CHILDREN'S RIGHTS IN RELATION TO PERCEIVED PARENTING STYLES AND PARENTAL WELL-BEING

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CHILDREN'S RIGHTS IN RELATION TO PERCEIVED PARENTING STYLES AND PARENTAL WELL-BEING

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Children's Rights in Relation to Perceived Parenting Styles and Parental Well-Being

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DECLARATION OF ORIGINALITY

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ABSTRACT

Children's Rights in Relation to Perceived Parenting Styles and Parental Well-Being

Research shows that human rights attitude in general is influenced by parental behavior from childhood and also from current well-being. The objective of this study was to investigate the mediating effect of current well-being on the relationship between perceived parental attitude and current well-being. The sample of this study were 252 Turkish parents with a child aged between 5 to 13 (M = 8.24, SD = 2.49). 155 (61.5%) female and 97 (38.5%) male parents voluntarily participated in this study. The participants were administered Demographic Information Form, Turkish Adaptation of Warwick-Edinburgh Mental Well-Being Scale, Parenting Styles Questionnaire, and Scale of Attitude towards Child Rights. Mediation models were computed by using SPSS 29 and PROCESS Macro 4 software. To investigate the subject further, a series of correlation and regression analysis were performed as well as a series of t-test and ANOVA to assess group differences. Results revealed that well-being had a partially mediating role in the relationship between three perceived parental attitudes (maternal acceptance, maternal strictness, paternal strictness) and children's rights attitude. Relevant implications and future research directions are discussed in light of the findings.

ÖZET

Çocuk Haklarına Yönelik Tutumun Algılanan Ebeveynlik Tutumları ve Ebeveynlerin İyi Oluş Hali Yönünden İncelenmesi

Araştırmalar insan haklarına yönelik tutumun genellikle çocuklukta algılanan ebeveyn tutumları ile güncel iyi olma halinden etkilendiğini göstermektedir. Bu çalışmanın amacı yetişkinlikteki iyi olma halinin, algılanan ebeveyn tutumları ve çocuk haklarına yönelik tutum arasındaki ilişki üzerindeki aracı etkisini araştırmaktır. Çalışmanın örneklemi 5 ve 13 yaş (M = 8.24, SD = 2.49) arası çocuğu bulunan 252 Türk ebeveynden oluşmaktadır. 155'i (%61,5) kadın ve 97'si (%38,5) erkek olan ebeveyn çalışmaya gönüllü olarak katılmıştır. Katılımcılara Demografik Bilgi Formu, Warwick-Edinburgh Mental İyi Oluş Ölçeği Türkçe uyarlaması, Çocuk Yetiştirme Tutumları Ölçeği ve Çocuk Haklarına İlişkin Tutum Ölçeği uygulanmıştır. SPSS 29 ve PROCESS Macro 4 yazılımı kullanılarak aracılık modellerinin analizi gerçekleştirilmiştir. Buna ek olarak korelasyon ve regresyon analizleri yapılmış, ayrıca grup farklılıklarını ölçmek üzere bir dizi t-test ve ANOVA yapılmıştır. Bulgular, algılanan üç ebeveynlik tutumu (anne kabul, anne kontrol, baba kontrol) ile çocuk haklarına yönelik tutum arasındaki ilişkide yetişkinlikteki iyi oluş halinin aracılık rolü olduğunu ortaya çıkarmıştır. İlgili çıkarımlar ve gelecekteki araştırma yönleri, bulgular ışığında tartışılmaktadır.

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For your wisdom to never grow up,

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LIST OF ABBREVIATIONS

UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
WHO	World Health Organization
WB	Well-being
MA	Maternal acceptance
MS	Maternal strictness
PA	Paternal acceptance
PS	Paternal strictness
CRA	Children's rights attitude
MRC	Medical Research Council

CHAPTER 1

INTRODUCTION

1.1 Theoretical framework

Identity development is a process under the influence of several conditions, which could be referred to as context. The proposition of Bronfenbrenner (2005), which highlights the meaningful relationship between social elements, institutions, and family members in a developmental context would sit well with the aforementioned definition. It would also help to further investigate the bilateral relationship among cultural elements (Reid et al., 2017) and children's identity development. The separation of childhood, and multiple theoretical studies of the child, the parent, and the family have also highlighted the importance of context.

While there are several definitions of culture, evaluating them would go beyond the scope of this research. However, this research needs to put forth the significant link between culture and parenting to propose parenting style as a cultural variable of the childhood ecosystem. Fortman and Giles (2006) state that recent studies determine the essential features of culture as beliefs, norms, values, and perceptions. It would not be wrong to say that family as a social unit comprises cultural features as well.

The first focus area of this research is the attitude of parents toward children's rights. Families' prominence concerning children's rights is undebatable. A key function of the family could be referred to as influence transmission as family members are in constant interaction with each other. Fortman and Giles (2006) highlight the importance of family interactions to access cultural information. Children's rights have been an exploration area in social sciences with socio-

behavioral models (Chernaya, 2018), which amplifies the role of interactions between social constructs, in supporting a rights-based ecosystem for everyone. Therefore, it could be stated that parental influence plays a role in the implementation of children's rights, hence making their attitudes worth investigating.

The second focus area of this research is the intergenerational transmission of the impact of parental attitude (Van Ijzendoorn, 1992). The intergenerational transmission of the parenting model helps concretize the relationship between three or more generations while signifying the transaction between the child and the grandparent through the effects of the past upbringing experiences of the parent (Van Ijzendoorn, 1992). The model shows us that children are under the indirect influences of former generations, one of them being the parenting style the grandparent exerted towards their parents. This phenomenon will be investigated through individuals' perception of their parent's parenting style, referred to as perceived parenting. Perceived parenting is identified as individuals' opinions regarding their parents' behavior towards themselves (Abdollahi et al., 2013), making it a significant component of the overall childhood experience.

The third and final focus area is well-being during adulthood. Well-being is referred to as a goal to be attained and sustained in the structure of The United Nations Convention on the Rights of the Child (UNCRC) (UNCRC,1989) and well-being studies are often conducted with younger groups, to make inferences on their timely experiences. Yet, as with other factors in the societal context, well-being is continuously changing and reciprocal. In the context of families, the well-being of any family member would be determinative of other members' well-being. Therefore, the exploration of parental well-being holds importance. It should also be

recalled that parents who are now responsible actors in the structure of UNCRC (1989) were once the beneficiaries of the Convention as children themselves.

The preamble of the Convention on the Rights of the Child clearly refers to the importance of well-being for each family member:

> Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community. (UNHCHR, 1989, p. 2)

Although the importance of societal well-being is highlighted, UNCRC (1989) does not extend further to propose any intervention models. While acknowledging the contentious theoretical foundation of children's rights (Emelonye, 2018), this study will focus on the relationship between parental well-being, perceived parental styles, and parental perception of children's rights. Parents have autonomy and freedom over the execution of UNCRC (1989). This puts forth the emphasis on understanding the bilateral relationship of parents within the ecosystem of children's rights, and the influence of their well-being on that relationship to develop future strategies.

1.2 Statement of the problem

When current literature is reviewed, many studies can be found on parenting styles and perceived parenting styles. Parenting styles are predominantly studied under two heavy influences. When the topic is studied with children, the developmental outcomes are heavily emphasized. Baumrind et al. (2010) examined the long-term influences of parental authority models by working with a family group through the preschool period to adolescence to measure the probable effects on adolescents' emotional well-being and academic competence. In another instance, diverse parenting styles have been studied about the outputs of psychological well-being and

development in a Mexican descent teen group (Driscoll et al., 2008). When the topic is studied with adults, the relationship between perceived parenting styles and psychological factors is usually examined. In either case, there is an emphasis on well-being.

On the other hand, children's rights are also studied in a large variety of theoretical approaches. For instance, child well-being is largely emphasized in the structure of UNCRC (1989), making it an important factor in children's rights studies. Article 27 of the UNCRC (1989) is as follows:

> 1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral, and social development.
>
> 2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

However, the relationship between parenting styles and children's rights remains uncharted, as there are only a few studies on the topic. Sutton (2003) is a rare example as the link between parenting styles and parental attitude toward child rights was investigated in the context of sex education.

There is also another dynamic at play. Well-being studies on children's rights tend to exclude other parties in the children's rights ecosystem. Parents are important actors in this ecosystem, as their responsibilities and boundaries are clearly stated in UNCRC (1989). However, mental well-being of parents, which is stated as a fundamental human right (WHO, 1946) is largely dismissed in the research, policy, and application of children's rights.

1.3 Purpose of the study

This study aims to examine the relationship of perceived parental attitude and attitude toward children's rights with the mediating role of well-being, by working with a sample of Turkish parents with children aged between 5 to 13.

Allin (2007) indicates that higher numbers of individuals reaching material and psychosocial well-being would ensure the community has higher well-being. Therefore, it would not be plausible to separate children's well-being from that of adults, and vice versa.

Instead of focusing on parents' self-perception of parenting, studying the mediating role of well-being in the relationship between perceived parenting attitude and children's rights attitude of an adult sample aligns with the intention to examine parental styles in terms of their generational and long-term influences in the context of children's rights. This study aims to highlight the importance of promoting holistic well-being in line with social equity (Stiglitz, 2002) for promoting child-rights-sensitive family models.

1.4 Hypotheses

Cultural differences may form various perceptions towards childhood and parenting (Sprott, 1994), which also creates the differentiation of parenting styles. In this study, distinct maternal and paternal parenting behaviors experienced during childhood were expected to impact the attitude differences toward children's rights during adulthood, with the mediating role of well-being in adulthood as each parenting attitude was regarded as a retrospective cultural variable. Therefore, the research questions and related hypotheses of this study emerged as the following:

RQ1: Is there any relationship between perceived parental attitude and well-being in adulthood?

H1.1: Perceived maternal acceptance would positively impact well-being in adulthood.

H1.2: Perceived paternal acceptance would positively impact well-being in adulthood.

H1.3: Perceived maternal strictness would negatively impact well-being in adulthood.

H1.4: Perceived maternal strictness would negatively impact well-being in adulthood.

RQ2: Is there any relationship between perceived parental attitudes and current attitude towards children's rights?

H2.1: Perceived maternal acceptance would yield a positive attitude towards children's rights.

H2.2: Perceived paternal acceptance would yield a positive attitude towards children's rights.

H2.3: Perceived maternal strictness would yield a negative attitude towards children's rights.

H2.4: Perceived paternal strictness would yield a negative attitude towards children's rights.

RQ3: Is there any relationship between parental well-being score and parental attitude toward children's rights?

H3: Participants with a higher well-being score would have a positive attitude toward children's rights.

RQ4: Does parental well-being have a mediating effect on the relationship between perceived parental attitude and current attitude towards children's rights?

H4.1: Parental well-being has a mediating effect on the relationship between perceived maternal acceptance attitude and current attitude towards children's rights.

H4.2: Parental well-being has a mediating effect on the relationship between perceived paternal acceptance attitude and current attitude towards children's rights.

H4.3: Parental well-being has a mediating effect on the relationship between perceived maternal strictness/control attitude and current attitude towards children's rights.

H4.4: Parental well-being has a mediating effect on the relationship between perceived paternal strictness/control attitude and current attitude towards children's rights.

1.5 Significance of the study

There is a body of research dedicated to investigating the factors affecting parental attitudes and parenting styles. One of the influencing factors on parenting styles is pointed to be the cultural setting (Descartes, 2012). While many studies focus on investigating the direct relationship between children and their parents' parenting styles, there is a lack of research focusing on the intergenerational transmission of parenting (Van Ijzendoorn, 1992) and its regulatory effects on children's lives.

Historical and sociological factors that constitute children's rights have also been extensively researched. While acknowledging the contentious theoretical foundation of children's rights (Emelonye, 2018), this study focused on the function of perceived parental styles regarding creating a child-rights-friendly daily setting, with parental well-being as the mediating factor. Therefore, it is important to

understand the parental attitudes toward the rights of children to address the lack of studies investigating the relationship between the perceived parenting style of parents and their conceptualization of children's rights. It is believed that this study could provide researchers with an understanding of the cultural transaction (Descartes, 2012) function of perceived parenting styles on the well-being of Turkish as a determinant of children's rights setting. Therefore, the findings of this study may be used to support developing parental child-rights programs and policies that are designed to promote the well-being of parties.

CHAPTER 2

LITERATURE REVIEW

2.1 Children's rights

2.1.1 Historical development

Jenks (2005) states that the ruling tenet of sociology is making distinctions between the members of the society, which is creating the social stratum. The dynamics of any social stratum can be observed in every societal setting, regardless of these settings' extent. A prominent societal setting is the family unit, which provides crucial insight to understand the social dynamics regarding its very important members, which are the children.

The definition of family, like many other social structures, has drastically changed over time due to changing needs in governance (Ciabattari, 2017), which is meaningful for understanding children's societal status change that occurred through time. Several theoretical approaches explain the function and the structure of families. For instance, the definition of the family consists of structural, positional, communication-based, and family types-based concepts according to Burgess and Locke (1945). This definition could be in alignment with the remark of Ariès (1965) on the purposefulness of family, which assigns a legal and political meaning to its structure. Under structural-functionalism (Ciabattari, 2017; Kingsbury & Scanzoni, 1993) family is described as a societal instrument that executes a set of practices for the endurance of civilization.

Other frameworks also explain family structures, social components, and inner-family power dynamics. Another framework called conflict theory (Marx & Engels, 1848/1969) focuses on control and dominance-based interactions between

societal components due to insufficient capital distribution, which can be illustrated with income disparity or age-based parental authority in the familial context (Ciabattari, 2017). Social exchange theory (Blau, 1964; Emerson, 1976; Homans, 1958), on the other hand, centers around dominance and reliance between the partners through transferring any sort of assets (Ciabattari, 2017), which is very similar to conflict theory while also different on some aspects. Social exchange theory accentuates the importance of how resources are shared among the members, and how it is concurrently observed within the family unit. It could be said that social exchange theory approaches this dynamic as a business negotiation in which parties exchange desired resources. Any discrepancy among partners' resources would result in higher reliance on one partner and higher dominance of the other, which is similar in both theories. On the other hand, conflict theory's exchange might include using undesired behavior such as abuse as a tool to obtain the desired resources from the other party, which may be a prevalent social issue in regards to child-adult interactions.

The political meaning behind the traditional family setting could be viewed as disregarding the individuality of its members, which is further highlighting the issue around children's voices being unheard, or not raised to begin with. Even though children's existence is ubiquitous in the world's history, the term childhood was coined at a later point in social studies (Jenks, 2005). Children's existence would not suffice to create a childhood for some time. From a sociological standpoint, it might be indicated that childhood emerges not because children exist, but rather because they are distinguished as a group in the social ranking. Children were shunned in a way that denied their separate existence from adults, which made it impossible to mount arguments on their status and rights. The feminist theoretical framework

studied family structures by focusing on the connection of factors such as class, sexual character, gender, and race (Ciabattari, 2017) to decipher women's undergoing, defined as intersectionality (Crenshaw, 1989). As intersectionality is a framework that originally emerged from focusing on the oppressed experiences of black women, it became prevalent in studies towards all socially disparaged, which proves its importance for the emergence of the UNCRC (1989) as a prominent human rights document. This would be in alignment with definition of childhood as a social covenant (Hoyles, 1979), which could imply that acknowledging children's separate existence may be the first step in discerning the experiences of children.

Although this was an important step in terms of assessing children's needs and promoting their well-being, commentary of Marten (2013) on children not being the competent authority in any of the public settings they are visible in, such as healthcare, educational realm, or family setting should be kept in consideration as to how it demonstrates the restrictions on children's perspective to get across to this day.

