

THE ANALYSIS OF THE INFLUENCE OF MOTHER ATTACHMENT STYLES OF CHILDREN 60 MONTHS OLD AND OVER WHO CONTINUE PRE-SCHOOL EDUCATION ON THEIR FAMILIAL CHARACTERISTICS

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ABSTRACT

This study was conducted in order to determine mother attachment styles of children who are 60 months old and over having pre-school education and to analyze the relationship between their mother attachment styles and their familial characteristics. In this context, within the academic year of 2015-2016, the research was carried out with 109 children who are 60 months old and over attending official primary education kindergartens and official independent kindergartens located in the centre of Çankırı and with their mothers. In order to collect data in the study, "General Information Form" and "Close Relationship Inventory II" were used. The obtained data were analyzed by SPSS 22 package program. As a result of the study, according to the level of education of the mother; close relationship inventory II was found to have statistically significant differences. Suggestions have been made in the light of findings obtained as a result of the research.

Keywords: Attachment, Attachment styles, Pre-school period

INTRODUCTION

The family takes an important place in terms of relationships founded and established in the first years of life. Mother and father have a great importance in all developmental areas of the child, especially in the 0-6 age group. The child experiences his/her first social experiences in the family and his/her spiritual development and behavior is shaped by the physiological, economic and social aspects of the family as a result of intense mutual interaction. Many feelings in the child such as anger, furiousness, love and tolerance develops by means of taking the parents as a model. In addition, the child's basic emotion developing within the first two years after birth are formed by the love and interest of the parents. The basic sense of confidence gained during this period significantly influences the child's future life (Baran, 2016, p.6).

The feeling of confidence that creates in infancy period is not only limited to childhood but also is a phenomenon lasting lifelong. The child's first relationship with the mother constitutes an example for the attachments in his/her future lifetime (Pehlivan Türk, 2004). Attachment is "a close emotional bond between two people shaped with the emotions and behaviors exhibited by surrounding people in the parallel with "the cognitive development" (Aydoğan & Gültekin Akduman, 2016, p.38, San Bayhan & Artan, 2014, p.223). Attachment provides support for many developmental area of the child. The child forms the basis of his/her personality and spiritual structure by means of internalizing the consequences obtained from the mutual interactions established with his/her family during his/her growth process. Personality development is also very important for healthy growth of children and young people in every respect. When the baby is born, while the communication established

with mother by him/her only serves the continuation of the biological existence of the baby, then this mutual interaction form (attachment) is internalized and affects all aspects of his/her life during childhood, adolescence and adulthood (Deniz, 2006; Yazgan İnanç, Bilgin, & Kılıç Atıcı, 2015, p. 167). The sense of attachment is an important emotion that increasingly develops, diversifies and affects other developmental areas at same time (Aydoğan & Gültekin Akduman, 2016, p.38).

The attachment system is a system consisting of behaviors such as crying, smiling and tracking that serve the same purpose despite the fact that they are different from each other. The attachment system resembles physiological systems that regulate body temperature, blood pressure and the like. Any real or perceived threat leads to anxiety aiming to protect the physical intimacy and thus attachment behaviors begin in order to establish the physical intimacy. Until intimacy is reestablished, the behaviors that serve this purpose continue. While providing and protecting the intimacy lead to feelings of security and affection, any interruption in relationship usually causes to anxiety and sometimes anger or sadness (Görünmez, 2006, p.3).

The sense of attachment, which is so important for children and their future life, can be affected positively or negatively by some factors in the child's environment. Therefore, in the scope of this research, it is aimed to determine the attachment styles of children, who are 60 months old and above, to their mother and to examine the relationships between the attachment styles and children's familial characteristics. It is thought that this research is important in terms of supporting the families by determining the attachment styles of children to their mother and in terms of showing the effect of mother-child attachment on his/her the familial characteristics. It is also believed that this research will contribute to the literature since it will create a discussion opportunity about relationship between the mother attachment styles and children's familial characteristics.

THE METHOD

Research Model

This comparative study on the relationship between mother attachment styles of children over 60 months having preschool education and their familial characteristics is a descriptive study in which scanning model is used. The screening model is a research approach that aims to describe either the past or the present situation as it exists. The event, individual or object under research is tried to be defined within its own conditions. (Karasar, 2012).

