of rules can be drawn from the present study. Therefore, future longitudinal studies should be conducted. Longitudinal studies can observe the long-term effects and potential changes of parental and individual influences and interactions on internalization of rules.

Secondly, the data were mostly collected from a single city (Eskişehir). Therefore, the generalizability of the findings is limited. Thirdly, this study used well-established maternal reports, but parent reports may not be objective. Maternal parental behaviors and children's internalization of rules were assessed using mother-report scales. Mothers may have evaluated both themselves and their children more positively due to social desirability concerns. Thus, children's perceived maternal warmth and inductive reasoning may differ from mothers' reports. Also, observations using compliance tasks are a common method of measurement in the internalization of rules studies. Therefore, it is important to collect behavioral data using observational measures in future studies.

4.3. Implications of the Study and Suggestions for Future Research

The current study pointed to the importance of positive parenting in children's moral development. Maternal warmth was found to be related to the internalization of rules in boys. The results of this study could be considered when developing intervention programs. For instance, researchers could focus on maternal warmth in programs designed to support boys. This study examined concurrent relationships between

variables at a single point in time. Future research should examine these variables longitudinally.

This study investigated only the positive parenting behaviors of warmth and inductive reasoning. However, inductive reasoning was not a significant predictor. The moderating role of negative parenting behaviors may be significant in this result. For example, power assertion, as forceful discipline, is perceived as a threat to autonomy, leading to rejection of the parent's values and consequently poor child outcomes, such as low internalization of rules (Kochanska et al., 2005) and antisocial behavior (Gershoff & Grogan-Kaylor, 2016). Therefore, future studies should examine the moderating role of negative parenting in the relationship between inductive reasoning and internalization of rules and test whether the internalization-promoting effect of inductive reasoning is weakened when the parent also engages in negative parenting behaviors.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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12 MAYIS 2025

Konu : Değerlendirme Sonucu
Gönderen : ODTÜ İnsan Araştırmaları Etik Kurulu
İlgi : İnsan Araştırmaları Etik Başvurunuz

Sayın Prof.Dr. Sibel Kazak Berument,
Sayın Kevser Öztürk,

"Okul Öncesi Çocuklarda Pozitif Ebeveynlik Davranışları ile Kuralların İçselleştirilmesi Arasındaki İlişki: Mizaç ve Cinsiyetin Moderatör Rolü / The Relationship Between Positive Parenting Behaviors and Internalization of Rules in Preschoolers: Moderating Role of Temperament and Gender" başlıklı araştırmanız ODTÜ İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0261-ODTÜİAEK-2025 protokol numarası ile onaylanmıştır.

Bilgilerinize sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre TURGUT
Üye

Doç. Dr. Aslı Kılıç ÖZHAN
Üye

Doç. Dr. Murat Perit ÇAKIR
Üye

Doç. Dr. Duygu SARISOY
Üye
(İzinli)

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

B. TURKISH SUMMARY / TÜRKÇE ÖZET

1. GİRİŞ

1.1. Ahlak

Ahlak "kişinin davranışları için genelleştirilebilir, içsel davranış standartlarının geliştirilmesi, sürdürülmesi ve uygulanması"dır (Kochanska & Thompson, 1997, s. 54). Ahlak, bireylerin içselleştirdiği soyut kültürel sosyal davranış kodlarına göre iyi ve kötü, doğru ve yanlış, kabul edilebilir ve kabul edilemez, uygun ve uygunsuz davranışları belirleyen bir sistemdir (Kohlberg, 1965; Turner, 2010; Stets & Carter, 2012).

Ahlakın temel amacı, davranış için rehber görevi görmektir ve ahlak, bireylerin sosyal durumlarda ortaya çıkan zorlukların üstesinden gelmelerine yardımcı olur (Carnes ve ark., 2022; Royal & Baker, 2005). Ayrıca, sosyal işbirliği, borçlanma, rollerin belirlenmesi ve sosyal işleyişin diğer yönleri için bir çerçeve sağlar ve bireylerin karar verme süreçlerine destek olur (Carnes vd., 2022; Royal & Baker, 2005). Ahlak; ahlaki duygular, ahlaki biliş, ahlaki kimlik ve ahlaki davranışlar gibi farklı ve muhtemelen birbiriyle ilişkili özelliklerden oluşan çok boyutlu ve karmaşık bir kavramdır (Hardy & Carlo, 2011, 2015; Kochanska & Thompson, 1997, s. 54; Kochanska & Aksan, 2006; Laible vd., 2019, s. 7).

Ahlaki davranış; çocukların kurallara, standartlara ve etik değerlere uymadaki yürütücü kapasitelerini ifade eder (Kochanska & Aksan, 2006; Talwar, 2011). Ahlaki davranmak hem çocukların -katılmayı arzu etseler bile- antisosyal davranışlar gibi yasaklanmış eylemlerden kaçınmalarını gerektirir hem de kendilerinden istenen sosyal veya yardımsever davranışları yerine getirmek gibi başkalarına fayda sağlamayı amaçlayan gönüllü davranışlarda ısrarcı olmaları için onları motive etmeyi içerir (Eisenberg, 1986; Koenig vd., 2004; Kochanska ve Aksan, 2006). Kuralların içselleştirilmesi bir ahlaki davranış biçimidir ve bu çalışmanın ana odak noktasıdır.