While children might be at the forefront today, their voices are currently being shunned. This commentary is objectified in the constitution of contemporary family as parents took more controlling roles towards children's upbringing (Ariès, 1962; Postman, 1982). While this could indicate increased attentiveness and awareness toward the needs of the child, the lack of the child's voice is underlined furthermore. The proposition of a relatively fresh perspective, child as being, has the basic premise that children can be active social actors (James et al., 1998), which points to a level of independence from adults. Although this is a significant point in which children's participatory rights are highlighted, the prevalence of this perspective is highly debatable.

Rights of the children were generally discussed in relation to societal perception of children and how this perception changed across different contexts. The value associated to the child often accentuates the position the child holds within the familial and societal structures (Kağıtçıbaşı & Ataca, 2015). Therefore, the value parents assign to their children might be in relation to their attitudes towards children's rights.

Kağıtçıbaşı and Ataca (2005) associate children with distinct values they provide to their family and society, which are economical and psychological (Kağıtçıbaşı, 2002). Economical value of children, which is denoted by partaking in labor, in housework, or in parental care work tends to decrease as societal economic markers improve. However, the dependency might still be observed based on the psychological value children provide to their parents (Kağıtçıbaşı, 1990, 1996, 2002). Psychological value consists of the positive emotional exchanges from children to parents (Kağıtçıbaşı, 2002).

The model of family change developed by Kağıtçıbaşı (1990, 1996, 2007) proposes three inherently different family structures, in which the position of children is dependent on different values they provide to the family (Kağıtçıbaşı, 2002). Family model of total interdependence is more prevalent in agricultural societal settings, in which adults are highly attached to children based on the economic and psychological value they would provide (Ataca, 2009; Kağıtçıbaşı, 2002). This family model could be associated with authoritarian or strict parental attitudes as children's autonomy would create a conflict of interest. Family model of independence is more prevalent in Westernized urban societal settings, in which dependency does not exist between adults and children based on the economic value children may add (Ataca, 2009; Kağıtçıbaşı, 2002). This model could intensify a

more permissive parental attitude. The last one, which is the family model of psychological interdependence is accountable for the emotional value children provide to the adults and how the emotional interdependence may create more of an authoritative or accepting parental attitude (Ataca, 2009; Kağıtçıbaşı, 2002). Therefore, it might be possible to indicate that different family models might produce different outcomes regarding parental attitude towards children's rights.

2.1.2 Child-rights based policymaking

Children's rights emerged subsequently to human rights, as childhood is a later developed concept. The distinction between childhood and adulthood required regulating children's rights separately, hence, UNCRC (1989) went forth as a significant Human Rights agreement highlighting societal rights and responsibilities (Te One & Dalli, 2010).

The UNCRC (1989) consists of 54 articles that account for all the rights children have regarding different aspects of life. One of the most commonly attributed models identifies these aspects as protection rights, provision rights, and participation rights (Lansdown, 1994).

The UNCRC (1989) also consists of several parties including children, adults, and the States. As the existence of the States is a powerful legal statement and a prominent sign of societal agreement upon children being right owners, the responsibility of adults and administrations is also outlined (UNCRC, 1989), as exercising children's rights is highly dependent on them.

UNCRC (1989) is stated to be the legislative regulation of the Children Act, and it has taken effect in the Republic of Turkey on 27th of January 1995, by being published in the Official Gazette (İpek, 2012). It can be indicated that states as being

the authority to design and implement welfare policy programs also hold legal liability towards children by being part of the UNCRC (1989).

Lundy (2014) indicates that human rights conventions are the output of a trade process between state parties, as they also hold the responsibility of its implementation. Therefore, the scope of the convention is highly dependent on states' capabilities. As a general premise, it could be said that states operate as mediating agents in safeguarding children's stakes (Lansdown, 1994). While this assumption is correct, it coincides with the fact each state party has the freedom to predicate the implementation of inner regulations. Therefore, reservations are commonly used by states with the intent to partially liberate themselves (Schabas, 1996).

> The reservations made by Turkey are declared as (ICRC Database, 1989):
>
> The Republic of Turkey reserves the right to interpret and apply the provisions of articles 17, 29 and 30 of the United Nations Convention on the Rights of the Child according to the letter and the spirit of the Constitution of the Republic of Turkey and those of the Treaty of Lausanne of 24 July 1923.

Reservations of any kind could have restrictive effects on individuals' access to the assurances of treaties, regardless of the extent of the reservations (Schabas, 1996). Although the scope of those reservations might differ with each state party, this is a significant hindrance to UNCRC's (1989) function of providing a global standard of well-being.

2.2 Well-being

2.2.1 Well-being in societal and family setting

Well-being is defined as the state of being happy, healthy, or prosperous in Merriam-Webster (2023), however, this definition is inadequate to capture its complexity. Well-being is beyond a term or a state of being. Well-being is interwoven with

overall life quality and life satisfaction, which could be measured tangibly or subjectively. Campbell et al. (1976) introduced the importance of people's perspectives to measure well-being. On the other hand, there could be different markers to measure the tangible aspects of well-being. For instance, well-being was associated with a lack of illness for centuries. Then, the direction has turned toward health promotion, preventive health, and so on (Ben-Arieh et al., 2014). This is in alignment with the health definition of World Health Organization (WHO) (WHO, 1946), which is: "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

The term was inspected through several disciplines and went through significant changes with time. For instance, the political approach to well-being can be exemplified by welfare state definition (Esping-Andersen, 1990), which holds governments accountable for providing a standard life to society. The definition emphasizes the role of governance and formality to sustain well-being.

Mental health is defined by WHO (WHO, 2023) as: "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." Wells et al. (2010) state that mental health is largely disregarded, although it holds great importance in overall well-being. Social, cultural, historical, political, or physical factors are related to mental health issues and poor well-being (Wells et al., 2010), however, preventive measures can also be taken with careful consideration of mentioned factors.

As one of the most significant social structures, families should be monitored closely in terms of their well-being. The multidirectional relation between individuals, families, and any other factors make up the well-being of families,

parents, and children. Despite the holistic nature of well-being, the mental well-being of families is distinctly important to investigate socialization in families, and parenting styles, to develop future promotive strategies and support programs.

Working with families holds a prominent spot in combating risk factors against the mental well-being of individuals. Socialization among the members of nuclear and extended families is crucial due to protective properties, which could be enhanced by supporting families with resilience-based programs (Wells et al., 2010). Authors also indicate that the intersection of the quality of economy, education, care services, and social and cultural assets both constitute a set of precautions against the development of mental illnesses and also support a rewarding life experience for individuals. Thus, suitable therapy models can be developed and used for families. An example would be Socioculturally Attuned Family Therapy, which designs intervention-based family therapies with consideration of social structures and cultural variables (McDowell et al., 2018).

No matter which aspect of well-being is being evaluated, it should be done in a prospective approach and should go beyond being a simple assessment tool for the betterment of communities and humans. The wide extent of well-being has linked policymaking with a large research ground from medical sciences to various social science disciplines (Ben-Arieh et al., 2014). This could provide significant value for the well-being studies of children and parents, while the benefits of these studies would go beyond and be more comprehensive.

2.2.2 UNCRC as a well-being policy

It should be noted that human rights legislation is designed to meet the minimum standards for the basic needs of every human without exclusion (Lundy, 2014). The

UNCRC (1989), although having great value in providing a baseline for children's life quality, should also be critically reviewed for its premise and scope. The historical development of the UNCRC (1989) cannot be thought of separately from the historical development of childhood. As the societal perception of childhood is not stagnant, the changes could be extending to the construction and implementation of children's rights.

While the mere existence of the Convention is major historical progress, it should be considered that the UNCRC (1989) could be a product of the ingrained societal perception of vulnerable children (Lansdown, 1994). The vulnerability of children is categorized as inherent vulnerability and structural vulnerability; which stand for the dependency of children on adults for survival needs and the absence of political representation, financial freedom, and civic rights (Lansdown, 1994). The inherent vulnerability could be a convincing argument for holding adults and States accountable to exercise provisionary and participatory rights to promote the overall well-being of children. However, it is important to note that structural vulnerability (Lansdown, 1994) could easily be overcome with societal advancements.

While the Convention is often criticized for predominantly emphasizing the protective features of the document with an emphasis on inherent vulnerability, it might not suggest that UNCRC (1989) is hindering weakening children's other rights and needs (Te One & Dalli, 2010). There are arguments around the idea of whether to have powerful parents or powerful states for exercising the rights (Te One & Dalli, 2010) while children's self-power seemingly remain out of the discussion, due to the emphasis on children's rights of protection. However, children's right to achieve a certain level of well-being should not imply further that children are weak social actors. Instead, the well-being emphasis of the UNCRC (1989) could be crucial in

establishing the rightful place of children within society by strengthening their emotional and mental well-being, as much as their physical well-being.

Although children's well-being is accentuated in UNCRC (1989), well-being of parents who are significant actors of the Convention should not be discarded. It is suggested that the exchange of genetics and cultural values to younger generations is provided by the parents (Bornstein, 2012). Since parents hold a prominent role which is impactful on children, it would be valuable to investigate the factors that give shape to parental behaviors.

The Determinants of Parenting Model was proposed by Belsky (1984) which focused on the influencing factors over parenting. The Determinants of Parenting Model proposes that parenting practices are under the constant influence of the attributes of the parent, the attributes of the child, and the societal circumstances in which the family lives. For instance, parents' personal attributes carry weight over their actions (Bornstein, 2019; Vondra et al., 2005). As suggested by Belsky et al. (1995), as Neuroticism reduced in fathers, incidents related to daily hassle and adverse emotions also reduced; which improved their parental behaviors.

One of the prominent societal factors that impact parenting may be the childhood incidents the parents experienced in the past (Belsky, 1980). Parents' delivery of abusive behavior towards their children may stem from a combination of factors as common societal exercises of parenthood and also the parents' overall developmental experience, which indicate the constant interaction between the systems that make the society (Belsky, 1980; Bronfenbrenner, 1979). As negative past developmental experiences of the parents might accentuate abusive behaviors toward their own children (Belsky, 1980), it would be crucial to provide supportive

measures to parents to ensure their mental and emotional well-being, which in turn would also ensure the well-being of children.

2.3 Parenting styles

2.3.1 Theories on parenting styles

Children obtain a necessary set of developmental skills to be well-adjusting to society through socialization (Rodrigo et al., 2014), which is a crucial function of the family unit. The scientific exploration of the socialization of family members lead to a series of parenting styles studies (Rodrigo et al., 2014).

Several theories were developed to explain parenting styles and their properties. Initially, Baldwin (1955) proposed warmth versus hostility and emotional involvement versus detachment as parenting styles. Several complementary properties have been submitted in latter generated models, such as love versus hostility, autonomy versus control, and permissiveness versus restrictiveness (Schaefer, 1959; Sears et al., 1957; Becker, 1964). All the models indicated above reached a consensus, which associates loving and supporting parenting properties and styles with children's positive growth (Barber, 2002). These models were the first helpful step to understanding the social order of childhood in comparison to parenthood, as these models leaned towards power to explain the dynamic between children and parents.

One of the most established parenting styles models initially proposed parental warmth and parental demandingness (Baumrind, 1971), in which parental warmth pertains to supporting children's self-direction skills by maintaining an emotionally aware and understanding communication; and parental demandingness pertains to exerting control over communication with children, intending to regulate

children (Baumrind, 2005). In the same study, Baumrind (1971) generated authoritative, authoritarian, and permissive parenting styles, and later on, neglectful parenting was identified by Maccoby and Martin (1983) as an addition. This classification not only helped researchers to structure the inner-family interactions but also to derive the underlying social and political meanings, as there are significant overlaps between sociopolitical models and parenting styles.

Lakoff (2009) theorized the Strict Father and Nurturant Parent metaphors in alignment with the classification of parenting styles by Baumrind (1971) and Maccoby and Martin (1983), which is a robust inference of the politics of families. These metaphors portray the story of two politically opposing parties, in the guise of two family types. Lakoff (2009) states that the models he developed are highly utopian as they are a complete representation of conservatism and progressivism, which makes them strictly anecdotal conversely to the classification of Baumrind (1971) and Maccoby and Martin (1983). Classifying families either as conservative or progressive would be quite limiting, as family settings could be quite diverse. It should be noted that both metaphors are severe cases of conservatism and progressivism, which makes them not a reflection of human experiences, but a narration of political philosophies. Therefore, works of Baumrind (1971), Maccoby and Martin (1983), and Lakoff (2009) are used with the intention of understanding the politics of the parent-child relationship, rather than portraying an encompassing family experience.

The strict father model corresponds to the authoritarian (Baumrind, 1971) parenting in the work of Lakoff (2009). The strict father is the only capable figure who safeguards the family from all the dangers and threats of the outside world, as the mother is simply impotent (Lakoff, 2009). The power relations and roles are

distinguished between family members in the strict father model. Common themes apply to both conservative politics and the strict father model, both of which systemically consist of control, compliance, domination, and so on (Lakoff, 2009). The virtue in any form of behavior that can be obtained from other family members is sought to be well-deserved by the father, as they hold the patriarchal power.

The nurturant parent model (Lakoff, 2009) corresponds to authoritative parenting (Baumrind, 1971). Role division of this model is quite contrary to the strict father model, as there is an equal division of everything, from resources to authority. Gender is not a determinant of role division (Lakoff, 2009). Lakoff (2009) describes this model with its protective and empowering approach toward children, in which positive discipline and positive reinforcement are highly used. Power is not socially exchanged between family members as if it is a limited resource, but instead, it is something to be discovered individually and shared with others in the nurturant parent model.

There are several limitations of the model of Baumrind (1971). For instance, Descartes (2012) opposes the universal typologies of the model with a replacing view on social constructivism, which states that adequacy criteria of parenting might differ from culture to culture due to differing value sets. Another limitation is accentuated by Roubinov and Boyce (2017) with the same emphasis on parenting criteria, which is the socioeconomic status of the families. The authors suggest that although the low socioeconomic status of families might be a risk factor for parental well-being and preventive measures should be taken, it is also found to support helping behaviors, which are found to be useful in collective social settings. While acknowledging the limitations of the model, parenting styles model of Baumrind (1971) and Maccoby and Martin (1983) was used in the contextualization of this

study, as this research focused on the relationship between inner-politics of the family, children's rights, and the well-being of family members.

2.3.2 Life course theory

The life course theoretical framework (Elder, 1974) studies the individual and historical changes caused by time, and their relation to the dynamics of the family (Ciabattari, 2017). The theory uses time as a linear and single-direction entity (Sánchez-Mira & Bernardi, 2022) to investigate its impact on individuals' decision-making processes and actions. However, Sánchez-Mira & Bernardi (2022) propose that time should be contextualized in elastic, telescopic, and multidirectional attributes. Writers further explain the multidirectional attribute of time as the interconnection of the memories of the past and the future expectations with current decisions, the telescopic attribute of time as the distance and depth remembered and planned by individuals, and the elastic attribute of time as the difference of fluency in regards to how individuals experience certain events (Sánchez-Mira & Bernardi, 2022). This distinction was crucial for this study as intergenerational transmission within a social context and its relation to social policy was focused on. Gerson (2009) also asserts that fragments of time do not suffice to fully encapsulate the transformations in the lifespan of a family. Therefore, relative time (Sánchez-Mira & Bernardi, 2022) holds importance to study a social group's members' psychological and cognitive patterns, in association with social factors and their progressions. In the example of a parent who is reflecting upon their past experiences with their parents when deciding on future actions, it could be stated that multidirectional time would contextualize perceived parenting as it could be considered a prominent aspect of childhood experience.

2.3.3 Perceived parenting

Parents convey certain messages to their children through parenting styles as part of the socialization between them. However, these messages can be interpreted quite differently by children due to several experiences they may have outside of the parent-child interaction, which demonstrates the symbolic interaction (Blumer, 1986) from child to parent. Hence, perceived parenting styles need a distinct definition.

