



International Journal of Eurasia Social Sciences

Vol: 10, Issue: 36, pp. (538-550).

Research Article

Received: 09.10.2018 Accepted: 20.06.2019

INTERCULTURAL STUDY: MOTHERS ATTITUDES TO THEIR CHILDREN IN EARLY CHILDHOOD PERIODS IN NIGERIA AND TURKEY

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ABSTRACT

In each culture, parents reflect the child upbringing attitudes and behaviors that are functional for their culture in order to convey their values system and basic attitudes to their children on their day-to-day practice. Study of parental attitudes and possible effects in different content, although appeared relatively old in Turkey, intercultural studies discussed in terms of family attitudes is limited. This study is aimed to discuss and compare the attitudes of mothers with 4-6 years old child to their children in Turkey and Nigeria. In summary, the "intercultural" term discussed in this study is the known basic approaches to the topic mothers' attitudes and behaviors were examined and the differences between cultures identified in this study were noted. In the findings of this study, Nigerian mothers got a significantly lower score in terms of communication with children as compared with Turkish mothers ($p<0.05$), while compared in terms of dissatisfaction, rewarding and punishing to child's behavior, Nigerian mothers got a significantly higher score. On the other hand, in the period of 4-6 years, there is no significant difference between the two countries in terms of the responsibilities the mothers expect from their children.

Keywords: Mothers' attitudes, intercultural mothers' attitudes, intercultural study.

INTRODUCTION

When the members of the society are viewed from an anthropological perspective; culture, knowledge, belief, art, law, morality, religion and traditions, and other abilities and habits that the human race has gained and developed from ancient. In addition, the culture also consists of the learning of behaviors, emotions, and ways of thinking (Taylor, 1991; Tylor, 1874). The findings from this definition are that the cultures can be learned, acquired, gained experience and transferred to a branch in an instant. Culture is a dynamic and socially interactive process and involves two components when viewed from a psychological perspective. This component consists of the creation of shared activities that are reflected in the cultural practices of the members of the community. The second component concerns the creation of common value that leads to cultural interpretations of collective behavioral patterns in society. While cultural practices, was considered as the material side of culture, shared values, represents the symbolic aspect of the culture and the world of interpretation and evaluation. This perspective expresses the fact that the culture is "in and out" of the individual (Keller, 2013: 18). From this point of view, it is believed that cultures shape the values and beliefs of people and that specific attitudes and values are different between individual and collectivist societies (Darling & Steinberg, 1993: 487-488).

The result here is, there are cultural differences in individual and collectivist societies and these differences in value are of particular importance for every society and emphasizes on different for specific applications in society. The cultural values of a society shape the values of people in this society and, consequently, their interaction with their children and the forms of parenting (Darling & Steinberg, 1993: 488). The definition of different values in different cultures influence the children's outcomes in these cultures because each culture can show different aims and the expectations of the citizens and children in these cultures are socialized under different circumstances. Effective parenting styles in one culture may not be as effective in other cultures. In a study of cultural differences in parenting style, researchers emphasized cultural differences in effective parenting styles practiced by White American and Asian American families, Researchers have demonstrated that White Americans apply authoritarian (in the form of clear expectations and moderate boundaries) parenting practices with support (embracing and praising their children) (Van Campen & Russell 2010). Families, seen as social groups, are affected by the context around them, and family relationships and Mother-Father Interactions each is influenced by the cultural context. Therefore, there are differences in the practices of raising children depending on the culture. If the parenting behavior is consistent with the cultural values, the children in that culture will accept it, and if specific goals or expectations or qualities in some cultures are more preferred than others, parents will be likely to emphasize more on cultural behaviors (Baumrind, 1972; Jambunathan & Counselman, 2002). Baumrind (1972) categorized the parenting strategies into three categories, i.e. as authoritarian, competent and permissive parenting style.