1.1.1. Kuralların İçselleştirilmesi

Kuralların içselleştirilmesi, küçük çocukların ebeveyn kurallarını içselleştirdikleri ve davranışlarını dışsal değil içsel olarak değiştirdikleri süreçleri ifade eder (Kochanska ve ark., 2001). İçselleştirme süreciyle çocuklar toplumun değerlerini ve tutumlarını kendi değerleri ve tutumları olarak benimserler (Grusec & Goodnow 1994) ve bu süreç, ailelerin ve toplumların değerlerini, kültürlerini ve sosyal düzenini nesiller arasında aktarır ve korur (Kochanska, 1994). Ortamda yetişkin olmasa bile, çocukların ebeveynlerinin talimatlarına göre davranış üretme veya engelleme yeteneğine sahip olmaları, başarılı bir kuralları içselleştirme sürecine işaret eder (Augustine & Stifter, 2019; Kochanska & Aksan, 2006; Kochanska ve ark., 2001; Koç-Arık, 2021).

1.1.1.1. Kuralların İçselleştirilmesinin Gelişimsel Süreci

Kuralların içselleştirilmesinin ilk belirtilerinden biri, erken çocukluk döneminde gelişen öz düzenleme becerisidir. Ebeveynler, çocuklarının öz düzenleme becerilerini geliştirmelerine yardımcı olarak, çocukların kuralları içselleştirmesinde aktif ve önemli bir rol oynarlar (Kochanska vd., 2001). Başlangıçta, çocukların aile kurallarına ve beklentilerine bağlılığı, bakım verenlerin yakın gözetimi aracılığıyla sağlanır (Maccoby, 1984). Erken aşamalarda, ebeveynler sık sık dışsal direktifler vererek ve taleplerde bulunarak çocuklarının kontrol ve kısıtlama uygulamalarına yardımcı olurlar (Kochanska, 2002). Aşamalı olarak, ebeveynler uzak gözlemci rolüne geçer ve çocuklar daha öz düzenleyici hale gelir (Maccoby, 1984).

Bu kademeli süreç, bebeklik ve okul öncesi dönemde basit öz düzenleme becerileri ile başlar ve hızla gelişir. Okul öncesi dönemde çocukların düzenleyici yetenekleri hala sınırlıdır (Wesarg-Menzel ve ark., 2023). Bununla birlikte, bakış açısı alma ve empati becerileri gelişmeye başlar (Murray ve ark., 2019) ve düzenleme için hedeflerini ayarlayabilir ve davranışlarını buna göre ayarlayabilirler (Wesarg-Menzel ve ark., 2023). Önemli diğer kişilerin amaçlarını ve standartlarını dikkate alarak kendilerini düzenlemeye başlarlar. Bu düzenlemeyi başarmak için kuralları ve planları kullanma yetenekleri gelişmeye başlar (Higgins, 2016; Murray ve ark.,

2019). Bu gelişimsel adımlar, kuralların içselleştirilmesine yardımcı olur (Kochanska, 2002).

Erken çocukluk döneminde, çocukların uyumu, kuralları içselleştirmenin ilk işareti olarak kabul edilir ve öz düzenlemeyi değerlendirmek için kullanılır (Dong ve ark., 2021; Kochanska ve ark., 2001). Uyum, çocukların bakım verenlerinin taleplerine uyma yeteneğini yansıtır ve bakım verenin standartlarına uygun olarak davranışı başlatma, durdurma ve ayarlama kapasitesini içerir (Kochanska & Aksan, 1995; Kochanska ve ark., 2001). Kochanska ve ark. (1995) uyumun iki biçimini birbirinden ayırır: durumsal (situational)ve adanmış (committed) uyum. Adanmış uyum ile çocuklar, ebeveyn kurallarını gönülden benimser ve kabul eder, denetim olmadan bunlara uyarlar (Kochanska ve ark., 1995; Wesarg-Menzel ve ark., 2023). Adanmış uyum, uyumun en olgun ifadesini temsil eder ve içselleştirme gelişimsel olarak durumsal uyumdan ziyade adanmış uyumdan kaynaklanmaktadır (Kochanska & Aksan, 1995; Kochanska vd., 1995; Kochanska vd., 1998).

Okul öncesi çağda düzenleyici kapasite sınırlı olsa da, çocukların bu yaşta öz düzenleme becerileri geliştirmeye, hedef odaklı davranışları ayarlamaya ve kuralları ve planları uygulamaya başlamaları beklenmektedir (Murray ve ark., 2019; Wesarg-Menzel ve ark., 2023). Okul öncesi yıllar kuralların içselleştirilmesi için önemlidir ve geçmiş araştırmalar kuralları içselleştirmeyi çoğunlukla okul öncesi çağda ölçmüştür (Kochanska ve ark., 2005, 2008, 2010; Augustine & Stifter, 2015). Bu çalışma da, okul öncesi dönemde (57 - 78 ay) kuralların içselleştirilmesine odaklanmaktadır.

Çocuklar, kuralların içselleştirilmesi sürecinde çeşitli bireysel farklılıklar yaşarlar. Bu sürece, ebeveynlik gibi çevresel bileşenlerin yanı sıra mizaç ve cinsiyet gibi bireysel faktörler de dahil olmak üzere çeşitli faktörler katkıda bulunur.

1.2. Ahlaki Gelişimde Ebeveynlik Davranışları

Çocukların sosyal gelişimini sağlayan temel eğitimin birincil kaynağı genellikle en önemli besleyici rolü oynayan ebeveynlerdir (Wu ve ark., 2020). Bakım verenler olarak ebeveynler, koruma, rahatlık, oyun, eğlence, tavsiye, destek sunma ve

sosyalleşmeyi kolaylaştırmak da dahil olmak üzere çeşitli roller üstlenirler (Laible ve ark., 2019). Çocukların kültürlerinin değerlerini, inançlarını, tutumlarını ve davranışlarını kendi eylemlerine dahil etmeleri öncelikle aile içindeki ebeveynlerin kolaylaştırıcı rolü aracılığıyla gerçekleşir (Grusec, 2011; Aguiar ve ark., 2019).