Children's experience of their parents' demeanor could be defined as perceived parenting (Abdollahi et al., 2013). Perceived parenting styles enable the children, or later on, the adults, to convey their narrative of one aspect of their childhood, which could provide insight into their psychological well-being. For instance, Aka and Gençöz (2014) reported that parental factors such as parental and maternal warmth, overprotection, and rejection variables were used to determine the perceived parenting styles of the participants, and their study revealed a positive relationship between maternal rejection and social anxiety; maternal overprotection and obsessive-compulsiveness; and parental verbal aggression or rejection and emotional dysregulation; which all indicate perceived parentings' impact on individuals' psychological well-being.

It should be noted that parent-child socialization is dual natured. Several studies found that parents and children simultaneously influence each other's well-being. For instance, parenting styles were found to be impacted by the behavior of adolescents (Kerr et al., 2012). The same pattern of simultaneity can be observed regarding well-being of parents and children. Umberson (1989) stated that parental well-being was impacted by the condition of communication between parents and children, while a different study concluded that children's self-esteem levels was influential on perceived parenting (Kernis et al., 2000), as self-esteem was also found

to be linked to well-being (Neff, 2011). Therefore, well-being was investigated through its mediating role in the current study.

CHAPTER 3

METHODOLOGY

3.1 Study design

A correlational research design was employed since it aligned with the aim of this research, which is to investigate the relationship between perceived parenting style, well-being parental attitude towards children's rights. Mills and Gay (2016) denote that correlational research design can be used to examine the existence of a relational pattern among different parameters, and in case of existence, proceeds to look into how this pattern is formed; or this design can be used to test the presumption of factor associations. Mills and Gay (2016) also stress a common pitfall of correlational studies, which is making any assumptions regarding causality between the factors of the study. Therefore, the correlational design employed in this study was by no means to make inferences of causality regarding the research questions.

3.2 Population and sample

According to the census data collected on February 6th, 2023, Turkey's population reached 85 million 279 thousand and 553 people (TÜİK, 2023). The total number of parents in the population was unknown due to the non-existence of data.

The population of this study was Turkish parents. The current sample consisted of 252 Turkish parents, who voluntarily participated in the study. Convenience sampling and snowball sampling techniques were applied. The exclusion criteria of this study was the age range of the participants' children. For this study, participants were considered to be eligible. The sample of this study

consisted of 155 (61.5%) female parents and 97 (38.5%) male parents who had children between the ages of 5 to 13 (M = 8.19).

3.3 Data collection tools

3.3.1 Demographic information form

In addition to collecting information on the participants of the study, the demographic information form was also intended to collect information about participants' parents, as this study explored perceived parental attitudes (see Appendices A & B).

Participants' age, sex, marital status, income level, educational level, and work status were asked within the form, as well as weekly hours spent with their children. The form also asked their maternal and paternal living status, parental educational level, parental work status, parental income level and parental marital status.

3.3.2 Warwick-Edinburgh mental well-being scale – Turkish adaptation

The Turkish Adaptation of Warwick-Edinburgh Mental Well-Being Scale (Keldal, 2015) was administered to assess the well-being of the participants. The Turkish adaptation of the scale is a 5-point Likert scale that consists of 14 items. 5-point Likert is ranked as "Point 1" "totally disagree", "Point 2" "slightly disagree", "Point 3" "neutral", "Point 4" "agree" and "Point 5" "totally agree". There are no reverse-coded items. Factor analysis of the items show that the scale consists of a single factor. The total score of this scale varies from 14 to 70, as higher scores indicating higher well-being (see Appendices C & D).

Adaptation study of Keldal (2015) was conducted with 348 participants. Computed alpha coefficient of the scale is .89, indicating high internal consistency. Test-retest reliability of the scale was calculated with 124 participants and revealed the reliability coefficient of the scale as .83.

3.3.3 The parenting styles questionnaire

Developed by Sümer and Güngör (1999), The Parenting Styles Questionnaire was administrated to understand the parental attitudes of the third generation perceived by the participants. The final version of the scale is a 5-point Likert type, existing of 22 items. Participants are able to answer all items separately for their mother and father. 5-point Likert is ranked as “Point 1” “totally inaccurate”, “Point 2” “slightly inaccurate”, “Point 3” “partly accurate”, “Point 4” “accurate” and “Point 5” “totally accurate”. Factor analysis of the items reveals the two sub-dimensions of the scale as follows: parental acceptance/involvement and strictness/control. There are 11 items for the measurement of both sub-dimensions (see Appendices E & F).

Parental acceptance sub-dimension is measured with items numbered 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, and 21. Lowest score of this sub-dimension is 11 while the highest score is 55. Strict control sub-dimension is measured with items numbered 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, and 22 Lowest score of this sub-dimension is 11 while the highest score is 55. 3 items are reverse coded, which are numbered 11, 13 and 21.

To measure the internal consistency of the scale, alpha coefficients were calculated for each sub-dimension. Cronbach Alpha analysis yielded the results of .86 for parental acceptance sub-dimension and .88 for strict control sub-dimension of mothers, and .88 for parental acceptance sub-dimension and .87 for strict control sub-dimension of fathers.

3.3.4 Scale of attitude toward child rights

Developed by Karaman-Kepenekci (2006), The Scale of Attitude Towards Child Rights (ÇHTÖ) was administrated to determine parents' child rights attitude.

The scale was found to be a single-factor scale. It is also a 5-point Likert type, consisting of 22 items. 5-point Likert is ranked as "Point 1" "totally disagree", "Point 2" "slightly disagree", "Point 3" "neutral", "Point 4" "agree" and "Point 5" "totally agree". 3 items are reverse coded, which are numbered 2, 14, and 15. The total score of this scale varies from 22 to 110, as lower scores indicate a more negative attitude, and a higher score indicates a positive attitude toward children's rights (see Appendices G & H). The study by Karaman-Kepenekci (2006) revealed that the total correlation coefficient of the items varied between .32 and .62. Alpha coefficient was calculated as .85, and the split-half correlation was calculated as .77, which demonstrated suffice of validity and reliability of the scale.

3.4 Procedure

Data were collected in compliance with the ethical standards of the Ethics Committee for Master and Ph.D. Theses in Social Sciences and Humanities (see Appendix I). The sample of this study were requested to complete the online survey on Google Forms, which was shared through various channels to increase access. The online scale consisted of the title page including all the necessary information about this study, the Informed Consent Form (see Appendices J & K), the Demographic Information Form, the Parenting Styles Questionnaire, and the Scale of Attitude Toward Child Rights in the presented order. Since the scale was designed to answer all questions on one page to be able to proceed to the next and none of the participants was excluded due to blank answers. Participants were excluded due to

inaccurate answers on the Demographic Information Form, such as participants sharing their child's gender instead of their own.

3.5 Data analysis

For the data analysis, SPSS 29 was used. Correlation (Pearson), simple linear regression, and multiple linear regression were employed to examine the relationship between current well-being scores, perceived parental attitude scale scores and parental attitudes scale for children's rights scores. Afterwards, PROCESS Macro 4 software was used at 95% confidence interval level with 5000 Bootstrapping method for the calculation of the mediating effect of well-being on the relationship between parental attitudes and children's rights attitude (Hayes, 2022). In addition, group differences regarding the demographic variables were assessed with a series of t-test and ANOVA.

Total number of participants who answered all the forms and questionnaires were 292. No exclusions were made for missing answers, as there were none. However, 39 participants had to be excluded from the dataset due to child age out of the designated range (n = 18), providing their child's gender instead of their own (n = 18), and not being a parent to a child (n = 3). Outliers (n = 1) were also excluded.

The skewness and kurtosis calculation results that can be seen in Table 1 resulted in excluding outliers (n = 1). The normalcy analysis result of the finalized dataset of 252 revealed the skewness values between -1.114 and .383 and kurtosis values between -1.453 and .071, which demonstrated normal distribution of the data (Byrne, 2010; Hair et al., 2010).

Table 1. Skewness and Kurtosis

		WB	MA	MS	PA	PS	CRA
N	Valid	252	252	252	252	252	252
	Missing	0	0	0	0	0	0
Skewness		-1.114	-0.037	0.383	0.245	0.118	-0.235
Std. Error of Skewness		0.153	0.153	0.153	0.153	0.153	0.153
Kurtosis		0.071	-1.42	-1.397	-1.18	-1.453	0.918
Std. Error of Kurtosis		0.306	0.306	0.306	0.306	0.306	0.306

Note: WB: Well-Being, MA: Maternal Acceptance, MS: Maternal Strictness, PA: Paternal Acceptance, PS: Paternal Strictness, CRA: Children's Rights Attitude.

Based on the finalized dataset, the reliability coefficient of the three scales used was calculated for this study. Turkish Adaptation of Warwick-Edinburgh Mental Well-Being Scale (Keldal, 2015) was a one-factor scale consisting of 14 items, and Cronbach alpha for the scale was found to be .939. The Parenting Styles Questionnaire (Sümer & Güngör, 1999) consisted of 22 items and four sub-dimensions. Cronbach alpha analyses of the scale resulted in .913 for maternal acceptance, .934 for maternal strictness, .911 for paternal acceptance, and .942 for paternal strictness. Lastly, Cronbach alpha score was found to be .72 for the Scale of Attitude towards Child Rights (Karaman-Kepenekci, 2006), which consisted of 22 items and one factor. Cronbach alpha values above .70 are considered to demonstrate the reliability of a scale (Heale & Twycross, 2015). Therefore, no item exclusions were performed on any of the scales.

CHAPTER 4

RESULTS

4.1 Results of the sample characteristics

As part of this study, demographic information was collected in a target-specific approach, which are intended towards the participants and participants' maternal and paternal figure. All the findings are listed in separate tables. Table 2 reveals the characteristics specific to the participants. These results reveal that 252 parent who participated in the study had an age mean of 38.88 (SD = 5.82). While 155 (61.5%) participants identified themselves as female, 97 (38.5%) participants identified themselves as male. Participants' children's age mean was 8.24 (SD = 2.49).

Regarding their marital status, 9 (3.6%) participants were separated, 29 (11.5%) participants were divorced, and 214 (84.9%) were married. 37 (14.7%) of the participants were unemployed while 46 (18.3%) were working part-time and 169 (67.1%) were employed full-time. In terms of the education level, 2 (0.8%) participants held an elementary school degree, 2 (0.8%) with a middle school degree, 13 (5.2%) with a high school degree, 16 (6.3%) with an associate degree, 163 (64.7%) with a university degree and lastly, 56 (22.2%) with Masters or Doctoral degree.

Income level perception was asked to the participants for two different settings. Former question was intended towards their current financial circumstances and the latter was intended towards financial circumstances during their childhood. Regarding their current financial circumstances, 18 (7.1%) participants stated their current income level as low, while 176 (69.8%) participants identified as middle income, and 58 (23.0%) identified as high. Regarding their financial circumstances

during their childhood, 45 (17.9%) participants identified their parents' income level as low, 154 (61.1%) as middle income, and 53 (21.0%) as high income.

Table 3 reveals the characteristics specific to the participants' maternal figure. Regarding their marital status, 22 (8.7%) maternal figures were separated, 20 (7.9%) were divorced, and 210 (83.3%) were married during the participants' childhood. 96 (38.1%) of the maternal figures were unemployed while 24 (9.5%) were working part-time and 132 (52.4%) were employed full-time during the participants' childhood. In terms of the education level, 25 (9.9%) maternal figures were literate without any degree, 36 (14.3%) held an elementary school degree, 30 (11.9%) with a middle school degree, 71 (28.2%) with a high school degree, 14 (5.6%) held with an associate degree, 71 (28.2%) with a university degree and lastly, 5 (2.0%) with a Masters or Doctoral degree. Lastly, 241 (95.6%) of the maternal figures were alive during the participants' childhood while 11 (4.4%) of them were deceased during their childhood.

Table 4 reveals the characteristics specific to the participants' paternal figure. Regarding their marital status, 22 (8.7%) paternal figures were separated, 20 (7.9%) were divorced, and 210 (83.3%) were married during the participants' childhood. 13 (5.2%) of the paternal figures were unemployed while 19 (7.5%) were working part-time and 220 (87.3%) were employed full-time during the participants' childhood. In terms of the education level, 10 (4.0%) paternal figures were literate without any degree, 20 (7.9%) held an elementary school degree, 19 (7.5%) with a middle school degree, 70 (27.8%) with a high school degree, 23 (9.1%) with an associate degree, 101 (40.1%) with a university degree and lastly, 9 (3.6%) with a Masters or Doctoral degree. Lastly, 233 (92.5%) of the paternal figures were alive during the participants' childhood while 19 (7.5%) of them were deceased during their childhood.

Table 2. Sample Characteristics

Characteristic	Sample	Frequencies
N	252	
Age range (years)	24-53	
Age means (years)	38.88	
Child age range (years)	5-13	
Child age means (years)	8.24	
Female (n)	155	61.5%
Male (n)	97	38.5%
Separated (n)	9	3.6%
Married (n)	214	84.9%
Divorced (n)	29	11.5%
Unemployed (n)	37	14.7%
Part-time (n)	46	18.3%
Full-time (n)	169	67.1%
Literate	0	0.0%
Primary school degree	2	0.8%
Middle school degree	2	0.8%
High school degree	13	5.2%
Associate degree (2-year)	16	6.3%
Bachelor's degree (4-year)	163	64.7%
Masters/Doctoral degree	56	22.2%
Low-level income	18	7.1%
Mid-level income	176	69.8%
High-level income	58	23.0%
Low-level income (during childhood)	45	17.9%
Mid-level income (during childhood)	154	61.1%
High-level income (during childhood)	53	21.0%

Table 3. Sample Characteristics of Participants' Maternal Figure

Characteristic	Sample	Frequencies
N	252	
Separated (n)	22	8.7%
Married (n)	210	83.3%
Divorced (n)	20	7.9%
Unemployed (n)	96	38.1%
Part-time (n)	24	9.5%
Full-time (n)	132	52.4%
Literate	25	9.9%
Primary school degree	36	14.3%
Middle school degree	30	11.9%
High school degree	71	28.2%
Associate degree (2-year)	14	5.6%
Bachelor's degree (4-year)	71	28.2%
Masters/Doctoral degree	5	2.0%
Alive	241	95.6%
Deceased	11	4.4%

Income distribution of the participants is demonstrated in Table 5. During the time the study was conducted, minimum wage was determined to be 8506 Turkish lira. Therefore, the lower income was determined between 0 Turkish lira and 7999 Turkish lira, the middle between 8000 Turkish lira and 11999 Turkish lira and higher income as 12000 Turkish lira and higher to assess group differences.

According to the results, 16 (6.4%) of the participants were in the low-income level, 57 (22.6%) of the participants were in the middle-income level, and 179 of the participants were in the high-income level (71.0%).

Table 4. Sample Characteristics of Participants' Paternal Figure

Characteristic	Sample	Frequencies
N	252	
Separated (n)	22	8.7%
Married (n)	210	7.9%
Divorced (n)	20	83.3%
Unemployed (n)	13	5.2%
Part-time (n)	19	7.5%
Full-time (n)	220	87.3%
Literate	10	4.0%
Primary school degree	20	7.9%
Middle school degree	19	7.5%
High school degree	70	27.8%
Associate degree (2-year)	23	9.1%
Bachelor's degree (4-year)	101	40.1%
Masters/Doctoral degree	9	3.6%
Alive	233	92.5%
Deceased	19	7.5%

Table 5. Income Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
0-2999 TL	0	0	0	0
3000-4999 TL	2	0.8	0.8	0.8
5000-7999 TL	14	5.6	5.6	6.3
8000-9999 TL	22	8.7	8.7	15.1
10000-11999 TL	35	13.9	13.9	29.0
12000-14999 TL	28	11.1	11.1	40.1
15000 TL and above	151	59.9	59.9	100.0
Total	252	100.0	100.0	

4.2 Descriptive statistics and the results of the group differences

4.2.1 Results of t-test

A series of independent samples t-tests were conducted to compare the current well-being scores of the participants for Gender (Female/Male), Living Status of Maternal Figure (Alive/Deceased) and Living Status of Paternal Figure (Alive/Deceased). The results for the Gender variable showed no significant differences [t (250) = -.885, p = .377] in scores for Female (M = 3.60, SD = .86) and Male (M = 3.70, SD = .83). The magnitude of the differences in the means (mean difference = -.09715, 95% CI: -.31331 to .11900) was not significant.