Population and Sample

The population of the study is composed of children 60 months old and over continuing their preschool education within the academic year of 2015-2016 in the schools affiliated to the Ministry of National Education in the centre of Çankırı province. In the academic year of 2015-2016, the total number of children 60 months old and over in the kindergartens in Çankırı is 1621. The minimum sample size is calculated as 91. After the distribution of the questionnaires, within a total of 218 forms of 109 children and 109 mothers, the ones which were returned and which were found to be appropriate were evaluated for statistical analysis. 52.3% of the children included in the survey are girls, while 47.7% are boys. 18.3% of them are single children, 50.5% are first-born children. 7.3% of the mothers of the participating children and 9.2% of the fathers are 25 years of age and under; 9.2% of mothers and 17.4% of fathers are 40 years old and over. 25.7% of the mothers of the children participating in the survey and 11.9% of the fathers are graduates of primary school; 15.6% of mothers and 32.1% of fathers are university graduates. 14.7% of the mothers of the children participating in the survey work while 85.3% of them do not work. While 78.0% of the children

participating in the research have a nuclear family structure, 22.0% have an extended family structure.

Collection of Data

In the study, "General Information Form" was used to determine the demographic characteristics of the child and his / her family, "Close Relationship Inventory II" was used to determine the mother attachment style of the children.

General Information Form

The general information form includes the gender of the child, the number of siblings, the order of birth, the age of the mother and father, the education status of the mother and father, the mother working status and family structure.

Close Relationship Inventory II

"Inventory of Experiences in Close Relationships II" developed by Fraley and his colleagues in 2000 consists of a total of 36 items 18 of which measure dimensions of anxiety and 18 of the others measuring avoidance dimensions. From 1 to 7, participants were asked to evaluate how much each item reflects their feelings and thoughts in their romantic relationship.

(1= totally disagree, 7= totally agree) The items measuring the relevant dimensions were collected separately and the averages were taken and the anxiety and avoidance scores were calculated for each participant. To calculate the anxiety score, the average of the odd-numbered items is taken, and the average of the even-numbered items is taken to calculate the avoidance score. According to their anxiety and avoidance dimensions, individuals are classified into four categories. These categories include secure, preoccupied, dismissive avoidant and fearful attachment styles. Those who scored low on the two dimensions (those with low anxiety and avoidance) are classified within secure attachment style, those who scored high on both scales are fearful, those who scored high on the anxiety dimension but low on the avoidance dimension are preoccupied and those scoring low on the anxiety dimension but high on the avoidance dimension are classified within dismissive attachment style. When determining which of the four attachment styles the participant has, the highest average of these attachment styles is based on. (Günaydın, Selçuk, Sümer ve Uysal, 2005; Bozkurt, 2006; Kırimer, Akça & Sümer, 2014). Inventory of Experiences in Close Relationships II was translated into Turkish by Günaydın vd. (2005) using the standard translation and re-translation method. Three experts from the field, after translating the scales separately into Turkish, jointly decided on a single translation at the end of the discussions. This Turkish form was later translated into English by a graduate student who can speak very well in both languages and the scale was finalized by eliminating inconsistencies as a result of comparison (Günaydın vd., 2005). Test - retest reliability of the anxiety and avoidance dimensions was performed using the data of 86 participants who filled the scale of ECR II in both times. The analysis showed that the anxiety dimension had a .82 and the avoidance dimension had a test - retest reliability of .81. At the same time, it was found that the dimensions of anxiety and avoidance were at a high level of internal consistency. The Cronbach alpha coefficients are .90 and .86, respectively, for anxiety and avoidance (Günaydın vd., 2005).

Analysis of Data

The data obtained in this study were analyzed in the SPSS 22 packet program. Before the analyzes, missing value analysis and extreme value analysis were done in the data set. No missing values were found. In the extreme value analysis, some erroneous data entries were

corrected and some extreme values that might corrupt normality were transformed into values closest to themselves, thus eliminating the negative effects on the analyzes.

Another hypothesis, normality assumption, was also examined. For this study the Kolmogorov-Smirnov test was used because the sample size was greater than 50. In addition, the skewness and kurtosis values of the distribution were also investigated. The Kolmogorov-Smirnov test results were found to be significant. This situation indicates that the distribution has moved away from normality. However, this statistic, which is influenced by the sample size, can be misleading when the sample size is very large. For this reason, while deciding the normality of the distribution, the values of skewness and kurtosis, which are the final tests, were examined. It has been determined that the skewness and kurtosis values of each variable are in the range of -2 - +2. This indicates that these variables are normally distributed and that parametric tests can be applied (George & Mallery, 2003). T-test was used in order to determine whether close relationship inventory II (anxiety, avoidance) and mother attachment style participating in the study differentiate according to demographic characteristics and Pearson Correlation Coefficient was used to determine the relation between the variables. The significance level in the statistics was chosen as 0.05.