Ahlaki İçselleştirme Modeli, ebeveynliğin ahlaki gelişim üzerindeki önemli bir etkisi olduğunu vurgular ve ebeveynlik davranışlarının çocukların ebeveyn mesajlarına bakış açılarını etkilediğini ileri sürer (Grusec & Goodnow, 1994).

Ebeveynlik, ebeveyn-çocuk ilişkisinin kalitesini birçok açıdan belirler ve yüksek kaliteli bir ilişki, çocukları ebeveynlerinin ahlaki mesajlarına daha dikkatli olmaya teşvik eder. Sıcak, açık, tutarlı ve destekleyici ebeveynlik, çocukların hedef mesajı doğru bir şekilde kavrama olasılığını artırır. Benzer şekilde, çocuğun özelliklerini dikkate alan ve yanlış davranışlar sırasında özerkliği teşvik eden, aynı zamanda empati uyandıran bir ebeveyn tutumu, çocukların ebeveyn mesajlarına ve kurallarına daha açık ve istekli bir şekilde yaklaşma olasılığını artırır (Grusec & Goodnow, 1994; Grusec 2011; Laible ve ark., 2015). Bu kabul, kuralların içselleştirilmesine katkıda bulunur. Sonuç olarak, etkili bir ebeveynlik durumunda, kurallar içselleştirilir, çocuklar doğru ve yanlış konusunda ahlaki bir anlayış geliştirir ve yasaklanmış davranışlardan kaçınmanın önemini anlarlar (Hardy ve ark., 2008; Kochanska ve ark., 2008; Qi, 2019).

1.2.1. Ebeveyn Davranışları ve Kuralların İçselleştirilmesi

Çocuklar öncelikle olumlu ebeveynlik uygulamalarını kullanan bakıcılarla tekrarlanan etkileşimler yoluyla etkili düzenleme stratejileri öğrenirler (Planalp ve ark., 2022). Birçok çalışma, olumlu ebeveynlik boyutları ile çocukların hem içselleştirilmiş davranışları hem de uyum ve öz düzenleme gibi kuralların içselleştirilmesinin erken göstergeleri arasında bir ilişki olduğunu bildirmiştir. Örneğin, annenin işbirliğine istekli olması, ebeveynin duyarlılığı ve hassasiyeti daha fazla uyum (Davidov & Grusec, 2006; Schueler & Prinz, 2013) ve içselleştirilmiş davranışla (Ettekal ve ark., 2020; Kochanska ve ark., 2005) ilişkilendirilmiştir.

1.2.1.1. Ebeveyn Sıcaklığı/Sevgisi

Ebeveyn sıcaklığı, ebeveynlerin çocuklarına gösterdiği koşulsuz sevgi ve şefkat olarak tanımlanır (Rohner, 2005). Sıcakkanlı ebeveynler, çocukların ihtiyaçlarına duyarlıdır ve onlarla yakın bağlar kurarlar (Rohner & Lansford, 2017). Araştırmalar, anne sıcaklığının küçük çocukların uyumu ile pozitif (Kochanska ve ark., 2005; Kochanska & Murray, 2000) ve uyumsuzluğu ile negatif (Engel ve ark., 2023) ilişkili olduğunu göstermiştir. Dahası, ahlaki değerlerin ve kuralların içselleştirilmesi, prososyal davranışı ve içselleştirilmiş ahlaki değerleri beslediği için sıcaklıkla pozitif olarak ilişkilidir (Hardy ve ark., 2008; Martinez ve ark., 2020; Wilke & Baker, 2025; Wilke & Rademacher, 2025).

Sıcak ve destekleyici ebeveyn-çocuk ilişkilerinin ahlaki içselleştirmeyi kolaylaştırabilir (Wilke & Baker, 2025). Ebeveyn-çocuk ilişkisindeki yüksek düzeyde ebeveyn sıcaklığı, çocukta bir kabul duygusunu teşvik eder. Bu durum, çocuğun kural ihlalleri sırasında ebeveyn uyarılarına ve mesajlarına daha duyarlı olmasına ve ebeveyn kurallarını içselleştirme motivasyonu geliştirmesine zemin hazırlayabilir (Kochanska ve ark., 2005). Dolayısıyla, sıcak ebeveyn-çocuk ilişkileri, kuralların içselleştirilmesi üzerinde olumlu bir etkiye sahip olabilir (Koç-Arık, 2021).

1.2.1.2. Açıklayıcı Akıl Yürütme

Açıklayıcı akıl yürütme, destekleyici disiplin uygulamalarını içerir (Carlo ve ark., 2011). Ebeveynler kuralları açıklar ve gerekçeler sunar, bir eylemin neden doğru veya yanlış olduğuna dair uygun açıklamalar yapar, beklentileri tartışır, başkalarını dikkate almayı teşvik eder ve çocuğun eyleminin kendisini ve başkalarını nasıl etkileyeceğini belirtir (Eisenberg & Murphy, 1995; Fu ve ark., 2019; Kim & Ge, 2000).