The results for the Living Status of Maternal Figure variable showed no significant differences [t (10.560) = 2.014, p = .070] in scores for Alive (M = 3.67, SD = .83) and Deceased (M = 3.01, SD = 1.06). The magnitude of the differences in the means (mean difference = .65479, 95% CI: -.06453 to 1.37411) was not significant.

The results for the Living Status of Paternal Figure variable showed differences [t (19.930) = 2.257, p = .035] in scores for Alive (M = 3.68, SD = .82) and Deceased (M = 3.14, SD = 1.02). The magnitude of the differences in the means (mean difference = .54384, 95% CI: .04111 to 1.04656) was significant.

A series of independent samples t-tests were conducted to compare the perceived maternal acceptance scores of the participants for Gender (Female/Male), Living Status of Maternal Figure (Alive/Deceased) and Living Status of Paternal Figure (Alive/Deceased). The results for the Gender variable showed no significant differences [t (250) = -1.491, p = .137] in scores for Female (M = 3.26, SD = 1.00) and Male (M = 3.45, SD = .94). The magnitude of the differences in the means (mean difference = -.18980, 95% CI: -.44054 to .06094) was not significant.

The results for the Living Status of Maternal Figure variable showed no significant differences [t (250) = -.499, p = .618] in scores for Alive (M = 3.32, SD = .98) and Deceased (M = 3.47, SD = 1.06). The magnitude of the differences in the means (mean difference = -.15192, 95% CI: -.75140 to .44757) was not significant.

The results for the Living Status of Paternal Figure variable showed no significant differences [t (250) = 1.141, p = .255] in scores for Alive (M = 3.68, SD = .82) and Deceased (M = 3.14, SD = 1.02). The magnitude of the differences in the means (mean difference = .26815, 95% CI: -.19479 to .73108) was not significant.

A series of independent samples t-tests were conducted to compare the perceived maternal strictness scores of the participants for Gender (Female/Male), Living Status of Maternal Figure (Alive/Deceased) and Living Status of Paternal Figure (Alive/Deceased). The results for the Gender variable showed significant differences [t (213.274) = 2.133, p = .034] in scores for Female (M = 3.14, SD = 1.08) and Male (M = 2.85, SD = 1.01). The magnitude of the differences in the means (mean difference = .28779, 95% CI: .02178 to .55380) was significant.

The results for the Living Status of Maternal Figure variable showed no significant differences [t (250) = .259, p = .796] in scores for Alive (M = 3.03, SD = 1.05) and Deceased (M = 2.95, SD = 1.23). The magnitude of the differences in the means (mean difference = .08505, 95% CI: -.56246 to .73255) was not significant.

The results for the Living Status of Paternal Figure variable showed no significant differences [t (250) = -1.211, p = .227] in scores for Alive (M = 3.00, SD = 1.05) and Deceased (M = 3.31, SD = 1.23). The magnitude of the differences in the means (mean difference = -.30721, 95% CI: -.80687 to .19246) was not significant.

A series of independent samples t-tests were conducted to compare the perceived paternal acceptance scores of the participants for Gender (Female/Male),

Living Status of Maternal Figure (Alive/Deceased) and Living Status of Paternal Figure (Alive/Deceased). The results for the Gender variable showed no significant differences [t (250) = .819, p = .414] in scores for Female (M = 3.04, SD = .98) and Male (M = 2.94, SD = 1.01). The magnitude of the differences in the means (mean difference = .10503, 95% CI: -.14752 to .35757) was not significant.

The results for the Living Status of Maternal Figure variable showed no significant differences [t (250) = -.034, p = .973] in scores for Alive (M = 3.00, SD = .98) and Deceased (M = 3.01, SD = 1.15). The magnitude of the differences in the means (mean difference = -.01049, 95% CI: -.61273 to .59174) was not significant.

The results for the Living Status of Paternal Figure variable showed no significant differences [t (250) = .073, p = .942] in scores for Alive (M = 3.00, SD = .99) and Deceased (M = 2.99, SD = .94). The magnitude of the differences in the means (mean difference = .01737, 95% CI: -.44865 to .48340) was not significant.

A series of independent samples t-tests were conducted to compare the perceived paternal strictness scores of the participants for Gender (Female/Male), Living Status of Maternal Figure (Alive/Deceased) and Living Status of Paternal Figure (Alive/Deceased). The results for the Gender variable showed no significant differences [t (250) = 1.091, p = .276] in scores for Female (M = 3.13, SD = 1.16) and Male (M = 2.96, SD = 1.12). The magnitude of the differences in the means (mean difference = .16195, 95% CI: -.12819 to .45209) was not significant.

The results for the Living Status of Maternal Figure variable showed no significant differences [(t (250) = -.932, p = .352] in scores for Alive (M = 3.05, SD = 1.14) and Deceased (M = 3.38, SD = 1.35). The magnitude of the differences in the means (mean difference = -.32962, 95% CI: -1.02640 to .36717) was not significant.

The results for the Living Status of Paternal Figure variable showed no significant differences [t (250) = -.442, p = .659] in scores for Alive (M = 3.05, SD = 1.14) and Deceased (M = 3.17, SD = 1.28). The magnitude of the differences in the means (mean difference = -.12124, 95% CI: -.66116 to .41868) was not significant.

A series of independent samples t-tests were conducted to compare the attitude towards children's rights scores of the participants for Gender (Female/Male), Living Status of Maternal Figure (Alive/Deceased) and Living Status of Paternal Figure (Alive/Deceased). The results for the Gender variable showed no significant differences [t (250) = -.474, p = .636] in scores for Female (M = 4.58, SD = .21) and Male (M = 4.60, SD = .24). The magnitude of the differences in the means (mean difference = -.01360, 95% CI: -.07015 to .04295) was not significant.

The results for the Living Status of Maternal Figure variable showed significant differences [t (14.831) = 2.674, p = .017] in scores for Alive (M = 4.59, SD = .22) and Deceased (M = 4.50, SD = .10). The magnitude of the differences in the means (mean difference = .09130, 95% CI: .01846 to .16415) was significant.

The results for the Living Status of Paternal Figure variable showed significant differences [t (36.578) = 4.151, p = <.001] in scores for Alive (M = 4.60, SD = .23) and Deceased (M = 4.49, SD = .09). The magnitude of the differences in the means (mean difference = .11184, 95% CI: .05723 to .16646) was significant.

4.2.2 Results of ANOVA

To assess the group differences based on the variables of education level, working status, marital status, income level perception, current monthly income, maternal education level, maternal working status, paternal education status, paternal working status, income level during childhood, and marital status of parents during childhood,

a series of one-way ANOVA were computed at .05 significance level. Partial eta squared values were interpreted as small effect size at .01, medium effect size at .06, and large effect size at .14 (Adams & Conway, 2014).

The results of the ANOVA in Table 6 for comparing the effect of marital status on well-being, perceived parental attitude, and children's rights attitude did not reveal any significant effect. There is no significant effect of marital status on well-being [F (2, 249) = 2.010, p = .136], maternal acceptance [F (2, 249) = .012, p = .988], maternal strictness/control [F (2, 249) = .247, p = .781], paternal acceptance [F (2, 249) = 1.878, p = .155], paternal strictness/control [F (2, 249) = .152, p = .859], and children's rights attitude [F (2, 249) = 1.593, p = .205].

Table 6. Summary of ANOVA for Current Marital Status

		SS	df	F	p
Well-Being	Between Groups	2.863	2	2.010	.136
	Within Groups	177.359	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	.024	2	.012	.988
	Within Groups	243.887	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	.563	2	.247	.781
	Within Groups	283.778	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	3.654	2	1.878	.155
	Within Groups	242.253	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	.403	2	.152	.859
	Within Groups	329.923	249		
	Total	330.326	251		
Children's Rights	Between Groups	.155	2	1.593	.205
	Within Groups	12.152	249		
	Total	12.308	251		

The results of the ANOVA in Table 7 for comparing the effect of current working status on well-being, perceived parental attitude, and children's rights attitude

revealed a significant effect of working status on paternal strictness/control [F (2, 249) = 5.162 p = .006; $\eta_p 2$ = .04]. Unemployed participants (M = 3.54, SD = 1.21) perceived their paternal figure to be more controlling/strict than participants who worked part-time (M = 3.20, SD = 1.01) and participants who worked full-time (M = 2.91, SD = 1.13).

There is also a significant effect of working status on children's rights attitude [F (2, 249) = 9.401, p = <.001; $\eta_p 2$ = .07]. Participants who were unemployed (M = 4.53, SD = .19) and who were working part-time (M = 4.49, SD = .15) had a more negative attitude towards children's rights than participants who worked full-time (M = 4.63, SD = .22).

There is no significant effect of working status on well-being [F (2, 249) = .697, p = .49], maternal acceptance [F (2, 249) = .930, p = .396], maternal strictness/control [F (2, 249) = .621, p = .538], and paternal acceptance [F (2, 249) = 1.484, p = .229].

Table 7. Summary of ANOVA for Current Working Status

		SS	df	F	p
Well-Being	Between Groups	1.003	2	.697	.499
	Within Groups	179.220	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	1.809	2	.930	.396
	Within Groups	242.102	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	1.411	2	.621	.538
	Within Groups	282.930	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	2.896	2	1.484	.229
	Within Groups	243.011	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	13.149	2	5.162	.006
	Within Groups	317.176	249		
	Total	330.326	251		
Children's Rights	Between Groups	.864	2	9.401	<.001
	Within Groups	11.444	249		
	Total	12.308	251		

The results of the ANOVA in Table 8 for comparing the effect of current education level on well-being, perceived parental attitude, and children's rights attitude did not reveal any significant effect. There is no significant effect of education level on well-being [F (5, 246) = .128, p = .986], maternal acceptance [F (5, 246) = 1.016, p = .409], maternal strictness/control [F (5, 246) = .817, p = .538], paternal acceptance [F (5, 246) = 1.957, p = .086], paternal strictness/control [F (5, 246) = 1.892, p = .096], and children's rights attitude [F (5, 246) = 1.079, p = .372].

Table 8. Summary of ANOVA for Current Education Level

		SS	df	F	p
Well-Being	Between Groups	.466	5	.128	.986
	Within Groups	179.756	246		
	Total	180.222	251		
Maternal Acceptance	Between Groups	4.936	5	1.016	.409
	Within Groups	238.976	246		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	4.647	5	.817	.538
	Within Groups	279.694	246		
	Total	284.341	251		
Paternal Acceptance	Between Groups	9.406	5	1.957	.086
	Within Groups	236.501	246		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	12.234	5	1.892	.096
	Within Groups	318.091	246		
	Total	330.326	251		
Children's Rights	Between Groups	.264	5	1.079	.372
	Within Groups	12.044	246		
	Total	12.308	251		

The results of the ANOVA in Table 9 for comparing the effect of current income perception on well-being, perceived parental attitude, and children's rights attitude revealed a significant effect of current income perception on well-being [F (2, 249) = 4.164 p = .017; $\eta_p 2$ = .03]. Low-income participants (M = 3.16, SD = 1.24) had the lowest well-being score while middle income participants (M = 3.63, SD = .80) had a higher well-being score and high income participants (M = 3.81, SD = .77) had the highest well-being scores.

There is also a significant effect of income level on paternal strictness/control [F (2, 249) = 5.489 p = .005; $\eta_p 2$ = .04]. Low-income participants (M = 3.89, SD = .99) perceived their paternal figure to be more controlling/strict than other income groups. Middle-income participants (M = 2.97, SD = 1.12) perceived their paternal figure to be the least controlling of all groups. Lastly, high-income participants (M = 3.07, SD = 1.17) perceived their paternal figure to be less controlling than low-income group and more controlling than middle income groups.

There is no significant effect of income level on maternal acceptance [F (2, 249) = .235, p = .791], maternal strictness/control [F (2, 249) = .791, p = .455], paternal acceptance [F (2, 249) = .760, p = .469] and children's rights attitude [F (2, 249) = .569, p = .567].

Table 9. Summary of ANOVA for Current Income Perception

		SS	df	F	p
Well-Being	Between Groups	5.832	2	4.164	.017
	Within Groups	174.390	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	.460	2	.235	.791
	Within Groups	243.452	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	1.794	2	.791	.455
	Within Groups	282.547	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	1.492	2	.760	.469
	Within Groups	244.415	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	13.949	2	5.489	.005
	Within Groups	316.377	249		
	Total	330.326	251		
Children's Rights	Between Groups	.056	2	.569	.567
	Within Groups	12.252	249		
	Total	12.308	251		

The results of the ANOVA in Table 10 for comparing the effect of current monthly income on well-being, perceived parental attitude, and children's rights attitude revealed a significant effect of current monthly income on well-being [F (2, 249) = 4.529, p = .012; $\eta_p 2$ = .03], maternal strictness/control [F (2, 249) = 4.160, p = .017; $\eta_p 2$ = .03], paternal strictness [F (2, 249) = 7.450, p = <.001; $\eta_p 2$ = .05], and children's rights attitude [F (2, 249) = 7.277, p = <.001; $\eta_p 2$ = .05]. Higher monthly income was associated with higher well-being scores (M = 3.74, SD = .76) and a more positive attitude towards children's rights (M = 4.62, SD = .23). Lower monthly income was associated with higher levels of maternal strictness/control (M = 3.13, SD = 1.13) and paternal strictness/control (M = 3.27, SD = 1.17).

There is no significant effect of current monthly income on maternal acceptance [F (2, 249) = 2.986, p = .052] and paternal acceptance [F (2, 249) = 1.895, p = .153].

Table 10. Summary of ANOVA for Current Monthly Income

		SS	df	F	p
Well-Being	Between Groups	6.327	2	4.529	.012
	Within Groups	173.896	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	5.713	2	2.986	.052
	Within Groups	238.199	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	9.194	2	4.160	.017
	Within Groups	275.147	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	3.687	2	1.895	.153
	Within Groups	242.220	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	18.651	2	7.450	<.001
	Within Groups	311.675	249		
	Total	330.326	251		
Children's Rights	Between Groups	.680	2	7.277	<.001
	Within Groups	11.628	249		
	Total	12.308	251		

Note: Monthly income ranges from 1 (below 8000 Turkish lira) to 3 (above 12000 Turkish lira).

The results of the ANOVA in Table 11 for comparing the effect of maternal education level on perceived parental attitude, well-being and children's rights attitude revealed a significant effect on maternal strictness/control [F (6, 245) = 2.165, p = .047; $\eta_p 2$ = .05] and paternal strictness/control [F (6, 245) = 3.292, p = .004; $\eta_p 2$ = .07].

There is no significant effect of maternal education level on well-being [F (6, 245) = 1.789, p = .102], maternal acceptance [F (6, 245) = .490, p = .815], paternal acceptance [F (6, 245) = 1.355, p = .234], and children's rights attitude [F (6, 245) = 1.088, p = .370].