RESULTS AND DISCUSSION

In this section, findings obtained as a result of statistical analysis of the data collected to answer the sub problems of the research were included.

Table 1. Percentage Distribution Regarding Attachment Styles according to the Number of Child's Siblings

Number of Child's Siblings	Attachment Styles									
	Secure		Fearful		Obsessive		Emotionless		Total	
	n	%	n	%	n	%	n	%	n	%
Single Child	15	75,0	1	5,0	3	15,0	1	5,00	20	100
Two Siblings	44	64,7	3	4,4	15	22,1	6	8,80	68	100
Three And More Siblings	13	61,9	1	4,8	3	14,3	4	19,0	21	100
Total	72	66,1	5	4,6	21	19,3	11	10,1	109	100

In the research to be carried out, according to the number of siblings it is been found that 75,0% (n: 15) of those who are single child in the family, 64,7% (n: 44) of those who have two siblings, 61,9 % (n:13) of those who have three and more siblings and in total 66.1% (n: 72) have secure attachment style; 5,0% (n: 1) of those who are single child in the family, 4,4 % (n:3) of those who have two siblings, 4,8 % (n:1) of those who have three and more siblings and in total 4,6% (n: 5) have fearful attachment style; 15,0% (n:3) of those who are single child in the family, 22,1% (n:15) of those who have two siblings, 14,3 % (n:3) of those who have three and more siblings and in total 19,3% (n: 21) have obsessive attachment style; 5,00% (n: 1) of those who are single child in the family, 8,80% (n: 6) of those who have two siblings, 19,0 % (n:4) of those who have three and more siblings and in total 10,1% (n: 11) have emotionless attachment style.

When Table 2 is examined, it is determined in the results of the variance analysis that there is not statistically significant difference between both anxiety ($F_{(2-109)}=1,6, p>0,05$) and avoidance ($F_{(2-109)}= 4,5, p>0,05$) dimensions of close relations inventory II according to the

number of siblings. When the average scores are examined, it is seen that the scores of children with three and more siblings are higher than the other groups on both anxiety (X: 61,40) and avoidance (X: 53,00) dimensions.

No significant difference has been observed between attachment styles and the number of siblings of the child. The scores obtained by single child are at the lowest level in terms of the number of siblings in both anxiety and avoidance dimensions. As long as the number of siblings increases, it is been observed that scores obtained from aforementioned two dimensions also increase. With the increase in the number of siblings; the time, interest and patience of the parents can be diminished for each child. This situation can exemplify the attachment.

Table 2. Score averages, Standard Deviations and Variance Analysis (ANOVA) Results related to Close Relationships Inventory II according to the Number of Children’s Siblings

The Number Of Child’s Siblings	Close Relationships Inventory II				
		Anxiety		Avoidance	
	N	X	SS	X	SS
Single Child	20	53,30	19,86	41,50	16,00
Two Siblings	68	60,35	16,23	45,20	22,00
Three and more siblings	21	61,40	14,00	53,00	17,00
Total	109	59,26	16,65	46,03	20,12
Variance Analysis Results	Sd	F	p	F	p
Intergroup	2	1,6	0,203	4,5	0,104
Intragroup	107				
Total	109				

In a research carried out contrary to the study, it is observed that there is a significant difference between attachment and sibling numbers. In this research, it is expressed that the division of the interest of the mother and the father as well as the fatigue and the weariness shown in the parents affects the attachment (Sümer, 2006).