Çocukların davranışlarının potansiyel sonuçlarını anlamalarını ve bunlara uymalarını kolaylaştırır (Davies ve ark., 1984). Ebeveynlerin akıl yürütme kullanmaları, çocukların empati ve bakış açısı alma kapasitelerini harekete geçirir, kuralların

altında yatan mantığı içselleştirmelerine, bu kuralları farklı bağlamlarda uygulamalarına ve böylece sosyal olarak uygun davranışlar benimsemelerine yardımcı olur (Grolnick, 2003; Hoskins 2014). Çocukların yanlış davranış sonrası duydukları suçluluk ve empati duyguları, davranışlarını düzeltmelerine ve tekrar yaşanmasını önlemelerine yol açar (Hoffman, 2000; Kochanska ve ark., 2010; Laible & Thompson, 2000; Santos ve ark., 2020). Yüksek düzeyde tümevarımsal akıl yürütme deneyimi yaşayan çocuklar, yanlış davranışlarının düşmanca bir tavır yerine sakin bir tutum ve açıklama ile karşılanacağını öğrenirler. Bu güven ve kabul ortamı, çocukların kuralları içselleştirmeleri için olumlu bir temel sağlar (Koç-Arık, 2021).

1.3. Mizacın Düzenleyici Rolü

Mizaç, "duygu, aktivite ve dikkat alanlarında tepkisellik ve öz düzenlemede yapısal temelli bireysel farklılıklar" anlamına gelir (Rothbart & Bates, 2006, s. 100). Farklılaşan hassasiyet hipotezi, bazı bireylerin hem olumlu hem de olumsuz yönde çevresel faktörlerin ve gelişimsel deneyimlerin etkisine daha duyarlı olduğunu öne sürer (Belsky, 1997; Belsky ve ark., 2007). Avantajlı hassasiyet modeli ise, bazı bireylerin olumlu ortamlardan orantısız bir şekilde yararlandığını, diğerlerinin ise çok az yararlandığını veya hiç yararlanmadığını öne sürmektedir (Slagt ve ark., 2018). Çevresel etkilere karşı farklı duyarlılık ve avantajlı hassasiyet, çoğunlukla mizaç özellikleri, özellikle olumsuz duygulanım ve son zamanlarda da duyusal duyarlılık yoluyla test edilmiştir. Bu nedenle, mevcut çalışma bu iki mizaç özelliğini düzenleyici faktörler olarak ele alınmıştır.

Duyusal duyarlılık, yüksek duygusal tepkisellik ve uyaranların daha derin bilişsel işlenmesiyle karakterize edilen genetik temelli bir özelliktir (Aron ve ark., 2012). Araştırmalar, yüksek duyusal duyarlılığa sahip çocukların, çevresel uyaranların ve ayrıntıların daha fazla farkında oldukları için, daha az hassas akranlarına göre çevrelerine daha duyarlı olduklarını göstermiştir (Slagt ve ark., 2018).

Olumsuz duygulanım ise "sinirlilik, olumsuz ruh hali ve yüksek yoğunluklu olumsuz tepkiler" olarak tanımlanır (Sanson ve ark., 2004, s. 143). Bu mizaca sahip bir çocuk kolayca üzülür ve uzun süre sakinleşmekte zorlanır (Rubin ve ark., 1995). Olumsuz

duygusallık yüksek korku, öfke/hayal kırıklığı, üzüntü ve rahatsızlıkla pozitif, yüksek düşme tepkisi/yatıştırılabilirlik ile ise negatif olarak ilişkilendirilmiştir (Putnam & Rothbart, 2006). Olumsuz duygusallığa sahip çocukların olumsuz yetiştirme uygulamalarına karşı daha savunmasız oldukları ve kolay mizaçlı çocuklara kıyasla olumlu ebeveynlik uygulamalarından daha fazla fayda gördükleri bulunmuştur (Lionetti, 2020, Pluess & Belsky, 2009; Slagt ve ark., 2016).

1.4. Cinsiyet

Kuralların içselleştirilmesiyle ilgili bir diğer faktör de çocuğun cinsiyetidir. Araştırmalar, kız çocuklarının erkek çocuklarına göre içselleştirilmiş davranış sergileme olasılığının daha yüksek olduğunu göstermiştir (Kochanska, Woodard ve ark., 2010). Kızlar, erkek çocuklara kıyasla kurallar konusunda daha bilgilidir ve kurallara daha fazla uyum gösterirler (Garner, 2012). Bu fark bakım verenlerin kız çocuklarının daha uyumlu olmasını beklemeleri, kız çocuklarına yönelik açık kurallar öğretimi (Garner, 2012) ve çocukların cinsiyetlerine göre değişen ebeveynlik uygulamaları (Bornstein, 2013) gibi faktörlerden kaynaklanabilir. Mevcut çalışma, okul öncesi çocuklarda olumlu ebeveynlik davranışları ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi cinsiyetin etkileyip etkilemediğini test etmek için cinsiyeti de düzenleyici olarak dahil etmiştir.

1.5. Mevcut Çalışma

Mevcut literatüre dayanarak, bu çalışma, olumlu ebeveynlik davranışları (sıcaklık ve açıklayıcı akıl yürütme) ile okul öncesi çocukların kuralları içselleştirmesi arasındaki ilişkiyi araştırmayı amaçlamıştır. Çalışma ayrıca, çocuğun mizacının (olumsuz duygulanım ve duyusal duyarlılık) ve cinsiyetinin düzenleyici rolünü de araştırmıştır. Bu amaçlarla bağlantılı olarak, bu çalışmanın hipotezleri aşağıdaki gibidir:

1) Olumlu ebeveynlik davranışları olarak anne sıcaklığı ve açıklayıcı akıl yürütme, çocukların kuralları içselleştirmesini olumlu yönde etkileyecektir.
2) Çocuğun mizacı, olumlu ebeveynlik ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi düzenleyecektir; duyusal duyarlılık ve olumsuz duygulanım puanları daha yüksek olan okul öncesi çocuklarda, ilişkinin gücü

daha yüksek olacak ve bu da akranlarına göre daha fazla kuralları içselleştirmeye yol açacaktır.