Table 11. Summary of ANOVA for Maternal Education Level during Childhood

		SS	df	F	p
Well-Being	Between Groups	7.564	6	1.789	.102
	Within Groups	172.658	245		
	Total	180.222	251		
Maternal Acceptance	Between Groups	2.893	6	.490	.815
	Within Groups	241.019	245		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	14.318	6	2.165	.047
	Within Groups	270.023	245		
	Total	284.341	251		
Paternal Acceptance	Between Groups	7.896	6	1.355	.234
	Within Groups	238.011	245		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	24.644	6	3.292	.004
	Within Groups	305.682	245		
	Total	330.326	251		
Children's Rights	Between Groups	.319	6	1.088	.370
	Within Groups	11.988	245		
	Total	12.308	251		

The results of the ANOVA in Table 12 for comparing the effect of maternal working status during childhood on well-being, perceived parental attitude, and children's rights attitude did not reveal a significant effect.

There is no significant effect of maternal working status during childhood on well-being [F (2, 249) = 1.452, p = .236], maternal acceptance [F (2, 249) = .801, p = .450], maternal strictness/control [F (2, 249) = 1.858, p = .158], paternal acceptance [F (2, 249) = .432, p = .650], paternal strictness/control [F (2, 249) = 2.106, p = .124], and children's rights attitude [F (2, 249) = .158, p = .854].

Table 12. Summary of ANOVA for Maternal Working Status during Childhood

		SS	df	F	p
Well-Being	Between Groups	2.077	2	1.452	.236
	Within Groups	178.145	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	1.560	2	.801	.450
	Within Groups	242.352	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	4.181	2	1.858	.158
	Within Groups	280.160	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	.850	2	.432	.650
	Within Groups	245.057	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	5.495	2	2.106	.124
	Within Groups	324.831	249		
	Total	330.326	251		
Children's Rights	Between Groups	.016	2	.158	.854
	Within Groups	12.292	249		
	Total	12.308	251		

The results of the ANOVA in Table 13 for comparing the effect of paternal education level during childhood on well-being, perceived parental attitude, and children's rights attitude revealed a significant effect on maternal strictness/control [F (6, 245) = 2.201, p = .044; $\eta_p 2$ = .05], paternal strictness/control [F (6, 245) = 4.049, p = <.001; $\eta_p 2$ = .09], and children's rights attitude [F (6, 245) = 2.952, p = .008; $\eta_p 2$ = .07].

There is no significant effect of paternal education level on well-being [F (6, 245) = 2.048, p = .060], maternal acceptance [F (6, 245) = 1.543, p = .165], and paternal acceptance [F (6, 245) = 1.760, p = .108].

Table 13. Summary of ANOVA for Paternal Education Level during Childhood

		SS	df	F	p
Well-Being	Between Groups	8.608	6	2.048	.060
	Within Groups	171.614	245		
	Total	180.222	251		
Maternal Acceptance	Between Groups	8.879	6	1.543	.165
	Within Groups	235.033	245		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	14.542	6	2.201	.044
	Within Groups	269.799	245		
	Total	284.341	251		
Paternal Acceptance	Between Groups	10.163	6	1.760	.108
	Within Groups	235.743	245		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	29.798	6	4.049	<.001
	Within Groups	300.528	245		
	Total	330.326	251		
Children's Rights	Between Groups	.830	6	2.952	.008
	Within Groups	11.478	245		
	Total	12.308	251		

The results of the ANOVA in Table 14 for comparing the effect of paternal working status during childhood on well-being, perceived parental attitude, and children's rights attitude revealed a significant effect of paternal working status during childhood on well-being [F (2, 249) = 6.374, p = .002; $\eta_p 2$ = .05] and paternal acceptance [F (2, 249) = 3.438, p = .034; $\eta_p 2$ = .03]. Participants with a full-time working paternal figure (M = 3.69, SD = .80) and part-time working paternal figure (M = 3.66, SD = .81) had a higher well-being score while participants with a non-working paternal figure (M = 2.84, SD = 1.17) had a lower well-being score. In addition, participants with a full-time working paternal figure perceived their paternal figure to be more accepting (M = 3.06, SD = .99).

There is no significant effect of paternal working status during childhood on maternal acceptance [F (2, 249) = 1.452, p = .236], maternal strictness/control [F (2, 249) = .482, p = .618], paternal strictness/control [F (2, 249) = .858, p = .425], and paternal working status on children's rights attitude [F (2, 249) = 2.142, p = .120].

Table 14. Summary of ANOVA for Paternal Working Status during Childhood

		SS	df	F	p
Well-Being	Between Groups	8.778	2	6.374	.002
	Within Groups	171.444	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	2.813	2	1.452	.236
	Within Groups	241.099	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	1.097	2	.482	.618
	Within Groups	283.244	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	6.608	2	3.438	.034
	Within Groups	239.299	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	2.261	2	.858	.425
	Within Groups	328.065	249		
	Total	330.326	251		
Children's Rights	Between Groups	.208	2	2.142	.120
	Within Groups	12.100	249		
	Total	12.308	251		

The results of the ANOVA in Table 15 for comparing the effect of family income level during childhood on well-being, perceived parental attitude, and children's rights attitude revealed a significant effect of income level during childhood on children's rights attitude [F (2, 249) = 4.052, p = .019; $\eta_p 2$ = .03]. Participants with low-income families during childhood (M = 4.61, SD = .21) and participants with middle-income families during childhood (M = 4.61, SD = .23) had a more positive children's rights attitude while participants with high income families during childhood (M = 4.51, SD = .16) had a less-positive children's rights attitude.

There is no significant effect of income level during childhood on well-being [F (2, 249) = .062, p = .939], maternal acceptance [F (2, 249) = 1.145, p = .320], maternal strictness/control [F (2, 249) = .104, p = .902], paternal acceptance [F (2, 249) = 2.777, p = .064] and paternal strictness/control [F (2, 249) = 2.191, p = .114].

Table 15. Summary of ANOVA for Family Income Level during Childhood

		SS	df	F	p
Well-Being	Between Groups	.090	2	.062	.939
	Within Groups	180.132	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	2.223	2	1.145	.320
	Within Groups	241.689	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	.236	2	.104	.902
	Within Groups	284.105	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	5.365	2	2.777	.064
	Within Groups	240.542	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	5.712	2	2.191	.114
	Within Groups	324.614	249		
	Total	330.326	251		
Children's Rights	Between Groups	.388	2	4.052	.019
	Within Groups	11.920	249		
	Total	12.308	251		

The results of the ANOVA in Table 16 for comparing the effect of marital status of parents during childhood on perceived parental attitude, well-being and children's rights attitude did not reveal any significant effect.

There is no significant effect of marital status of parents during childhood on well-being [F (2, 249) = .129, p = .879], maternal acceptance [F (2, 249) = .947, p = .389], maternal strictness/control [F (2, 249) = .669, p = .513], paternal acceptance [F (2, 249) = .115, p = .891], paternal strictness/control [F (2, 249) = 1.481, p = .229], and children's rights attitude [F (2, 249) = 1.037, p = .356].

Table 16. Summary of ANOVA for Marital Status of Parents during Childhood

		SS	df	F	p
Well-Being	Between Groups	.186	2	.129	.879
	Within Groups	180.036	249		
	Total	180.222	251		
Maternal Acceptance	Between Groups	1.841	2	.947	.389
	Within Groups	242.071	249		
	Total	243.912	251		
Maternal Strictness/Control	Between Groups	1.520	2	.669	.513
	Within Groups	282.821	249		
	Total	284.341	251		
Paternal Acceptance	Between Groups	.227	2	.115	.891
	Within Groups	245.680	249		
	Total	245.907	251		
Paternal Strictness/Control	Between Groups	3.883	2	1.481	.229
	Within Groups	326.443	249		
	Total	330.326	251		
Children's Rights	Between Groups	.102	2	1.037	.356
	Within Groups	12.206	249		
	Total	12.308	251		

4.3 Results of correlation analysis

A series of correlations were computed to investigate the relationship between demographic variables, well-being, children's rights attitude and perceived parental attitudes. In addition, multiple linear regression analyses were computed to investigate the relationship between well-being, children's rights attitude and perceived parental attitudes. The results of the correlation analysis can be seen in Table 17.

Table 17. Bivariate Correlations Found Between Well-Being, Parental Attitudes and Children's Rights Attitude

Variables	1	2	3	4	5	6
1. Well-Being	1					
2. Maternal Acceptance	.232**	1				
3. Maternal Strictness/Control	-.222**	-.793**	1			
4. Paternal Acceptance	.306**	.417**	-.309**	1		
5. Paternal Strictness/Control	-.304**	-.374**	.489**	-.636**	1	
6. Children's rights attitude	.216**	.302**	-.190**	0.112	-.226**	1
Mean	3.63	3.33	3.03	3.00	3.06	4.59
SD	.88	.98	1.06	.99	1.15	.22

Note: N = 252, **p ≤ .01., * p ≤ .05.

Well-being was found to be significantly positively correlated with maternal acceptance [$r(250) = .232$, $p < .01$], paternal acceptance [$r(250) = .306$, $p < .01$], and children's rights attitude [$r(250) = .227$, $p < .01$] and significantly negatively correlated with maternal strictness [$r(250) = -.222$, $p < .01$] and paternal strictness [$r(250) = -.304$, $p < .01$].

Maternal acceptance was found to be significantly positively correlated with paternal acceptance [$r(250) = .417$, $p < .01$] and children's rights attitude [$r(250) =$

.302, p < .01] while it was also found to be significantly negatively correlated with maternal strictness/control [$r(250) = -.793$, p < .01] and paternal strictness/control [$r(250) = -.374$, p < .01].

Maternal strictness/control was found to be significantly positively correlated with paternal strictness/control [$r(250) = .498$, p < .01] and significantly negatively correlated with paternal acceptance [$r(250) = -.309$, p < .01] and children's rights attitude [$r(250) = -.190$, p < .01].

Paternal acceptance was found to be significantly negatively correlated with paternal strictness/control [$r(250) = -.636$, p < .01].

Paternal strictness/control was found to be significantly negatively correlated with well-being [$r(250) = -.304$, p < .01], maternal acceptance [$r(250) = -.374$, p < .01], and children's rights attitude [$r(250) = -.226$, p < .01].

Lastly, children's rights attitude was found to be significantly negatively correlated with maternal strictness/control [$r(250) = -.190$, p < .01] and paternal strictness/control [$r(250) = -.226$, p < .01].

4.4 Hypothesis testing for the mediation model

A series of regression analyses were conducted as to check the preconditions of the mediation model of this study (Baron & Kenny, 1986). The mediation model of this study posited that four different parental attitudes were the independent variables whereas children's rights attitude is the dependent variable; while well-being was the mediator. The simple linear regression results for the first precondition of the model indicated that maternal acceptance (t = 5.01, p = <.001), maternal strictness (t = -3.06, p = .002), and paternal strictness (t = -3.67, p = <.001) were able to predict children's rights attitude while paternal acceptance (t = 1.785, p = .07) was

statistically insignificant. Therefore, the mediation model of paternal acceptance to children's rights attitude by well-being was not performed. The simple linear regression results for the second precondition of the model indicated that well-being was predicted by maternal acceptance (t = 3.77, p = <.001), maternal strictness (t = -3.60, p = <.001), paternal acceptance (t = 5.08, p = <.001), and paternal strictness (t = -5.048, p = <.001). For the third and last precondition of the mediation model, multiple linear regression model was able to predict 16.6% of the variance of children's rights attitude [F (5, 246) = 9.762, R^2 = .166, p < .05)]. Current well-being level and all four of the perceived parental attitudes were able to predict the variance of children's rights attitude of the participants as it can be seen in Table 18. All of the regression analyses were able to confirm the mediation model of this study.

Table 18. Results from Multiple Linear Regression Predicting Children's Rights Attitude in Relation to Perceived Parental Attitudes and Current Well-Being

	Regression Weights	ß	T	p-value
	MA → CRA	.505	4.867	<.001
	PA → CRA	-.234	-2.843	.005
	MS → CRA	.316	2.960	.003
	PS → CRA	-.295	-3.440	<.001
	WB → CRA	.151	2.431	.016
R^2	.166			
F (5, 246)	9.762			

Note: N = 252. *p < 0.05.

4.5 Results of mediation analyses

The fourth research question of this study was to investigate the mediating role of well-being between the relationship of perceived parental attitudes and the attitude

towards children's rights. To assess the moderating effect of well-being on the relationship between children's rights attitude and three perceived parental attitudes (maternal acceptance, maternal strictness, paternal strictness), a series of mediation analyses were conducted by using PROCESS software (Hayes, 2022) model number 4 (Hayes, 2022) in SPSS 29. As paternal acceptance (t = 1.785, p = .07) was not able to predict children's rights attitude, mediation analysis was not performed for the particular variable, which rejected Hypothesis 4.2.

4.5.1 The mediating role of well-being on the relationship between maternal acceptance and children's rights attitude

The mediation test was conducted with maternal acceptance as independent variable, children's rights attitude as dependent variable, and well-being as a mediator. The total effect of maternal acceptance on children's rights attitude was significant (b = .068, CI [.0412, .0945], t = 5.001, p = .0000). The direct effect found between maternal acceptance and children's rights attitude was (b = .060, CI [.0327, .0869], t = 4.34, p = .0000), and the indirect effect found by well-being on maternal acceptance and children's rights attitude was b = .008, CI [.0020, .0155], which was a meaningful result as confidence interval is required to exclude zero (du Prel et al., 2009).

The results of the mediation model in Figure 1 indicate that there is a partial and significant mediating role of well-being on the relationship between maternal acceptance and children's rights attitude, which supports Hypothesis 4.1.

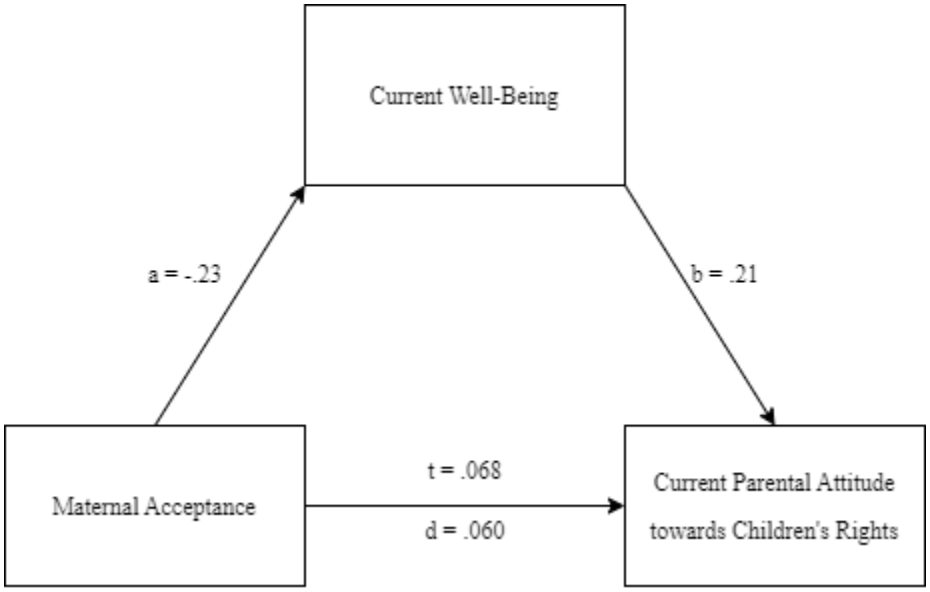


Fig 1. Mediation model of the mediating role of current well-being on the relationship between maternal acceptance and children's rights attitude

4.5.2 The mediating role of well-being on the relationship between maternal strictness and children's rights attitude

The mediation test was conducted with maternal strictness as independent variable, children's rights attitude as dependent variable, and well-being as a mediator. The total effect of maternal strictness on children's rights attitude was significant (b = -.0395, CI [-.0650, -.0141], t = -3.0587, p = .0025). The direct effect found between maternal acceptance and children's rights attitude was (b = -.0311, CI [-.0568, -.0054], t = -2.3797, p = .0181), and the indirect effect found by well-being on maternal acceptance and children's rights attitude was b = -.0084, CI [-.0163, -.0022], which was significant.