Table 3. Percentage Distribution of Attachment Styles According to Mother’s Education Level

Mother ‘s Education Level	Attachment Styles									
	Secure		Fearful		Obsessive		Emotionles		Total	
	n	%	n	%	n	%	n	%	n	%
Primary school graduate	15	53,6	0	0,0	6	21,4	7	25,0	28	100
Secondary school graduate	14	70,0	1	5,0	5	25,0	0	0,0	20	100
High school graduate	32	72,7	3	6,8	8	18,2	1	2,3	44	100
University graduate	11	64,7	1	5,9	2	11,8	3	17,6	17	100
Total	72	66,1	5	4,6	21	19,3	11	10,1	109	100

In the research performed according to mother’s education level, it is seen that 53.6% (n: 15) of the primary school graduate mothers, 70.0% (n: 14) of the secondary school graduate mothers and 72.7% (n: 32) of the high school graduate mothers, 64.7% (n: 11) of the university graduate mothers and in total 66.1% (n: 72) of them have secure attachment style; %0,0 (n:0) of primary school graduate mothers, 5,0% (n: 1) of secondary school graduate mothers, %6,8 (n:3) of high school graduate mothers, %5,9 (n:1) of university graduate mothers and in total %4,6 (n:5) of them have fearful attachment style; %21,4 (n:6) of primary school graduate mothers, 25,0% (n: 5) of secondary school graduate mothers, %18,2 (n:8) of high school graduate mothers, %11,8 (n:2) of university graduate mothers and in total %19,3 (n:21) of them have obsessive attachment style and 25,0% (n: 7) of primary school graduate mothers and 0,0% (n: 0) of the secondary school graduate mothers, 2,3% (n: 1) of the high school graduate mothers, 17,6% (n: 3) of the university graduate mothers and in total 10,1% of them have emotionless attachment style.

Table 4. Score averages, Standard Deviations and Variance Analysis (ANOVA) Results related to Close Relationships Inventory II according to Education Level of Children’s Mother

Mother’s Education Level	Close Relationships Inventory II				
	N	Anxiety		Avoidance	
		X	SS	X	SS
Primary school graduate	28	63,18	14,81	53,32	18,26
Secondary school graduate	20	60,80	17,01	44,15	14,90
High school graduate	44	56,61	16,56	41,27	20,87
University graduate	17	57,82	19,21	48,53	23,86
Total	109	59,26	16,65	46,03	20,12
Variance Analysis Results	Sd	F	p	F	P
Intergroup	3	0,986	0,402	8	0,046*
Intra group	106				
Total	109				

*p<0,05

When Table 4 is examined, it is seen that there is a significant difference between mother’s education level and the avoidance dimension of close relationships inventory II ($F_{(3-109)}= 8$, $p<0,05$). According to the results of the Tukey HSD analysis conducted to determine the source of the difference, it is seen that the avoidance score of primary school graduate mothers (X: 53,32) is significantly higher. However, according to the results of the variance analysis, it is determined that there is no statistically significant difference between mother’s education level and the anxiety dimension of close relationships inventory II ($F_{(3-109)}= 0,986$, $p>0,05$). It is found that primary school graduate mothers have higher scores on anxiety (X:63,18) dimension than the scores of other groups.

It is determined that there is a significant difference between the avoidance dimension of the close relationships inventory II and mothers’ education level. It is observed that high school graduate mothers have lower scores both in the anxiety and avoidance dimensions of mother’s education level. While the low level of working rates of high school graduate mothers compared to working rates of university graduate mothers brings to mind that high

school graduate mothers allocate more time with purpose of looking after with their children, also it can be said that high school graduate mothers are more conscious than primary school graduate and secondary school graduate mothers in terms of approaching to the child.

Similar results have been observed in the study carried out by Çamurlu Keser (2006). In the study; it is found that there is a significant difference between mother's education level and mother attachment. However, contrary to this study, when the averages related to secure and fearful attachment subscales obtained by the mothers are examined from the point of view of their education level, it is observed that mothers with post graduate degree and university graduate mothers have significantly less fearful attachment than secondary school graduate mothers.

Table 5. Percentage Distribution of Attachment Styles According to Father's Education Level

Father's Education Level	Attachment Styles									
	Secure		Fearful		Obsessive		Emotionless		Total	
	n	%	n	%	n	%	n	%	n	%
Primary school graduate	7	53,8	0	0,0	3	23,1	3	23,1	13	100
Secondary school graduate	13	76,5	1	5,9	2	11,8	1	5,9	17	100
High school graduate	26	59,1	3	6,8	11	25,0	4	9,1	44	100
University graduate	26	74,3	1	2,9	5	14,3	3	8,6	35	100
Total	72	66,1	5	4,6	21	19,3	11	10,1	109	100