3) Çocuk cinsiyeti, olumlu ebeveynlik ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi düzenleyecektir; okul öncesi kız çocuklarında, ilişkinin gücü daha yüksek olacak ve bu da erkek çocuklara kıyasla daha yüksek düzeyde kuralları içselleştirmeye yol açacaktır.

2. YÖNTEM

2.1. Katılımcılar

Bu çalışmaya, çocukları 57 ila 78 ay arasında olan 256 anne katılmıştır. Katılımcılar çoğunlukla Eskişehir'deki anaokullarından alınmıştır. Çocukların 123'ü (%48) kız, 133'ü (%52) erkektir. Annelerin eğitim seviyesi çoğunlukla lise ve lisans derecesi düzeyindedir. Ayrıca, annelerin çoğunluğu algıladıkları sosyo-ekonomik durumu orta aralık olarak değerlendirmiştir.

2.2. Ölçüm Araçları

2.2.1. Demografik Bilgi Formu: Bu form, çocuğun cinsiyeti ve yaşı, anne ve babanın eğitim düzeyi ve algıladıkları sosyo ekonomik düzey gibi soruları içermektedir.

2.2.2. Hassasiyeti Yüksek Çocuk Ölçeği: Çocukların duyusal duyarlılık mizaç özelliğini ölçmek için Hassasiyeti Yüksek Çocuk Ölçeği (Aron, 2002) kullanılacaktır. Ölçek 23 maddeden oluşmaktadır ve 1 (kesinlikle katılmıyorum) ile 5 (kesinlikle katılıyorum) arasında değişen 5 puanlık Likert tipi bir ölçektir. Mevcut çalışmada Cronbach alfa değeri .80 olarak bulunmuştur.

2.2.3. Çocuk Davranış Anketi Kısa Formu - Negatif Duygulanım Alt Ölçeği: Çocuk Davranış Anketi Kısa Formu, Putnam ve Rothbart (2006) tarafından geliştirilmiştir ve üç alt ölçeğe sahiptir. Bu çalışmada, çocukların mizaç özelliklerini test etmek için Çocuk Davranış Anketi Kısa Formu'nun 31 maddelik Negatif

Duygulanım Alt Ölçeği kullanılmıştır. Negatif Duygulanım Alt Ölçeği, öfke/hayal kırıklığı, yatıştırılabilirlik, rahatsızlık, korku ve üzüntü alt ölçeklerinden oluşmaktadır. 5 puanlık Likert tipi bir ölçektir (1 = kesinlikle yanlış, 5 = kesinlikle doğru), Bu çalışmada, iç tutarlılık Cronbach alfa değeri .83 olarak bulunmuştur.

2.2.4. Çocuğum Anketi: Çocukların kuralları içselleştirmesi, Çocuğum Anketi'nin (Kochanska ve ark., 1994) içselleştirilmiş davranış alt ölçeği ile ölçülmüştür. Bu alt ölçek 20 maddeden oluşmaktadır ve 4 puanlık Likert tipi bir ölçektir (1 = asla ve 4 = her zaman). Mevcut çalışmada, Cronbach alfa değeri .88 olarak bulunmuştur.

2.2.5. Çocuk Yetiştirme Anketi: Çocuk Yetiştirme Anketi (Paterson & Sanson, 1999), olumlu ebeveynlik davranışlarını değerlendirmek için kullanılmıştır. Anket, 5 puanlık Likert tipi ölçekte değerlendirilen 30 maddeden ve dört alt ölçekten oluşmaktadır. Bu çalışmada, olumlu ebeveynlik uygulamalarını ölçmek için Sıcaklık (9 madde) ve Açıklayıcı Akıl Yürütme (6 madde) alt ölçekleri kullanılmıştır. Mevcut çalışmada, Sıcaklık alt ölçeği için $\alpha = 0.80$ ve Açıklayıcı Akıl Yürütme alt ölçeği için $\alpha = 0.81$ bulunmuştur.

2.3. İşlem

Veri toplama işleminden önce, Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulu'ndan etik onay alınmıştır (bkz. Ek A'ya bakınız). Araştırmacı Eskişehir'deki anaokulu yetkilileri aracılığıyla annelerle iletişime geçmiştir. Tüm anneler bilgilendirilmiş onam formu ve ölçekleri Metu Anket çevrimiçi platformu üzerinde tamamlamıştır.

2.4. Veri Analiz Planı

Öncelikle tanımlayıcı istatistikler sunulmuş, ardından çalışma değişkenleri arasındaki ilişkileri incelemek için korelasyon analizi yapılmıştır. Son olarak, olumlu ebeveynlik davranışlarının çocukların kuralları içselleştirmesi ile ilişkisini, çocuk mizacı ve cinsiyetinin düzenleyici rolünü test etmek için hiyerarşik doğrusal regresyon analizi SPSS sürüm 28.0 ile yapılmıştır.