Authoritarian parenting is defined as punitive and restrictive and imposing a tight restriction on non-verbal children with no or little change, these are associated with social maladjustment and poor communication

skills. Authorized parents, despite putting some limits and controls on their children's actions also allows dialogue to encourage their children to respond to their parent, encourage independence, social and cognitive competence, self-confident and promotes social responsibility. While in the permissive parenting style, there are few or no rules and little or no controls are applied to children. Children in this parenting style are given full freedom to make life decisions and to act independently and act independently (Baumrind, 1991: 61). Parenting strategies in Nigeria are defined to include all three parenting styles with an emphasis on obedience to authority and comply with parental instruction (Akinsola, 2011: 247). This emphasis is due to Nigeria being a predominantly hierarchical and patriarchal nation, respecting the values of old age and authority of the traditional institutions, and in particular respecting the parental authority of a family that is at the head of the family. However, many of the parents are accompanied by requests for parental disciplinary actions such as responding, love, care, sensitivity, mutual dialogue, and obeying and instructions and orders. The combination of parental obedience and willingness to respond allows children in Nigeria to see their parents sometimes as authoritarian or perceive as authoritarian. This inference has been supported by research findings showing that authoritarian and authoritarian parenting styles, as well as hybrids, have been applied to Nigerian parents to a significant extent (Akinsola, 2010: 2011). The importance of examining parenting practices; (i) determine the practices and diversity of mothers' adoption of their children, and (ii) examine the effectiveness and benefits of such practices. It can be said that the literature reviewed and the studies reported here indicate that parental practices differ from one culture to another and such practices discuss here reflect the cultural values of society. Nigeria is a collective and patriarchal society with values such as complying with authority figures, complying with parental instructions, cooperation, and charity within and without large family systems, social life and good interpersonal relationships. According to the research reported here, the behavior of Nigerian and Turkish parents to their children is being discussed. The effect of the culture on Mother's attitudes has been emphasized and it has been shown that the behaviors of mothers who adopt different values in terms of sociologically are shaped by these values.

METHOD

This study, is a descriptive study in the model which was conducted in order to determine the attitudes of the mothers who had children in early childhood, relies on a general screening-based relational search based on the comparison, because it describes an existing situation and accordingly determines the similarities and differences between the variables (on a country basis).

Universe and Sampling

In this study, Turkey, which is located both in Asia and Europe, is considered to be affected by these two continents in terms of cultural values with Nigeria, a country considered to be very different from Turkey in terms of socio-cultural values, were selected. The geographical distance of the countries to each other and the very different (religious, cultural, economic, sociological) characteristics are very important for the purpose of the research.

The population of the study is comprised of mothers' with children between the age of 4 and 6 in Turkey and Nigeria. When the general universe is considered, the universe is very large therefore it is intangible and immeasurable (accessible universe), the sample comprises of 173 mothers with 4-5-6 years old child from Bursa and Istanbul in Turkey and in Birnin-Kebbi the capital of Kebbi State in Nigeria were taken in 2017. The mothers reached randomly selected pre-school institutions. Particular attention has been paid to the similarity of the demographics of the mothers in both countries in terms of describing only the purpose of the study i.e. intercultural behaviors. For this purpose, the samples were defined by paying attention to pair the variables according to educational status and age of selected mothers from all the two countries and homogeneity of groups were analyzed statistically.

Data Collection Tools

The research was design in order to measure the following behaviors of the mothers to their children in section A to E.

"Section (A) mother-child communication" is design to measure the communications between the mother with the child, "section (B) mothers' dissatisfaction" is design to measure the mothers' dissatisfaction with the child, "section (C) child punishing" is design to measure the mothers' child punishing, "section (D) child rewording" is design to measure the mothers' reword to the child, "section (E) responsibility given to the child" is design to measure the responsibility given to the child. For the clarity and scope of the scale items, seven child development specialists and statistical experts were consulted and the scale was finalized with the suggestions coming from this direction. The pilot study of the scale used in the research was carried out in Istanbul with 20 mothers who went on to a pre-school education institution.

Data Collecting

In this study, in order to measure the attitudes and behavior of the Mothers in 5 different dimensions, 5 point Likert scale applied with 5 options were developed by the researchers. This scale is designed to figure out mothers' communication with their children, children behaviors that the mothers don't want, rewarding and punishing method by the mothers and responsibilities given to the children by the mothers in the house.

A—"The mother-child communication": Consists of 8 items. The highest possible score is 32 and the lowest possible point is 0.B- "Mothers' dissatisfaction": Consists of 11 items. The highest possible score is 44 and the lowest possible point is 0.C—"Mothers' punishing methods": Consists of 13 items. The highest possible score is 52 and the lowest possible score is 0. D—"Mothers' rewarding methods": Consists of 5 items. The highest possible score is 20 and the lowest possible score is 0. E—"Responsibility given to the child": Consists of 6 items. The highest possible score is 24 and the lowest possible score is 0. The highest possible total score from the scale is 172 and the lowest possible total score is 0.