The mediation model in Figure 2 revealed that there is a partial and significant mediating role of well-being on the relationship between maternal strictness and children's rights attitude, which supports Hypothesis 4.3.

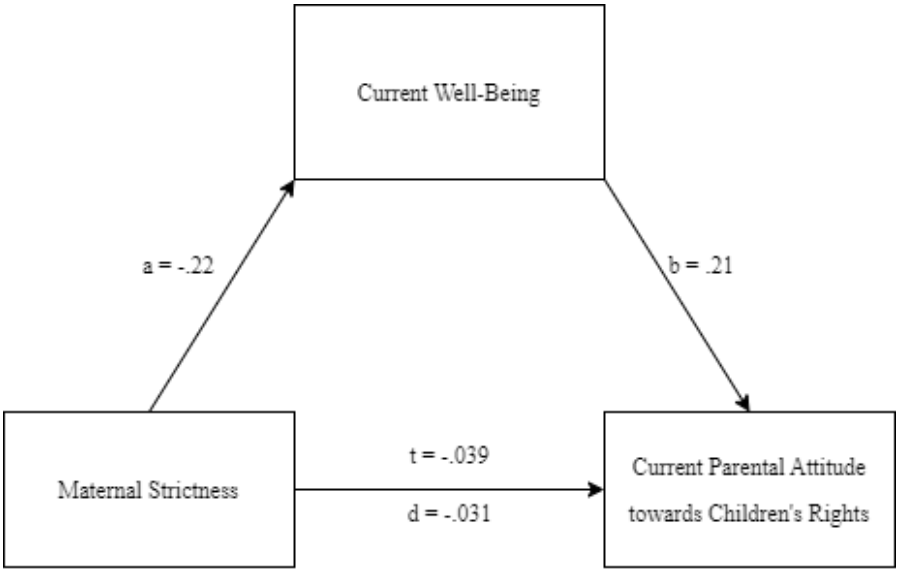


Figure 2. Mediation model of the mediating role of current well-being on the relationship between maternal strictness and children's rights attitude

4.5.3 The mediating role of well-being on the relationship between paternal strictness and children's rights attitude

The mediation test was conducted with paternal strictness as independent variable, children's rights attitude as dependent variable, and well-being as a mediator. The total effect of paternal strictness on children's rights attitude was significant (b = -.0436, CI [-.0671, -.0202], t = -3.6704, p = .0003). The direct effect found between maternal acceptance and children's rights attitude was (b = -.0341, CI [-.0584, -.0098], t = -2.7626, p = .0062), and the indirect effect found by well-being on maternal acceptance and children's rights attitude was b = -.0095, CI [-.0177, -.0023], which was a significant finding.

This mediation model in Figure 3 revealed that there is a partial and significant mediating role of well-being on the relationship between paternal strictness and children's rights attitude, which supports Hypothesis 4.4.

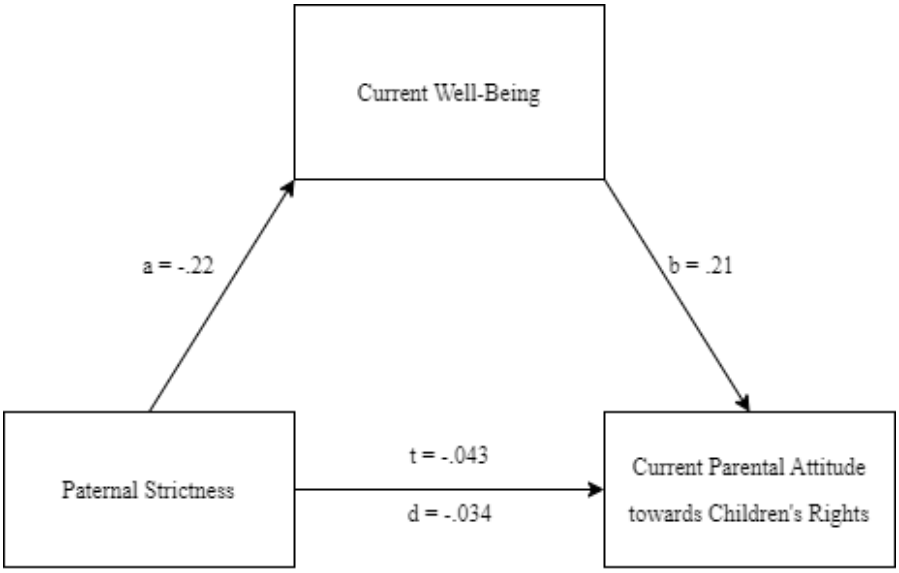


Figure 3. Mediation model of the mediating role of current well-being on the relationship between paternal strictness and children's rights attitude

CHAPTER 5

DISCUSSION

This study investigated the impact of perceived parental attitudes and current well-being levels on parents' current children's rights attitude, while also assessing the impact of perceived parental attitudes on parents' current well-being levels. A series of correlation and regression analyses were employed as well as t-test and ANOVA to assess the group differences based on the demographic variables.

5.1 Discussion regarding the results of group differences

A series of t-test were employed between the gender, maternal death during childhood and paternal death during childhood variables and the study variables.

Results indicated that current well-being level of participants was more positive if their paternal figure was alive during their childhood. Crook and Eliot (1980) was unable to find the predicting effect of the parents' death experience in childhood on depression symptoms in adulthood. On the other hand, Agid et al. (1999) reported that major depression was more likely to be occurred during later years of life, in the case of experiencing parental death as a child. In addition, Case and Ardington (2006) found a direct relation between paternal death and lower SES. This finding might suggest that the connection between well-being and paternal figure's existence may be based on the economical contribution of the father to the family.

Perceived maternal strictness was found to be higher for females (daughters) than males (sons) in the current study. Mottram and Hortaçsu (2005) administered a study with Turkish mothers born in 1930s and their daughters born in 1950s, and

concluded that mothers prioritized maintaining their status, which caused them to be more controlling towards their daughters due to their fears; while daughters on the other hand suffered from the conflict that arose from their mothers' attitude and the parenting they wanted to practice with their children. Current study was conducted with a Turkish sample as well, which shows complementary results. However, there are many studies that are contradictory to this finding. For instance, Mandara et al. (2012) stated that mothers with a female child demonstrated higher acceptance than mothers with a male child for an African American sample. The results a study from Japan revealed that mothers were perceived as more authoritative than fathers by the participants for all gender groups (Uji et al., 2014). The differences between the results of those studies might hint at investigating the relationship between mothers' parenting behaviors and child's gender for different cultural settings.

Current results found children's rights attitude to be more positive in the lack of parental death during childhood. The active existence of a parental figure may be important for learning by modeling for children as Scaglioni et al. (2008) indicates that parents have a critical function over their children's encounters. Altruism in general is more commonly exercised between people who are genetically closer to each other (Hamilton, 1964a, 1964b, as cited in Case et al., 2004). Therefore, it could be inferred that there could be a higher chance of observing and modelling altruistic behavior during childhood in the case of being in close contact with the genetically closest relatives, which may positively impact children's rights attitude.

For the remainder of the demographic variables, a series of ANOVA were computed. Results of the ANOVA for current working status revealed that children's rights attitude was more negative for currently unemployed and part-time employed participants, compared to participants who worked full-time. According to Eisenberg

and Lazarsfeld (1938), children may be negatively influenced by the unemployment of their parental figures. In the current study, this finding coincides with the current negative attitude of parents towards their children's rights, which might have short and long term negative influences over children's access to their rights.

Results of the ANOVA for current monthly income revealed that higher monthly income was related with higher well-being and more positive children's rights attitude. In addition, results of the ANOVA for paternal working status revealed that well-being scores and perceived paternal acceptance were higher for the participants with a working paternal figure during childhood. It was also found in this study that high levels of perceived maternal strictness and perceived paternal strictness were related to lower monthly income. Cummins (2000) also state that subjective well-being is directly linked to the amount of monetary resources. In support of this finding, Areepattamannil (2010) suggest that socioeconomic status of families are related to parental encouragement behavior which is an aspect of authoritative parenting. Value of Child studies of Kağıtçıbaşı (2002) indicate that families in urbanized societies which are economically more advanced than families in agrarian societies prioritize children's psychological and emotional value, which may hint towards a more positive outcome regarding children's rights attitude of parents. This finding may be valuable as increasing public welfare may be identified as a key goal in developing effective programs to increase parental well-being and democratic parental behaviors as this analysis focused on a current factors' effects.

On the other hand, results of the ANOVA for the family income level during childhood focused on a factor's effect from the past. It was revealed that children's rights attitude were more positive for the participants with low-income and middle-income families during childhood and more negative for those with higher-income

families during childhood. This reveals a striking difference in the findings of this study for current income variable and past income variable. It could be argued that the continuing effect of low-income during childhood was a stressor. Exposure to stress factors and negative encounters may increase the altruistic and supportive behavior of individuals (Staub, 2003; Staub & Vollhardt, 2008; as cited in Hernández-Wolfe, 2011). The lasting influence of a past stressor could have enhanced the advocating tendencies of parents towards their children, complementary to the findings of this study.

5.2 Discussion regarding the results of correlation and regression analyses

For the first research question, it was hypothesized that perceived parental acceptance would increase well-being during adulthood and perceived parental strictness would decrease well-being. The results of the correlation analysis revealed a positive relationship of well-being with maternal acceptance and paternal acceptance, and a negative relationship of well-being with maternal strictness and paternal strictness. Lavasani et al. (2011) also concluded that perceived authoritarian parenting and perceived permissive parenting styles were negatively correlated with well-being for an elementary school student sample. In contrast to the correlation results of the study, Francis et al. (2021) revealed neglectful parenting to have a negative impact on mental well-being while authoritarian and permissive parenting had a positive correlation with mental well-being for an adolescent sample.

The results of the regression analyses supported Hypothesis 1.1, Hypothesis 1.2, Hypothesis 1.3, and Hypothesis 1.4; which revealed that maternal acceptance, maternal strictness, paternal acceptance, and paternal strictness significantly predicted well-being in the long term. The study of Aquilino and Supple (2001)

stated that controlling behavior of parents during preadulthood was related with negative well-being during adulthood, which revealed the longitudinal impacts of child-parent interactions during adolescence on future well-being. Garcia et al. (2020) found that perceived parental behavior which has warmth but not strictness resulted in greater psychosocial adjustment rather than perceived parental behavior which has warmth and strictness at the same time; and parental behavior which does not demonstrate warmth resulted in the lowest psychosocial adjustment scores for the adult children, which shows long-term effects. Garcia et al. (2020) also stated that strict and controlling parental behavior resulted in the lowest well-being scores across all generations.

This finding would also be supported by the data from the MRC National Survey of Health and Development (Kuh et al., 2011), which indicates that the psychological well-being of individuals between 60 to 64 years old was influenced by childhood experiences. In alignment with these findings, Uji et al. (2014) also found that authoritarian parenting has deteriorating effects on long-term mental well-being while authoritative parenting has favorable effects. The current study also reached the conclusion that perceived maternal and paternal strictness reduced well-being during adulthood, when perceived maternal and paternal acceptance increased well-being during adulthood; which revealed the importance of devising parental support and education programs to increase well-being across several generations.

For the second research question, it was hypothesized that perceived maternal acceptance and perceived paternal acceptance would have a positive impact on children's rights attitude in adulthood; while perceived maternal strictness and perceived paternal strictness would have a negative impact on children's rights attitude in adulthood. All hypotheses were checked with correlation and regression

analyses, and all the assumptions above were supported. Perceived parental attitudes were able to predict children's rights attitude in adulthood as maternal acceptance and paternal acceptance yielded more positive children's rights attitude and maternal strictness and paternal strictness yielded less positive attitude towards children's rights.

Peterson-Badali et al. (2004) reported that responsive mothers were found more supportive of children's rights related to self-determination and nurturance, and responsive mothers were also found to be increasing children's agency in family setting. Day et al. (2006) conducted a similar study with a younger sample and they reported that the perceived conservatism of mothers was found to be not related to the attitude of children towards supporting human rights. This finding clashes with the findings of this study, which might be the result of the sample difference between the two studies, as one sample is adults and the other is children. As the current study focused on the past perceptions of an adult sample regarding their parents' parental behavior, their interpretation of past events might have differed as they advanced in age and also as they became parents.

The third research question hypothesized that higher well-being levels would yield more positive children's rights attitude in adults and the findings of this study supported this hypothesis. Although literature on the relationship between adult well-being and their children's rights attitude is scarce, there is a body of research that investigates the relationship between political inclination, approach to human rights, and distinct domains of well-being for adults. Cohrs et al. (2007) correspondingly reported that higher benevolence of individuals positively impacted their human rights attitude. Promoting adults' well-being may be an additional goal to integrate in

human rights and children's rights education programs for adults, in the light of the current study's finding.

5.3 Discussion regarding the results of mediation analyses

The fourth and last research question hypothesized that well-being would mediate the relationship between perceived parental attitudes and children's rights attitude. A series of mediation analyses revealed that well-being has a mediating role on the relationships between maternal acceptance and children's rights attitude, maternal strictness and children's rights attitude, and paternal strictness and children's rights attitude.

Both the findings of the current study and the literature reveal that while current well-being was impacted by perceived parental attitudes, it was also impactful on children's rights attitudes of individuals. In addition to these findings, it was also found that perceived parental attitudes were in relation to individuals' children's rights attitudes during adulthood. These findings revealed a gap in the literature, which was to investigate current well-being as a mediating factor in the relationship between perceived parental attitudes and children's rights, as thorough investigation of the literature revealed no studies on the mediating effect of well-being in children's rights studies.

Results of the mediation analyses revealed the partially mediating effect of well-being on the relationship between three perceived parental attitudes and children's rights attitude during adulthood; which are maternal acceptance, maternal strictness, and paternal strictness. This finding proposes that each generation of parents should be carefully considered in terms of promoting well-being. First generation of parents have an influence on the second generation parents through

their past parental attitude, meanwhile second generation parents have an influence on their children through their children's rights attitude, which are all mediated by well-being as indicated by this study's results.

CHAPTER 6

CONCLUSION

Majority of children's rights studies tend to focus on children's well-being, while parental well-being remains an understudied research topic. In this study, it was aimed to understand the children's rights attitude of parents in relation to perceived parental attitudes and their current well-being, which also required an investigation of how current well-being is influenced in relation to perceived parental attitudes.

6.1 Implications for practice and theory

The participants of this study who are now responsible actors of UNCRC (1989) towards their children were the beneficiaries of the Convention during their own childhood. The difference is that now they hold the ability to make decisions that may impact their children's access to human rights. One goal of this study was to investigate how perceived parenting styles influenced the current attitude towards children's rights and well-being, therefore, it was crucial to assess the influencing factors over parental attitudes (Belsky, 1984), to carefully study the potential impact on well-being and children's rights attitude later on. To do so, perceived parental attitudes of the sample were evaluated in connection with Baumrind's (1971) proposed parenting styles and Lakoff's (2009) figurative explication of those. This was crucial to understand the past parental behaviors and the elements of trust and power that they hinted towards. On an individual level, Páez-Gallego et al. (2020) indicate that higher well-being is related to making robust and well-planned out decisions.