3. BULGULAR

3.1. Korelasyon Analizleri

Çocukların mizacı, olumlu ebeveynlik davranışları ve çocukların kuralları içselleştirme düzeyi arasındaki ilişkileri değerlendirmek için korelasyon analizleri yapılmıştır. Kuralların içselleştirilmesi, duyusal duyarlılık, anne sıcaklığı ve açıklayıcı akıl yürütme ile pozitif ilişkilidir. Kuralların içselleştirilmesi ayrıca olumsuz duygulanım ile negatif ilişki göstermiştir. Anne sıcaklığı, duyusal duyarlılık ile pozitif ilişkili bulunmuştur. Açıklayıcı akıl yürütme, duyusal duyarlılık ve anne sıcaklığı ile pozitif korelasyon göstermiştir. Son olarak, olumsuz duygulanım, duyusal duyarlılık ile pozitif ilişkilidir.

3.2. Hiyerarşik Regresyon Analizleri

Olumlu ebeveynlik davranışları (anne sıcaklığı ve açıklayıcı akıl yürütme) ile kuralları içselleştirme arasındaki ilişkiyi ve bu ilişkilerde duyusal duyarlılık ve olumsuz duygulanım mizaç özellikleri ile cinsiyetin düzenleyici rolünü araştırmak için hiyerarşik regresyon analizi yapılmıştır. İlk adımda anne sıcaklığı ve açıklayıcı akıl yürütme, ikinci adımda mizaç özellikleri ve cinsiyet girilmiştir. Son adımda ise olumlu ebeveynlik davranışları ve mizaç özelliklerinin, olumlu ebeveynlik davranışları ve cinsiyetin etkileşimi analize alınmıştır. İlk adımda sadece anne sıcaklığı, çocuğun kuralları içselleştirmesini anlamlı şekilde yordadı (β = .21, p = .006). İkinci adımda, çocukların mizaç özellikleri olan duyusal duyarlılık (β = .31, p < .001) ve olumsuz duygulanım (β = -.34, p < .001); çocukların kuralları içselleştirmesini anlamlı bir şekilde yordadı. Son adımda etkileşimler dahil edildiğinde ise anne sıcaklığının ana etkisi istatistiksel olarak anlamsız hale geldi. Bununla birlikte, sıcaklığın cinsiyetle etkileşimi (β = .20, p = .048) anlamlı bulundu. Basit eğim analizi, Process Macro sürüm 5.0 ile gerçekleştirildi. (Hayes, 2022). Sonuçlar, anne sıcaklığının kuralların içselleştirilmesini yalnızca erkek çocuklar için anlamlı bir şekilde yordadığını, kız çocuklar için yordamadığını ortaya koydu (β= .5, p = .004). Ayrıca, hiyerarşik regresyon analizine göre açıklayıcı akıl yürütmenin duyusal duyarlılıkla etkileşimi (β = .18, p = .037) anlamlı bulundu. Ancak, basit eğim analizi sonucuna göre bu etkileşim istatistiksel olarak anlamlı değildi.

4. TARTIŞMA

Araştırmanın ilk amacı, okul öncesi çocuklar arasında kuralların içselleştirilmesinde olumlu ebeveynlik davranışlarının (anne sıcaklığı ve açıklayıcı akıl yürütme) rolünü araştırmaktır. Literatür, çocukların kuralları içselleştirmesi ile olumlu ebeveynlik uygulamaları arasında güçlü bir bağlantı olduğunu göstermektedir (Davidov & Grusec, 2006; Ettekal ve ark., 2020; Kochanska ve ark., 2005; Schueler & Prinz, 2013). Bu nedenle olumlu ebeveynlik davranışları olarak anne sıcaklığı ve açıklayıcı akıl yürütmenin, çocukların kuralları içselleştirmesini olumlu yönde etkileyeceği hipotezi öne sürüldü. Mevcut çalışma, anne sıcaklığının çocukların kuralları içselleştirmesiyle anlamlı olarak pozitif ilişkili olduğunu gösteren literatürü desteklemiştir. Sıcak ebeveyn-çocuk etkileşimleri, çocuklarda bir kabul duygusu uyandırır. Bu, ahlaki içselleştirmeyi kolaylaştırabilir ve çocukları ebeveynlerinin uyarılarına daha açık olmaya motive edebilir. Sıcak ve destekleyici etkileşimler, çocukların hem örtük hem de açık ahlaki değerleri kabul etme olasılığını artırır.

Öte yandan, mevcut çalışmada ebeveynlerin açıklayıcı akıl yürütmesi ile kuralların içselleştirilmesi arasında anlamlı bir ilişki bulunmamıştır. Annelerin açıklayıcı akıl yürütmeyi nasıl ve hangi amaçla kullandıkları, bu çalışmadaki anlamlı olmayan sonuçların olası bir açıklaması olabilir. Akıl yürütmenin, hafif bir ceza olarak algılanması durumunda ebeveyn akıl yürütmesinin çocukların sosyalleşmesine yönelik faydalarını engelleyebileceğini gösteren çalışmalar mevcuttur (Robichaud ve ark., 2020). Akıl yürütme ergenler tarafından hafif ceza olarak algılandığında, ergenlerin özerk (adanmış) uyumunu önemli ölçüde yordamamıştır (Robichaud ve ark., 2024). Araştırmalar, hafif cezanın okul öncesi çocuklarda da içselleştirmeyi engelleyebileceğini göstermektedir. Hafif cezaya maruz kalan çocuklar, adanmış uyum yerine durumsal uyum sergileme eğilimindedir (Kremer ve ark., 2010). Ayrıca, çalışmada annenin açıklayıcı akıl yürütmesi anne-bildirimi ile ölçülmüştür. Bu nedenle, annelerin yanıtları sosyal arzu edilebilirlik yanlılığından etkilenmiş olabilir. Mevcut çalışmadaki anlamlı olmayan sonuç, genel bir açıklayıcı akıl yürütme ölçeğinin kullanılmasından kaynaklanıyor olabilir (Kıyak, 2020). Sorular kurallarla ilgili olsa da çocuğun içselleştirme sürecinde aldığı gerçek açıklamaları yakalamada sınırlı kalabilirler. Açıklayıcı nedenler gelişimsel olarak uygun, tutarlı