Application of the Scale

The scale was first translated by the expert translators into Turkish and English, which are the languages of the target population, and then presented to the expert for language content and scope competence. To get an idea of the clarity and equality of the translation the candidates selected from the target population were interviewed. The next step was to try to avoid the inferences that professional translators could make by providing those who are not experts on the subject but could speak both languages to translate. To motivate the mothers to answer the scale from both communities in the study, to avoid misunderstandings of the questions and difficulties that will arise in control among the authors Leyla Ulus in Turkey and Musa Bashir Albishir in Nigeria supervised the local researcher during the field survey.

Statistical Analysis

Reliabilities of the scales were investigated with Cronbach alpha reliability coefficient. Shapiro Wilks test was used to test the Normal distribution suitability of the data. The Mann Whitney U test was used to compare the groups that were not normally distributed. Descriptive statistics were given as median(min-max) value. Spearman rank correlation coefficient was used to test the Relations between variables. Chi-square test was performed to compare categorical data. The level of statistical significance was taken as $\alpha = 0.05$. SPSS v21 package program was used for statistical analysis.

FINDINGS

Reliabilities of the scales were investigated with Cronbach alpha reliability coefficient. The results of the Cronbach alpha reliability coefficient found from the reliability analysis were, section (A) "Mother and Child Communication" was 0.745, section (B) "Mothers' dissatisfaction" was 0.833, section (C) "Child punishing" was 0.825, section (D) "Child rewarding" was 0.723 section (E) "Responsibility given to the child" was 0.925. Reliability of the instrument, which has a reliability coefficient result higher than 0.7, has been accepted as reliable.

Our study consists of 85 Nigerian mothers and 88 Turkish mothers with children between the age of 4 and 6. The median age of the children in this study for Nigerian mothers is 4(1-10) while 2(1-4) for Turkish mothers.

Table 1. Comparison of Age and Educational Status of Turkish and Nigeria mothers

Mother Age	TR (n = 88)	NG (n = 85)	MW-U	p
	Median (Min-ax)	Median (Min-ax)		
	33.50 (23-48)	32 (20-48)	3557500	0.579
Mother Education	n (%)	n (%)	χ^2	p
Primary education and below	17 (19.3)	11 (12.9)	1.396(2)	0.5
High school	28 (31.8)	31 (36.5)		
University	43 (48.9)	43 (50.6)		

The Turkish and Nigeria mothers who participated in the research are homogeny in terms of age and education (Table-1).

Table 2. A Comparison According to Scores of Turkish and Nigeria Mothers

scales	TR		NG		MW-U	p
	n	Median (Min-Max)	n	Median (Min-Max)		
Mother-Child Communication	85	26 (6-32)	84	23 (7-32)	3263.500	<0.001
Mothers' dissatisfaction	79	26 (7-44)	79	34 (15-44)	1469.000	<0.001
Child punishing	66	12 (1-28)	76	15 (0-37)	1984.500	0.032
Child rewarding	71	12 (2-18)	83	16 (4-20)	1065.000	<0.001
Responsibility given to child	41	50 (34-91)	59	61 (10-104)	950.500	0069

There is a significant difference between the scale point of Turkish and Nigerian mothers in terms of mother-child communication, mothers' dissatisfaction, child punishing and rewarding while there is no significant difference in terms of responsibility given to the child. Mother-child communication scores were higher in Turkish mothers, whereas Mothers' dissatisfaction, child's punishing, and rewarding scale scores were higher for Nigerian mothers (Table 2).

Particularly having a large number of children is thought to be a problem for parents to communicate with their children. Nigerian also has a large number of children, which can affect the mother-child communication. The average number of children per mother in Turkey is two which could be interpreted in a way that enabled them to establish more contact with their children. Communication between the parents and children is also a character of family structure in Turkey. For example; In a large sample survey in Turkey indicated that conversations as a tool of communication within a family were common (68%) and the children also freely express themselves clearly (53%) (Yapıcı, 2010).