On a societal level, Tov and Diener (2009) put forth that countries with populations that have higher subjective well-being scores are able to demonstrate trusting, volunteering, and democratic behaviors more than countries with lower subjective well-being scores. Current study's sample consisted of parents, which are demonstrated to exist within the microsystem of a child, that stands for the immediate environment (Bronfenbrenner, 1979). Teachers are prominent figures within the microsystem as they may have an impact on children's rights through their interactions with children and parents. Educational policies which are channeled through teachers to both the parents and the children are part of the exosystem (Bronfenbrenner, 1979). Therefore, human rights education should be integrated in teacher training programs on a national level. Although UNCRC (1989) highlights the importance of well-being as a fundamental right of children, well-being is a human right in all phases of an individual's life. Therefore, human rights education programs towards families can be devised with an intent to improve the well-being of parents of all generations as it may be indicated that ensuring children's right to well-being is through ensuring parental well-being for parents.

6.2 Limitations of the study

The results of this study should be interpreted with caution, as it includes certain limitations that researchers should consider for an attentive evaluation. First, the sample of this study poses a limitation. The main sampling method was snowball sampling, therefore, the participants of this study was fairly homogenous in regards to their demographic characteristics. The majority of the participants were middle or upper-middle-class individuals with a higher-than-average educational background.

Therefore, future research should consider reaching various groups to increase the diversity and representativeness of the sample.

Also, the childhood family of the participants was majorly nuclear and male breadwinning households. This resulted in disregarding various family backgrounds, such as single-parent or step-family. While this poses a limitation for this study, it might also suggest a future direction as the same study can be conducted with specific family types.

Lastly, the measurement of children's rights attitude of parents may not be an indicative of parental practices of children's rights, which is another limitation of this study. Although parents have demonstrated positive attitude towards children's rights, it would not be possible to assume that their attitude is consistently demonstrative of their behavior towards children's rights. Therefore, future research is required to assess the relationship between parental attitude of children's rights and parental practices towards children's rights.

6.3 Future research directions

This study solely focuses on well-being on an individual level. Since human rights should be an area of public interest, the effects of societal well-being on individual attitude differences might be an investigation area for future research.

This study might also be conducted as a longitudinal research to assess the time differences regarding children's rights attitude of individuals. Additionally, the same study may also be reimplemented with a sample of three generations to make a direct assessment.

Also, it should be acknowledged that both well-being and attitude towards human rights may be influenced by concurrent factors, which were beyond the scope

of this study, although they could still be influential. Therefore, future research is required to investigate contributing factors.

Although attitude towards children's rights were observed to be generally positive in study results, how parents truly perform children's rights should be further explored.

Lastly, Davidson and McEwen (2012) stress the effect of experiences on brain plasticity, which might be used for the advantages of promoting certain behaviors or psychological states, such as well-being by purposeful intervention models. Therefore, future research may focus on contributing factors to individual well-being, societal well-being, and human rights attitudes to implement human rights programs for children and parents.

APPENDIX A

DEMOGRAPHIC INFORMATION FORM - ENGLISH

1. Your age _____
2. Your child's age _____
3. Your gender _____
4. Please choose which fits best to your relationship/marital status:

   ▢ Single ▢ Married ▢ Other _____

5. Please choose which fits best to your employment status:

   ▢ Unemployed ▢ Part-time ▢ Full-time

6. Please choose which fits best to your education status:

   ▢ Literate ▢ Primary school graduate ▢ Middle school graduate

   ▢ High school graduate ▢ Associate degree (2-year)

   ▢ Bachelor's degree (4-year) ▢ Masters/Doctoral degree

7. Which would fit your current annual income level the best?

   ▢ Low ▢ Mid-range ▢ High

8. Which option fits best to your monthly household income?

   ▢ 0 – 2999 TL

   ▢ 3000 – 4999 TL

   ▢ 5000 – 7999 TL

   ▢ 8000 – 9999 TL

   ▢ 10000 – 11999 TL

   ▢ 12000 – 14999 TL

   ▢ 15000 TL and higher

9. Please choose which fits best to your mother's education status:

   ▢ Literate ▢ Primary school graduate ▢ Middle school graduate

   ▢ High school graduate ▢ Associate degree (2-year)

   ▢ Bachelor's degree (4-year) ▢ Masters/Doctoral degree

10. Please choose which fits best to your mother's employment status:

    ▢ Unemployed ▢ Part-time ▢ Full-time

11. Please choose which fits best to your father's education status:

    ▢ Literate ▢ Primary school graduate ▢ Middle school graduate

    ▢ High school graduate ▢ Associate degree (2-year)

    ▢ Bachelor's degree (4-year) ▢ Masters/Doctoral degree

12. Please choose which fits best to your father's employment status:

    ▢ Unemployed ▢ Part-time ▢ Full-time

13. Which would fit your family's annual income level during your childhood the best?

    ▢ Low ▢ Mid-range ▢ High

14. During your childhood, your mother was: ▢ Alive ▢ Deceased

15. During your childhood, your mother was: ▢ Alive ▢ Deceased

16. During your childhood, your mother and father were: ▢ Married

    ▢ Divorced ▢ Separated

APPENDIX B

DEMOGRAPHIC INFORMATION FORM – TURKISH

1. Yaşınız _____
2. Çocuğunuzun yaşı _____
3. Cinsiyetiniz _____
4. Medeni Durumunuz

   ▢ Bekar ▢ Evli ▢ Diğer _____
5. Çalışma Durumunuz

   ▢ Çalışmıyor ▢ Yarı zamanlı ▢ Tam zamanlı
6. Eğitim Durumunuz

   ▢ Okur-yazar ▢ İlkokul mezunu ▢ Ortaokul mezunu

   ▢ Lise mezunu ▢ Yüksek okul (2 yıl) mezunu

   ▢ Üniversite (4 yıllık) mezunu ▢ Master/Doktora
7. Hanenizin yıllık gelir seviyesine en çok hangisi uyar?

   ▢ Düşük gelir ▢ Orta gelir ▢ Yüksek gelir
8. Hanenize giren toplam aylık gelir yaklaşık ne kadar?

   ▢ 0 - 2999 TL arası

   ▢ 3000 – 4999 TL arası

   ▢ 5000 – 7999 TL arası

   ▢ 8000 – 9999 TL arası

   ▢ 10000 – 11999 TL arası

   ▢ 12000 – 14999 TL arası

   ▢ 15000 TL ya da üstü

9. Annenizin eğitim durumuna hangisi uyar?

   ▢ Okur-yazar ▢ İlkokul mezunu ▢ Ortaokul mezunu

   ▢ Lise mezunu ▢ Yüksek okul (2 yıl) mezunu

   ▢ Üniversite (4 yıllık) mezunu ▢ Master/Doktora

10. Annenizin siz çocukken çalışma durumu hangisiydi?

    ▢ Çalışmıyor ▢ Yarı zamanlı ▢ Tam zamanlı

11. Babanızın eğitim durumuna hangisi uyar?

    ▢ Okur-yazar ▢ İlkokul mezunu ▢ Ortaokul mezunu

    ▢ Lise mezunu ▢ Yüksek okul (2 yıl) mezunu

    ▢ Üniversite (4 yıllık) mezunu ▢ Master/Doktora

12. Babanızın siz çocukken çalışma durumu hangisiydi?

    ▢ Çalışmıyor ▢ Yarı zamanlı ▢ Tam zamanlı

13. Çocukluğunuzda ailenizin yıllık gelir seviyesine en çok hangisi uyar?

    ▢ Düşük gelir ▢ Orta gelir ▢ Yüksek gelir

14. Anneniz siz çocukken: ▢ Sağdı ▢ Sağ Değildi

15. Babanız siz çocukken: ▢ Sağdı ▢ Sağ Değildi

16. Anne babanız siz çocukken: ▢ Evli ▢ Boşanmış ▢ Ayrı

APPENDIX C

WARWICK-EDINBURGH MENTAL WELL BEING SCALE – ENGLISH

	None of the time	Rarely	Some of the time	Often	All of the time
1. I've been feeling optimistic about the future.	1	2	3	4	5
2. I've been feeling useful.	1	2	3	4	5
3. I've been feeling relaxed.	1	2	3	4	5
4. I've been feeling interested in other people.	1	2	3	4	5
5. I've had energy to spare.	1	2	3	4	5
6. I've been dealing with problems well.	1	2	3	4	5
7. I've been thinking clearly.	1	2	3	4	5
8. I've been feeling good about myself.	1	2	3	4	5
9. I've been feeling close to other people.	1	2	3	4	5
10. I've been feeling confident.	1	2	3	4	5
11. I've been able to make up my own mind about things.	1	2	3	4	5
12. I've been feeling loved.	1	2	3	4	5
13. I've been interested in new things.	1	2	3	4	5
14. I've been feeling cheerful.	1	2	3	4	5

APPENDIX D

WARWICK-EDINBURGH MENTAL WELL BEING SCALE – TURKISH

	Hiç katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Tamamen katılıyorum
1. Gelecekle ilgili iyimserim.	1	2	3	4	5
2. Kendimi işe yarar (faydalı) hissediyorum.	1	2	3	4	5
3. Kendimi rahatlamış hissediyorum.	1	2	3	4	5
4. Diğer insanlara karşı ilgiliyim.	1	2	3	4	5
5. Farklı işlere zaman ayırabilecek enerjim var.	1	2	3	4	5
6. Sorunlarla iyi bir şekilde başa çıkabilirim.	1	2	3	4	5
7. Açık ve net bir biçimde düşünebiliyorum.	1	2	3	4	5
8. Kendimden memnunum.	1	2	3	4	5
9. Kendimi diğer insanlara yakın hissediyorum.	1	2	3	4	5
10. Kendime güveniyorum.	1	2	3	4	5
11. Kendi kararlarımı kendim verebiliyorum.	1	2	3	4	5
12. Sevildiğimi hissediyorum.	1	2	3	4	5
13. Yeni şeylere karşı ilgiliyim.	1	2	3	4	5
14. Neşeli hissediyorum.	1	2	3	4	5

APPENDIX E

PARENTING STYLES QUESTIONNAIRE – ENGLISH

Please evaluate the following sentences by considering how similar they are to the behaviors your parents adopted while raising you, and how well they match their attitudes. Please grade your mother and father separately by marking the following statements from 1 = “totally inaccurate” to 5 = “totally accurate”.

	Mother						Father				
	Totally inaccurate	Slightly inaccurate	Partly accurate	Accurate	Totally accurate		Totally inaccurate	Slightly inaccurate	Partly accurate	Accurate	Totally accurate
1. They often spoke to me in a soothing way.	1	2	3	4	5		1	2	3	4	5
2. They wanted to strictly control my every behavior.	1	2	3	4	5		1	2	3	4	5
3. They always gave me useful ideas on how to act or what to do.	1	2	3	4	5		1	2	3	4	5
4. They always insisted that I live the life they wanted.	1	2	3	4	5		1	2	3	4	5
5. They always helped me to see more clearly when I have problems.	1	2	3	4	5		1	2	3	4	5
6. They interfered a lot with my relationships with my friends.	1	2	3	4	5		1	2	3	4	5
7. They would help me solve my problems.	1	2	3	4	5		1	2	3	4	5
8. They often could not bear to have an opinion different from theirs.	1	2	3	4	5		1	2	3	4	5

9. I have always trusted in their love and closeness.	1	2	3	4	5		1	2	3	4	5
10. They wouldn't easily forgive me when I broke their rules.	1	2	3	4	5		1	2	3	4	5
11. We've never had a very close relationship. (R)	1	2	3	4	5		1	2	3	4	5
12. They instructed me what to do and when.	1	2	3	4	5		1	2	3	4	5
13. When I had a problem, I would rather keep it to myself than tell it to them. (R)	1	2	3	4	5		1	2	3	4	5
14. They wouldn't let me sit up late.	1	2	3	4	5		1	2	3	4	5
15. We were very attached to each other.	1	2	3	4	5		1	2	3	4	5
16. They wouldn't let me stay out late with my friends.	1	2	3	4	5		1	2	3	4	5
17. They wouldn't blame me when I did something that went against their mind.	1	2	3	4	5		1	2	3	4	5
18. They would interfere with how I spend my free time.	1	2	3	4	5		1	2	3	4	5
19. When I had a problem, they knew right away.	1	2	3	4	5		1	2	3	4	5
20. They would want to know which friend I would meet at what time.	1	2	3	4	5		1	2	3	4	5
21. They were never really interested in how I felt or what I thought. (R)	1	2	3	4	5		1	2	3	4	5
22. They rarely let me go out with my friends.	1	2	3	4	5		1	2	3	4	5

APPENDIX F

PARENTING STYLES QUESTIONNAIRE – TURKISH

Lütfen, aşağıda bulunan cümleleri annenizin ve babanızın sizi yetiştirirken genellikle benimsediği davranışlara ne derecede benzediğini, onların tutumuna ne kadar uyduğunu düşünerek değerlendiriniz. Aşağıdaki ifadeleri, annenizi ve babanızı ayrı ayrı düşünerek 1 = "Hiç Uygun Değil" ibaresinden 5 = "Çok Uygun" ibaresi arasında derecelendirerek maddelerin karşısında bulunan seçeneklerden en uygun rakamı işaretleyerek belirtiniz.

	Annem						Babam				
	Hiç doğru değil	Pek doğru değil	Kısmen doğru	Doğru	Çok doğru		Hiç doğru değil	Pek doğru değil	Kısmen doğru	Doğru	Çok doğru
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu.	1	2	3	4	5		1	2	3	4	5
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi.	1	2	3	4	5		1	2	3	4	5
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir.	1	2	3	4	5		1	2	3	4	5
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur.	1	2	3	4	5		1	2	3	4	5
5. Sorunlarım olduğunda onları daha açık bir şekilde	1	2	3	4	5		1	2	3	4	5

görmemde hep yardımcı olmuştur.											
6. Arkadaşlarımla ilişkilerime çok karışırdı.	1	2	3	4	5		1	2	3	4	5
7. Sorunlarımı çözmemde destek olurdu.	1	2	3	4	5		1	2	3	4	5
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir.	1	2	3	4	5		1	2	3	4	5
9. Sevgi ve yakınlığına her zaman güvenmişimdir.	1	2	3	4	5		1	2	3	4	5
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi.	1	2	3	4	5		1	2	3	4	5
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı. (T)	1	2	3	4	5		1	2	3	4	5
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi.	1	2	3	4	5		1	2	3	4	5
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim. (T)	1	2	3	4	5		1	2	3	4	5
14. Geç saatlere kadar oturmama izin vermezdi.	1	2	3	4	5		1	2	3	4	5
15. Onunla birbirimize çok bağlıydık.	1	2	3	4	5		1	2	3	4	5
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi.	1	2	3	4	5		1	2	3	4	5
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı.	1	2	3	4	5		1	2	3	4	5
18. Boş zamanlarımı nasıl	1	2	3	4	5		1	2	3	4	5

değerlendireceğime karışırdı.											
19. Bir sorunum olduğunda bunu hemen anlardı.	1	2	3	4	5		1	2	3	4	5
20. Hangi saatte hangi arkadaşımla buluşacağımı bilmek isterdi.	1	2	3	4	5		1	2	3	4	5
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi. (T)	1	2	3	4	5		1	2	3	4	5
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi.	1	2	3	4	5		1	2	3	4	5