ve iyi niyetli olarak algılanmalı ve aynı zamanda yanlış davranışın doğasıyla uyumlu olmalıdır (Grusec, 2019). Annelerin açıklamaları, kuralların içselleştirilmesini kolaylaştıracak olan bakış açısı alma ve empati gibi açıklayıcı akıl yürütmenin amaçladığı içerikten yoksun olabilir (Grolnick, 2003).

Çalışmanın ikinci amacı, çocuk mizacının, özellikle duyusal duyarlılığın ve olumsuz duygulanımın, annelerin olumlu ebeveynlik davranışları ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi etkileyip etkilemediğini incelemektir. Çocuk mizacının olumlu ebeveynlik ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi düzenleyeceği varsayılmış; duyusal duyarlılığın ve olumsuz duygulanımın puanları daha yüksek olan okul öncesi çocuklarda, ilişkinin gücünün daha yüksek olacağı ve akranlarına göre kuralların daha fazla içselleştirilmesine yol açacağı öngörülmüştür. Bununla birlikte, sonuçlar her iki değişken için de hipotezi desteklememiştir; ne duyusal duyarlılık ne de olumsuz duygulanım bu çalışmada anlamlı bir düzenleyici rol oynamamıştır.

Kochanska ve ark. (2008), mizaç ve ebeveynlik arasındaki etkileşimlerin içselleştirme üzerindeki etkisinin yalnızca çocuğun ikinci yılı için geçerli bir "gelişim penceresi"ne sahip olabileceğini öne sürmüştür. Öte yandan, literatürde beklenenin aksine sonuçlar da vardır. Annenin gösterdiği olumsuz ebeveynlik, düşük duyusal duyarlılığa sahip çocuklarda kuralların içselleştirilmesiyle negatif olarak ilişkiliyken, yüksek duyusal duyarlılığa sahip çocuklarda anlamlı bir ilişki bulunmamıştır (Koç-Arık, 2021). Yüksek duyusal duyarlılığa sahip çocukların bu mizaç özelliği, kuralların algılanmasını ve içselleştirilmesini kolaylaştırıyor ve bu nedenle ebeveynlik etkisi gözlemlenmiyor olabilir.

Ek olarak, duyusal duyarlılığın alana özgü yaklaşımı, çevresel koşullara ve mizaç fenotiplerine duyarlılığının sabit bir özellik yerine farklı gelişimsel çıktılar için değişkenlik gösterebilen bir yapıya sahip olabileceğini öne sürmektedir. Bu nedenle, bir çocuk, bir gelişimsel sonuç için duyusal duyarlılığa sahipken, diğerinde gelişimsel sonuç için olmayabilir (Hentges ve ark., 2023; Markovitch ve ark., 2024). Duyusal duyarlılığın alan genel (örneğin, geniş bir sosyo-duygusal sonuç yelpazesine duyarlı) veya alan özel (yani, belirli gelişimsel sonuçlara duyarlı) bir şekilde işleyip

işlemediği incelendi (Hentges ve ark., 2023). Sonuçlar farklı mizaç tiplerinin farklı gelişimsel çıktılara karşı farklı duyarlılık gösterdiği fikrini desteklemiştir.

Mevcut çalışma ebeveynliğin ana etkilerini gözlemlemiş olsa da mizaçla olan etkileşim eklendiğinde, kuralların içselleştirilmesi üzerindeki hem ana etkiler hem de etkileşim anlamlı olarak ilişkili değildir.

Çalışmanın üçüncü amacı, çocuk cinsiyetinin annelerin olumlu ebeveynlik davranışları ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi etkileyip etkilemediğini incelemektir. Literatürdeki çalışmalar, kız çocuklarının kurallara uyma olasılığının daha yüksek olduğunu (Garner, 2012) ve erkek çocuklarına göre daha fazla içselleştirilmiş davranış sergilediğini (Kochanska, Woodard ve ark., 2010) göstermektedir. Bu nedenle, çocuk cinsiyetinin olumlu ebeveynlik ile çocukların kuralları içselleştirmesi arasındaki ilişkiyi etkileyeceği; okul öncesi kız çocuklarında bu ilişkinin gücünün daha yüksek olacağı ve erkek çocuklarına kıyasla daha yüksek düzeyde kuralları içselleştirmelerine yol açacağı varsayılmıştır.

Hiyerarşik regresyon analizi, bu çalışmada cinsiyetin çocukların kuralları içselleştirmesi üzerinde ana bir etkisi olmadığını ortaya koymuştur. Bununla birlikte, cinsiyet, anne sıcaklığı ile kuralları içselleştirme arasındaki ilişkide düzenleyici rol oynamıştır. Basit eğim analizine göre, anne sıcaklığı arttıkça, erkek çocukların kuralları içselleştirmesi önemli ölçüde artmıştır. Ancak, kız çocukların kuralları içselleştirmesi annelik sıcaklığından etkilenmemiştir.