In the result of Akinsola (2013) study design to investigated intercultural parenting style in Nigeria and Cameroon where indicated Nigeria's obedience to authority figures, comply with parental instructions, cooperation and helpfulness within and outside extended family systems, social life and good interpersonal relations as a collectivist and patriarchal society. In this research Nigerian parent were seen as authoritative and applying the authoritarian parenting style. Authoritarian parenting includes restrictive, punitive and compulsive behaviors. Authoritarian behavior is often an attitude in which communication is limited or parental authority is reflected in behavior. In this study, it is clearly observed that the effective communication scores of Nigerian mothers with their children are significantly lower than Turkish mothers. This research matches up with the conclusions of Akinsola (2013) where authoritative parenting styles are considered not given enough for communication with the child and either the mother or the father one of the figures is considered as dominant. Also in the result of the research indicated that Nigerian mothers' children dissatisfaction scores were higher than Turkish mothers. According to research, Nigerian parent demands obey with parental authority and children to comply with parents instructions (Akinsola, 2010; 2011). Nigerian

societies, in general, expect a lot from their children. However, the parents' actions most are accompanied by requests for obedience, love, care, sensitivity, mutual dialogue, and explanations toward parents discipline actions with obedience (Nwosu, Nwanguma & Onyebuchi, 2016). The as a result of parents' demands for obedience and sensitivity at the same time may bring dissatisfaction of parents when their children were found with, making noise, aggravation, disagreement with their siblings and unwanted behavior. According to the results of Akinsola (2013) research, Nigerian parents adopt the authoritative parenting style. This parenting style requires putting the child into the process of developing standards that valued the child autonomy and independence (Çelen & Kuşdil, 2009). On the other hand, children are convinced with high temperature and behavioral condition (Fletcher, Walls, Cook, Madison & Bridges, 2008). According to our findings, the likely undesirable behavior of Nigerian parents' children may be related to the parenting style of Nigerian parents. The incidence of these behaviors may have increased the dissatisfaction scores of Nigerian mothers' children against their undesirable behaviors compared to Turkish mothers.

Controlling the child in an authoritarian parenting style, together with an emphasis on obedience requires an undisputed commitment from the parents. Therefore parents become the only regulatory authority. Preethi and Rosa (2012) view authoritarian parents as parents who have rules and are not ready to be flexible in childhood models. Moreover, authoritarian and competent parenting brings with it the frequent use of punishment and reward (Dwairy et al., 2006). In this study, we came to the conclusion that Nigerian mothers use the rewarding and punishing more frequently than Turkish mothers. This behavior is probably the result of the parenting style of Nigerian mothers.

Table 3. Relations Between Scale Scores of Turkish and Nigeria Mothers and Demographic Variables

	TR				NG			
	Mother Age	Number of children	Number of children in the household	Number of non-core individuals at home	Mother Age	Number of children	Number of children in the household	Number of on-core individuals at home
	r	r	r	r	r	r	r	r
Mother Child Communication	0.008 0.94	-0.030 0.0786	-0.027 0.803	0.032 0.852	-0.047 0.674	-0.252 0.021	-0.171 0.120	-0.119 0.301
Mothers' dissatisfaction	-0.08 0.486	0.101 0.375	0.077 0.499	-0.089 0.616	0.08 0.485	-0.16 0.160	0.001 0.997	0.054 0.649
Child punishing	0.099 0.429	0.065 0.603	0.049 0.694	0.077 0.693	0.068 0.557	0.215 0.062	0.124 0.287	-0.006 0.962
Child rewarding	0.048 0.691	0.237 0.046	0.203 0.089	-0.336 0.064	0.187 0.091	-0.07 0.530	0.006 0.955	0.121 0.293
Responsibility given to the child	0.274 0.083	0.418 0.007	0.420 0.006	-0.030 0.902	0.298 0.022	0.122 0.356	0.126 0.342	-0.145 0.290

There is a significant correlation between the number of children in Turkish mothers with child punishing and responsibility given to the child scale scores ($r = 0.237, p = 0.0046, r = 0.418, p = 0.007$). There is a significant correlation between the number of children in the house and the responsibility given to the child scale score ($r = 0.420, p = 0.006$).

The results support the literature. In the survey conducted in Turkey by the office of the prime minister indicated that the trend of a tendency of moderate and tolerance in Mothers with one child is increasing in Turkey (Prime ministry of Turkish Republic, 1993). The strict/rigid disciplinary attitudes of parents are also increasing in Turkish families, especially those with 3 or more children (Özyürek & Şahin, 2005).

While in Nigerian mothers, there is a significant correlation between mothers' age and responsibility given to the child scale scores ($r = 0.420, p = 0.022$). There is a negative correlation between the number of children and the mother-child communication scale score ($r = -0.252, p = 0.021$).