APPENDIX G

SCALE OF ATTITUDE TOWARD CHILD RIGHTS – ENGLISH

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I believe that persons under 18 years of age have rights because they are children.	5	4	3	2	1
2. It is not necessary to prepare a special international covenant on children's rights	5	4	3	2	1
3. The rights of the child should be under the guidance of the state.	5	4	3	2	1
4. States should help families in the better upbringing of their children.	5	4	3	2	1
5. I believe that the basic right of children is the "right to live".	5	4	3	2	1
6. If children are apart from their mother or father or both, they should have the right to see them.	5	4	3	2	1
7. States should provide necessary help to separated families living in different countries to live together.	5	4	3	2	1
8. I think children should have the right to express their opinions in writing or drawing.	5	4	3	2	1
9. Children have privacy; thus their private life should be protected.	5	4	3	2	1
10. The state should protect children from all mistreatment.	5	4	3	2	1
11. I think the children who do not have a home should be protected and brought up by the state.	5	4	3	2	1
12. It is the right of children who do not have the chance to live with their parents to be adopted or fostered by proper families.	5	4	3	2	1
13. The state should take necessary precautions in order to protect, educate and employ handicapped children.	5	4	3	2	1
14. Only families should have their children's responsibility of health and the	5	4	3	2	1

states should not interfere with the health problems of the children.					
15. Only adults should get social security benefit opportunities, not the children.	5	4	3	2	1
16. I believe that the states should help parents in supplying their children with better standards of life.	5	4	3	2	1
17. I think it is the child's right to play games and to participate in different activities.	5	4	3	2	1
18. I believe that children should be protected against drug use.	5	4	3	2	1
19. Children should be protected against all types of abuse and neglect.	5	4	3	2	1
20. I believe children should be protected from wars.	5	4	3	2	1
21. States should take all precautions in the treatment and therapy of abused and neglected children.	5	4	3	2	1
22. I believe that children in conflict with the law should be helped to be healthy and social citizens.	5	4	3	2	1

APPENDIX H

SCALE OF ATTITUDE TOWARD CHILD RIGHTS – TURKISH

Maddeler	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Tamamen Katılıyorum
1. 18 yaşın altındaki herkesin çocuk olmaktan kaynaklanan özel haklara sahip olduğuna inanıyorum.	5	4	3	2	1
2. Çocuk hakları konusunda özel bir uluslararası sözleşme hazırlanmasına gerek yoktur.	5	4	3	2	1
3. Çocuk hakları devlet tarafından koruma altına almalıdır.	5	4	3	2	1
4. Devletler, çocuklarını daha iyi yetiştirmeleri için ailelere yardımcı olmalıdır.	5	4	3	2	1
5. Çocuğun en temel hakkının "yaşama hakkı" olduğuna inanıyorum.	5	4	3	2	1
6. Annesinden, babasından ya da her ikisinden de ayrı olan çocukların anne-babasını görme hakkı vardır.	5	4	3	2	1
7. Devletler farklı ülkelerde yaşayan parçalanmış ailelere bir arada yaşamaları için gerekli yardımı sağlamalıdır.	5	4	3	2	1
8. Çocukların düşüncelerini yazarak ya da çizerek anlatma hakları olduğunu düşünüyorum.	5	4	3	2	1
9. Çocukların özel yaşamı vardır bu yüzden de özel yaşamlarının gizliliğine saygı gösterilmelidir.	5	4	3	2	1
10. Devlet çocuğu her türlü kötü muameleden korumalıdır.	5	4	3	2	1
11. Evsiz çocukların devlet tarafından korunması ve yetiştirilmesi gerektiğini düşünüyorum.	5	4	3	2	1
12. Anne-babasıyla yaşama şansı olmayan çocukların, uygun ailelere evlatlık olarak verilme veya koruyucu aile yanına yerleştirilme hakkı vardır.	5	4	3	2	1
13. Devlet engelli çocukları korumak, eğitmek ve istihdam etmek için gerekli önlemleri almalıdır.	5	4	3	2	1

14. Çocukların sağlıkları ile ilgili sorumluluk sadece ailelerde olmalıdır; devletler çocukların sağlık sorunlarına karışmamalıdır.	5	4	3	2	1
15. Sadece yetişkinlerin sosyal güvenlik hakkı olmalıdır; çocuklara sosyal güvenlik hakkı tanımaya gerek yoktur.	5	4	3	2	1
16. Devletlerin ailelere çocuklarına daha iyi yaşam standartları sağlamaları konusunda yardım etmeleri gerektiğine inanıyorum.	5	4	3	2	1
17. Oyun oynamanın ve farklı etkinliklere katılmanın çocukların hakkı olduğunu düşünüyorum.	5	4	3	2	1
18. Çocukların madde kullanımına karşı korunmaları gerektiğine inanıyorum.	5	4	3	2	1
19. Çocukların istismar ve ihmalin tüm türlerine karşı korunması gerekir.	5	4	3	2	1
20. Çocukların savaşlardan korunmaları gerektiğine inanıyorum.	5	4	3	2	1
21. Devletler istismara ve ihmale uğramış çocukların tedavi ve terapileri için her türlü önlemi almak zorundadır.	5	4	3	2	1
22. Suç işlemiş çocuklara, sağlıklı ve sosyal yurttaşlar olabilmeleri için yardım edilmesi gerektiğine inanıyorum.	5	4	3	2	1

APPENDIX I

ETHICAL APPROVAL

Evrak Tarih ve Sayısı: 12.04.2023-122523

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı	:	43
Toplantı Tarihi	:	12.04.2023
Toplantı Saati	:	14:00
Toplantı Yeri	:	Zoom Sanal Toplantı
Bulunanlar	:	Prof. Dr. Feyza Çorapçı, Doç.Dr. Arhan S. Ertan, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen, Dr. Öğr. Üyesi Ayşegül Metindoğan
Bulunmayanlar	:	Doç. Dr. Senem Yıldız

Aylin Yetgen
Temel Eğitim Bölümü

Sayın Araştırmacı,

"Children's Rights in Relation to Perceived Parenting Styles and Parental Well-Being" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2023/38 sayılı başvuru komisyonumuz tarafından 12 Nisan 2023 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar üyelerin toplantıya çevrimiçi olarak katılımı ve oy birliği ile alınmıştır. Onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından toplantıya katılan bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
Öğretim Üyesi

e-imzalıdır
Dr. Öğr. ÜyesiYasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 43 12.04.2023

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX J

INFORMED CONSENT FORM – ENGLISH

Institution supporting the research: Boğaziçi University
Name of the study: Children's Rights In Relation To Perceived Parenting Styles And Parental Well-Being
Project Coordinator: Dr. Faculty Member Ersoy Erdemir
E-mail address:
Phone:
Name of the researcher: Aylin Yetgen
E-mail address:
Phone:

Dear parent,
I am conducting my master's thesis study project named "Children's Rights In Relation To Perceived Parenting Styles And Parental Well-Being" under the supervision of Assoc. Prof. Ersoy Erdemir at Boğaziçi University Primary Education Department.
This study will examine the parenting attitudes of your parents towards you during your childhood, your current well-being and your attitudes towards children's rights. In our study, we aim to understand the relationship between the parenting you experienced in your childhood, your current well-being and your views on the rights your child has. We invite you to participate in this study. We would like to inform you about the research prior to your decision to participate. Participation in this research will be carried out remotely/online without physical contact, provided that you complete the surveys/scales at the link below. Within the scope of the research, we request you to answer the Demographic Information Form, Parenting Styles Questionnaire, Warwick-Edinburgh Mental Well-Being Scale and Scale of Attitude Toward Child Rights. It may take you approximately 20-30 minutes to answer all the questionnaires. If you want to participate in the research after reading this information, please confirm this page of the form and continue to the next step.
Within the scope of this research, you are not asked to share any information about your identity in the Demographic Information Form. With this form, you will be asked to share information about your parents, such as age, education, marital status, which are required for the research. The information you share within the scope of the research will not be shared with anyone. At the same time, this data is collected purely for scientific research and your privacy will be protected at every stage of the research. Each participant will be given a number, and your personal information and identity will be kept confidential. No one will be able to access the information except the researcher and the thesis advisor. The information you share within the scope of this research will only be used in this study and will be destroyed at the end of the research. You will be able to access the general findings of the research upon your request.
The survey questions we will ask you in our research may remind you of your childhood experiences with your parents, and some of them may be challenging for you. In such a case, you can stop participating in the research or, if you have

participated, you can use your right to withdraw later. In this case, the information you shared within the scope of the research will be deleted and will not be used. In case of need, you can review the resources listed below at the end of this page for support or request support from institutions. These resources are also informative about your and your child's rights and well-being. You can also use resources for educational purposes if you wish. Your participation in the research may contribute to the preparation of psychosocial intervention programs and family education programs for parents and children, as well as pave the way for the development of new social policies for the benefit of society.
Participation in this research is completely voluntary. No financial incentives will be provided in return for your participation.
If you participate, you have the right to withdraw your consent at any stage of the study without giving any reason. We would like to remind you that you will not be judged for any information you share within the scope of the research. If you need additional information about the research project at any stage, you can contact me as the researcher (Aylin Yetgen, xxx) and my thesis advisor (Ersoy Erdemir, xxx). You may consult Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETİK) (xxx) regarding your rights as the research participant.

I, (name of participant) read the text above and fully understand the scope and purpose of the work I am asked to participate in, and my responsibilities as a volunteer. I had the opportunity to ask questions about the study. I understood that I could leave this study whenever I want and without having to give any reason, and that I will not face any negative consequences if I choose to withdraw from the study.

In these circumstances, I agree to participate in the research in question voluntarily, without any pressure or coercion.

I have / do not want to have a copy of the form (in which case the researcher keep this copy).

Institutions that you can apply for support:

Boğaziçi University Center for Psychological Research and Services

Resources you can use:
https://acev.org/wp-content/uploads/2017/11/erken_mudahalenin_-eriskinlikte_suren_etkileri.pdf
https://www.unicefturk.org/sayfa/blog?p=ebeveynler-icin&order=desc
https://www.aile.gov.tr/media/92200/01_03_aile-yasam-becerileri.pdf
https://orgm.meb.gov.tr/meb_iys_dosyalar/2020_11/26160527_Psikososyal_Onleyici_Kitap.pdf
https://www.unicef.org/turkiye/media/3476/file/Acil%20Durumlarda%20%C3%87ocuk%20Koruma%20E%C4%9Fitimi%20Kat%C4%B1l%C4%B1mc%C4%B1%20El%20Kitab%C4%B1.pdf
https://inhak.adalet.gov.tr/Resimler/Dokuman/2312020093127bm_03.pdf
https://inhak.adalet.gov.tr/Resimler/Dokuman/2312020093548bm_08.pdf
https://kizilayakademi.org.tr/egitim/psikolojik-ilk-yardim-egitimi-yetiskin/

https://ekutuphane.aile.gov.tr/media/chehtijd/aep-bro%C5%9F%C3%BCr.pdf
https://www.unicef.org/turkiye/media/7176/file/%C3%87ocuk%20Haklar%C4%B1na%20Yolculuk.pdf

APPENDIX K

INFORMED CONSENT FORM – TURKISH

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi
Araştırmanın adı: Ebeveynlerin İyi Oluş Hali, Çocuk Haklarına Dair Görüşleri ve Algılanan Ebeveynlik Stillerinin İncelenmesi
Proje Yürütücüsü: Dr. Öğretim Üyesi Ersoy Erdemir
E-mail adresi:
Telefonu:
Araştırmacının adı: Aylin Yetgen
E-mail adresi:
Telefonu:
Sayın anne/baba,

Boğaziçi Üniversitesi Temel Eğitim Bölümü Öğretim Üyesi Dr. Ersoy Erdemir'in danışmanlığında "Ebeveynlerin İyi Oluş Hali, Çocuk Haklarına Dair Görüşleri ve Algılanan Ebeveynlik Stillerinin İncelenmesi" adı altında yüksek lisans tez çalışmamı yürütmekteyim.
Bu çalışma çocukluk döneminizde anne ve babanızın size karşı sergilediği ebeveynlik tutumlarını, şu anki iyi oluş halinizi ve sizin çocuk haklarına yönelik tutumlarınızı inceleyecektir. Çalışmamızda bir yetişkin olarak çocukluğunuzda deneyimlemiş olduğunuz ebeveynliğin sizin güncel iyi oluş durumunuzla, ve çocuğunuzun sahip olduğu haklara yönelik görüşlerinizle ilişkisini anlamayı hedefliyoruz. Sizi söz konusu bu çalışmaya katılmaya davet ediyoruz. Katılım kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu araştırmaya katılım internet üzerinden aşağıda sunulan bağlantı adresindeki anketleri/ölçekleri tamamlamanız kaydıyla fiziksel bir temas içermeden uzaktan/online yürütülecektir. Araştırma kapsamında sizden Demografik Bilgi Formu, Çocuk Yetiştirme Tutumları Ölçeği, Warwick-Edinburgh Mental İyi Oluş Ölçeği ve Çocuk Haklarına İlişkin Tutum Ölçeği'nin cevaplanmasını talep ediyoruz. Tüm anketleri cevaplamanız yaklaşık olarak 20-30 dakikanızı alabilir. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen formun bu sayfasını onaylayarak bir sonraki aşamaya devam ediniz.
Bu araştırma kapsamında dolduracağınız Demografik Bilgi Formu içerisinde kimliğinize ilişkin hiçbir bilgiyi paylaşmanız istenmemektedir. Bu form ile araştırma için gerekli olan yaş, eğitim, medeni durum gibi bilgileriniz ile ebeveynlerinize yönelik bilgileri paylaşmanız istenecektir. Araştırma kapsamında paylaşacağınız bilgiler kimseyle paylaşılmayacaktır. Aynı zamanda bu veriler tamamen bilimsel araştırmaya yönelik toplanmakta olup gizliliğiniz araştırmanın her aşamasında korunacaktır. Her bir katılımcıya bir numara verilecek, kişisel bilgileriniz ve kimliğiniz gizli tutulacaktır. Araştırmacı ve tez danışmanı dışında bilgilere kimsenin erişmesi mümkün olmayacaktır. Bu araştırma kapsamında paylaştığınız bilgiler sadece bu çalışmada kullanılacak, ayrıca araştırmanın sonunda imha edilecektir. Araştırmanın genel bulgularına ise talep etmeniz halinde erişmeniz sağlanacaktır.
Araştırmamızda size soracağımız anket soruları size ebeveynlerinize yönelik çocukluk çağı deneyimlerinizi hatırlatabilir ve bunların bir kısmı sizin için zorlayıcı

olabilir. Böyle bir durumda araştırmaya katılmaktan vazgeçebilirsiniz veya katıldıysanız sonradan çekilme hakkınızı kullanabilirsiniz. Bu durumda araştırma kapsamında paylaşmış olduğunuz bilgiler silinecektir ve kullanılmayacaktır. İhtiyaç duyduğunuz takdirde aşağıda bu sayfanın sonunda belirtilen destek kaynaklarını inceleyebilir veya kurumlardan destek talebinde bulunabilirsiniz. Bu kaynaklar aynı zamanda sizin ve çocuğunuzun haklarınız ile iyi oluş halinize yönelik bilgilendirici nitelik taşımaktadır. Dilerseniz bu amaçla da kaynaklardan faydalanabilirsiniz.
Araştırmaya katılımınız ebeveynlere ve çocuklara yönelik sosyo-psikolojik müdahale programları ile aile eğitim programlarının hazırlanmasına katkıda bulunabileceği gibi, toplum yararına yeni sosyal politikaların geliştirilmesinin de önünü açabilecektir.
Bu araştırmaya katılmak tamamen isteğe ve gönüllülük esasına bağlıdır. Katılımınız karşılığında herhangi bir maddi teşvik unsuru sağlanmayacaktır.
Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına sahipsiniz. Araştırma kapsamında paylaşacağınız herhangi bir bilgi sebebiyle yargılanmayacağınızı hatırlatmak isteriz.
Araştırma projesi hakkında herhangi bir aşamada ek bilgi almaya ihtiyaç duyarsanız, araştırmacı olarak bana (Aylin Yetgen, xxx) ve tez danışmanıma (Ersoy Erdemir, xxx) ulaşabilirsiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) (xxx) danışabilirsiniz.

Ben, (Katılımcı) yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Bireysel destek için başvurabileceğiniz kurumlar:
Boğaziçi Üniversitesi Psikoloji Araştırma ve Uygulama Merkezi

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