Annelik sıcaklığının kızlarda önemli bir değişiklik yaratmamasının nedeni, altta yatan başka faktörlerin kızların kuralları içselleştirmesini güçlü bir şekilde etkilemesi olabilir. Ebeveynler kız ve erkek çocukları farklı cinsiyet rollerine göre yetiştirirler. Kızlardan daha fazla uyum sağlamaları beklenir ve katılmaya teşvik edildikleri aktiviteler erkeklerden farklıdır. Öte yandan, erkekler kızlardan daha fazla olumsuz ebeveynlik, örneğin sert ve yüksek kontrol yaşarlar (Brown & Tam, 2019; Endendjik ve ark., 2017). Olumsuz ebeveynlik, kuralların içselleştirilmesini olumsuz yönde yordamıştır (Kochanska & Aksan, 2006) ve annelerinin daha fazla olumsuz ebeveynlik uyguladığını algılayan erkek çocuklarda içselleştirilmiş davranış daha

düşük olmuştur (Koç-Arık, 2021). Mevcut çalışma olumsuz ebeveynliği incelememiştir. Bununla birlikte, erkeklerde bildirilen daha fazla olumsuz ebeveynlik davranışı deneyimlenmesi ihtimalinin daha fazla olması, annelik sıcaklığının etkisini güçlendirebilir. Bu nedenle anne sıcaklığı kız çocukları için değil ama erkek çocukları için koruyucu bir faktör olabilir.

4.1. Çalışmanın Güçlü Yönleri ve Katkılar

Bu araştırma alanyazına önemli katkılar sağlamaktadır. İlk olarak, Türkiye'de kuralları içselleştirme ve ebeveynlik davranışları arasındaki ilişkiyi inceleyen çalışmaların sayısı sınırlıdır ve farklı yaş gruplarına odaklanmaktadır.

Ayrıca, mizaç özelliklerini de dahil ederek farklılaşan hassasiyeti test etmek, çalışmanın bir diğer önemli katkısıdır. Buna paralel olarak, duyusal duyarlılık kavramı, çoğunlukla yetişkinlerle incelenen ve son yıllarda çocuk araştırmalarına dahil edilen bir kavramdır. Bildiğimiz kadarıyla, bu, Türkiye'de ebeveynlik gibi çevresel değişkenler ve mizaç ve cinsiyet gibi bireysel değişkenlerle kuralların içselleştirilmesini inceleyen az sayıdaki çalışmadan biridir.

4.2. Çalışmanın Sınırlılıkları

Mevcut çalışma, değerli katkılarının yanı sıra sınırlılıklara da sahiptir. Birincisi, bu çalışma yalnızca kesitsel verileri içermektedir. Anne sıcaklığı ve açıklayıcı akıl yürütme ile çocukların kuralları içselleştirmesi arasındaki ilişkilerde uzun vadeli etkiler hakkında mevcut çalışma herhangi bir yorum sunmaz. Bu nedenle, gelecekte boylamsal çalışmalar yapılarak ebeveynlerin, bireysel etkilerin ve bu değişkenlerin etkileşimlerinin kuralları içselleştirme üzerindeki uzun vadeli etkileri gözlemlenebilir.

İkincisi, veriler çoğunlukla tek bir şehirden (Eskişehir) toplanmıştır. Bu nedenle, bulguların genellenebilirliği sınırlıdır. Üçüncüsü, bu çalışma anne raporlarını kullanmıştır, ancak ebeveyn raporları objektif olmayabilir. Ayrıca, uyum görevleri kullanılarak yapılan gözlemler, kuralların içselleştirilmesi çalışmalarında yaygın bir

ölçüm yöntemidir. Bu nedenle, gelecekteki çalışmalarda gözlemsel ölçümler kullanılarak davranışsal verilerin toplanması önemlidir.

4.3. Etkiler ve Gelecek Araştırmalar İçin Öneriler

Mevcut çalışma, çocukların ahlaki gelişiminde olumlu ebeveynliğin önemine işaret etmiştir. Anne sıcaklığının, erkek çocuklarda kuralların içselleştirilmesi ile ilişkili olduğu bulunmuştur. Bu çalışmanın sonuçları, müdahale programları geliştirilirken dikkate alınarak erkek çocukları desteklemek için tasarlanmış programlara anne sıcaklığı dahil edilebileceğini göstermektedir. Mevcut çalışma, değişkenler arasındaki eş zamanlı ilişkileri tek bir zaman noktasında incelemiştir. Gelecekteki araştırmalar bu değişkenleri boylamsal olarak incelemelidir.

Bu çalışma sadece sıcaklık ve açıklayıcı akıl yürütme gibi olumlu ebeveynlik davranışlarını incelemiştir ve açıklayıcı akıl yürütme önemli bir yordayıcı olmamıştır. Olumsuz ebeveynlik davranışlarının düzenleyici rolü bu anlamlı bulunmayan sonuçta etkili olabilir. Olumsuz ebeveynlik uygulamaları, özerkliğe bir tehdit olarak algılanır bu da ebeveynin değerlerinin reddedilmesine ve sonuç olarak çocuklarda kuralların düşük düzeyde içselleştirilmesi (Kochanska ve ark., 2005) ve antisosyal davranışlar (Gershoff & Grogan-Kaylor, 2016) gibi olumsuz sonuçlara yol açar. Bu nedenle, gelecekteki çalışmalar, ebeveynin olumsuz ebeveynlik davranışlarında bulunması durumunda açıklayıcı akıl yürütmenin içselleştirmeyi destekleyici etkisinin zayıflayıp zayıflamadığını test etmelidir.

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