Table 4. Comparison of Turkish and Nigerian Mothers Scale Scores by Children Gender

	Mothers with girls				Mothers with boys			
	n	median(min-max)	MW-U	p	n	median(min-max)	MW-U	p
Mother-child communication								
TR	48	26 (14-32)	721.500	0.006	37	26 (6-32)	471.500	0.009
NG	45	24 (13-32)			39	22 (7-31)		
Mother dissatisfaction								
TR	44	25 (8-44)	367.500	<0.001	35	28 (7-44)	356.000	<0.001
NG	41	34 (20-42)			38	34.5 (15-44)		
Mothers' punishing behavior								
TR	40	12.5 (1-28)	633.000	0.077	26	11 (1-27)	367.000	0.199
NG	41	16 (2-37)			35	15 (0-32)		
Mothers' rewarding behavior								
TR	44	12 (7-18)	311.000	<0.001	27	11 (2-18)	214.000	<0.001
NG	46	16 (6-20)			37	15 (4-20)		
Responsibility given to the child								
TR	23	48 (36-89)	288.000	0.231	18	50 (34-91)	186.500	0.140
NG	31	56 (25-104)			28	6 1.5 (10-104)		

Although in Nigeria it shows that girls are more disadvantaged than boys in the past (Olivejo 2017), in a recent survey showed that there is no significant distinction between girls and boys (eg, sending to private schools) in Nigeria (Dixon, Humble & Tooley, 2017). Similarly, research conducted in African countries in Tanzania, Ghana and Kenya found that the proportion of girls attending private schools was roughly equal to that of boys (Hartwig, 2013; Tooley, Dixon & Amuah, 2007; Tooley, Dixon & Stanfield 2008).

As a matter of fact, in our research, gender did not appear to be a significant variable in the communication, dissatisfaction, rewarding, and punishing with responsibility given to the child scores of Nigerian mothers' male and female children. On the other hand, when Nigerian and Turkish mothers with both male and female children were compared, Nigerian mothers got lower communication score and higher in dissatisfaction, rewarding, and punishing as compared to Turkish mothers. When the scores of responsibility given to the child by the mother were taken into consideration, it was found that the gender did not differ between the two countries ($p > 0.05$).

Table 5. Comparison of Turkish and Nigerian Mothers According to Scale Scores of Education Levels

Nursery and primary				Secondary				University				
	n	Median	MW-U	p	n	Median	MW-U	p	n	Median	MW-U	p
Mother-child communication												
TR	16	25(14-29)	39.500	0.015	27	26(18-30)	248.000	0.012	42	26(6-32)	643.500	0.022
NG	11	21(11-27)			30	23(11-31)			43	24 (7-32)		
Mothers' dissatisfaction												
TR	14	29.5(18-44)	59.500	0.829	26	25.5(14-36)	120.500	0.001	39	27 (7-44)	359.000	<0.001
NG	9	27 (16-44)			28	35 (20-42)			42	34 (15-44)		
Mothers' punishing attitude												
TR	14	12,5 (1-27)	54.000	0.371	19	12 (1-20)	148.000	0.015	33	14 (2-28)	603.500	0.650
NG	10	17 (4-37)			27	16 (2-32)			39	14 (0-24)		
Mothers' rewarding attitude												
TR	16	11.5 (7-18)	63.000	0.231	24	11 (2-15)	45.500	<0.001	31	12 (6-18)	296.000	<0.001
NG	11	15 (4-20)			30	16 (8-20)			42	15 (6-20)		
Responsibilities given to the child by mother												
TR	12	44 (38-82)	52.000	0.917	14	60,5(34-89)	111.000	0.306	15	50 (36-91)	191.500	0.420
NG	9	71 (10-104)			20	67,5 (34-104)			30	58 (25-104)		

While there is no significant difference between Turkish and Nigerian mothers participated in the survey in terms of education scale scores, but it shows that Turkish mothers had higher scale scores. In studies conducted in Turkey to compare the attitude of mothers in terms of education level shows that, as the education level of the mothers increase, the average scores of strict disciplines sub-dimension decreased, which were affected positively by the attitudes and less influenced by the traditional attitudes (Özyürek & Şahin, 2005; Şanlı & Öztürk, 2005; Ayyıldız, 2005). This shows that mothers with high education level adopt more moderate and child-centered approach related to child discipline and upbringing in Turkey.

CONCLUSION AND RECOMMENDATION

Culture has been found to be affecting the parenting practices. This is based on the fact that culture is the whole of a person's lifestyle. Therefore, attitudes, practices, beliefs tend to be shaped by the cultural environment. Nigerian society has been described as patriarchal and hierarchical (Moscardino & Nwobu, 2006; Akinsola, 2013), where parents and children are perceived as the center of their families. The result of this research is related to the fact that Nigerian mothers are more dissatisfied with their children, use rewarding and punishing more often than Turkish mothers. This result is probably due to the prevalence of authoritarian family style of Nigerian culture and the fact that Nigerian mothers have more children than Turkish mothers.

On the other hand, there is no difference between the two countries in terms of the responsibilities they are expecting from their children in the 4-6 periods. Our research provides an insight on communication, dissatisfaction, rewarding-punishing and responsibility aspects of the mother-child relationship. This research is restricted to mothers whose children are in the pre-school period (nursery). Future intercultural surveys may cover a wider range of age and different aspects of mother-child communication. Our research is limited to mothers only. In another study to be done from now on, different forms of father-child relationships that differ between cultures can be examined.

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Mother's (Maternal) Attitudes and Behavior Scale

The "Mother's (Maternal) Attitude and Behavior Scale" contains 5 independent dimensions.

The items in each dimension are rated with the Likert type scale. Likert type rating label was considered as No

"0", Rarely "1", Sometimes "2" Usually "3" and always "4". The total score of each dimension is calculated according to the total number of its items.

A- The mother-child communication: (Min-Max: 0-32)

B- Mothers' dissatisfaction: (Min-Max: 0-44)

C- Mothers' punishing methods: (Min-Max: 0-52)

D- Mothers' rewarding methods: (Min-Max: 0-20)

E- Responsibility given to the child: (Min-Max: 0-24)

A. How do you communicate with your child?					
	No	Rarely	Sometimes	Usually	Always
When my child wants to talk to me, I take the time to listen to him.					
When I see my child as unhappy or having a problem, talk about what made him unhappy or what went wrong.					
When my child has a problem, we talk about different solutions together.					
I ask questions about activities that my child loves and likes to do.					
I often make a short stroll with my child.					
when we discuss (argue) a topic with my child, we strive together with him to find a solution.					
I join my child to do activities that he loves (playing games, painting, etc.)					
I try to spare my child a special time.					
B. How angry are you in your behavior with your child?					
	No	Rarely	Sometimes	Usually	Always
It makes me angry when my child does not fulfill the duties I gave to him (caring for his sibling, collecting disarray ,etc.).					
It makes me angry when my child disobeys my commands. (sleeping, eating, etc.)					
It makes me angry when my child does not get along with brothers, sisters, and friends.					
It makes me angry when my child makes a noise.					
It makes me angry when my child uses abusive language.					
it makes me angry when my child use violence (hitting a friend-brother, pushing etc.)					
It makes me angry to find my child in unsafe behavior.					
It makes me angry to find my child in an attitude that will put his health in					

danger.					
It makes me angry to find my child in an unwanted behavior that is out of his control. (<u>piss oneself</u> , stuttering, etc.)					
It makes me angry to see my child crying, ill-tempered; shrewish etc.					
i will get angry with my child when does something wrong that is not in line with his moral code, (lying, etc.)					
C. What do you do when your child has a behavior that will make you angry?					
	No	Rarely	Sometimes	Usually	Always
I will punish him (if you chose never, jump to question 6)					
I will stop him from doing something he likes (playing game etc.)					
I take away something he likes (for example, his actor).					
I will lock him in a room and leave him alone.					
I will not talk to him for a while					
I will hurt him physically.					
I will disgrace him					
I will raise my voice – I will shout					
I complain to his father, his family, his teacher, or other people.					
I complain to his father, family, teacher, or other people.					
I will utter bad words.					
I will appear to him angrily and take my face from him.					
I will get angry at him and do not care afterward.					
D. What do you do when your child did something you like?					
	No	Rarely	Sometimes	Usually	Always
I say good things that praise him					
I talk to other people about his behavior.					
Give him a privilege that I did not give to his brothers.					
I will buy him something he likes.					
I show it to him with my gestures and gestures.					
E. What are your child's duties and responsibilities at home?					
	No	Rarely	Sometimes	Usually	Always
He takes care of his little brother.					
He does works that his older brothers gave him.					
He does the work that other family members give him. (grandmother, grandfather, father, relative etc.)					
He tidies up surroundings					
Helps in cooking works.					
Helps in cleaning works.					