According to fathers' education level of children participated in the research, it has been determined that 53.8% (n: 7) of the primary school graduate fathers have secure attachment style, 0,0% of them (n:0) have fearful attachment style, 23,1% of them (n:3) have obsessive attachment style and 23,1% of them (n:13) have emotionless attachment style; 76,5% (n:13) of secondary school graduate fathers have secure attachment style, 5,9% of them (n:1) have fearful attachment style, 11,8% of them (n:2) have obsessive attachment style and 5,9% of them (n:1) have emotionless attachment style; 59.1% (n: 26) of the high school graduate fathers have secure attachment style, 6.8% of them (n: 3) have fearful attachment style, 25.0% of them (n: 11) have obsessive attachment style and 9.1% of them (n: 4) have emotionless attachment style; 74.3% (n: 26) of university graduate fathers have secure attachment style, 2.9% of them (n: 1) have fearful attachment style, 14.3% of them (n: 5) have obsessive attachment style and 8.6% of them (n: 3) have emotionless attachment style and in total 66.1% of them (n: 72) have secure attachment style, 4.6% of them (n: 5) have fearful attachment style, 19.3% of them (n:21) have obsessive attachment style and 10.1% of them (n: 11) have emotionless attachment style.

When Table 6 is examined, it is seen that both anxiety (X: 67,38) and avoidance (X: 55,23) dimensions of primary school graduate fathers are higher than the dimensions of secondary school, high school and university graduate fathers. However, according to the variance analysis, it is found that there is no statistically significant difference both in the anxiety ($F(3-109) = 2,433, p > 0,05$) and avoidance ($F(3-109) = 1,523, p > 0,05$) dimensions of the close relatives inventory II according to father's education level.

A significant difference was not observed between the close relatives inventory II and father education levels. It is determined that university graduate fathers have lower scores in the anxiety and avoidance dimensions. It is thought that there is a directly proportional relationship between the increase in the education level of the fathers and high consciousness

and sensitiveness level of the fathers towards the needs of their children. The fathers with high level of education achieves to understand their children better and to be more careful and tactful in the relationships with their children.

As it is in this study, Onur (2006) determined in his research that there was no significant difference between the attachment styles and the father's education level.

Table 6. Score averages of, Standard Deviations and Variance Analysis (ANOVA) Results related to Close Relationships Inventory II according to Education Level of Children’s Father

Father’s Education Level	Close Relationships Inventory II				
	Anxiety			Avoidance	
	N	X	SS	X	SS
Primary school graduate	13	67,38	17,10	55,23	16,32
Secondary school graduate	17	60,06	15,32	46,18	18,83
High school graduate	44	60,75	15,20	46,80	20,60
University graduate	35	53,97	17,82	41,57	20,86
Total	109	59,26	16,65	46,03	20,12
Variance Analysis Results	Sd	F	p	F	p
Intergroup	3	2,433	0,069	1,523	0,213
Intra group	106				
Total	109				

Table 7. Percentage Distribution of Attachment Styles According to Mother’s Working Status

Mother’s Working Status	Attachment Styles									
	Secure		Fearful		Obsessive		Emotionless		Total	
	n	%	n	%	N	%	n	%	n	%
Employed	9	56,3	0	0,0	4	25,0	3	18,8	16	100
Unemployed	63	67,7	5	5,4	17	18,3	8	8,6	93	100
Total	72	66,1	5	4,6	21	19,3	11	10,1	109	100

In the research performed according to the number of mothers, it is determined that %67,7 (n:63) of employed mothers, %56,3’ü (n:9) of unemployed mothers and in total %66, 1 (n:72) of them have secure attachment style; %5,4’ü (n:5) of employed mothers, %0,0 (n:0) of unemployed mothers and in total %4,6’sı (n:5) of them have fearful attachment style; %18,3 (n:17) of employed mothers, %25,0 (n:4) of unemployed mothers and in total %19,3 (n:21) of

them have obsessive attachment style and %8,6 (n:8) of employed mothers, %18,8 (n:3) of unemployed mothers and in total %10,1 (n:11) of them have emotionless attachment style.

Table 8. Score averages, Standard Deviations and Independent T Test Results related to the Close Relationships Inventory II according to Working Status of Children’s Mother

Mother’s Working Status	The Close Relationships Inventory II				
	Anxiety		Avoidance		
	N	X	SS	X	SS
Employed	16	61,56	17,08	51,88	19,81
Unemployed	93	58,86	16,63	45,02	20,10
Total	109	59,26	16,65	46,03	20,12
T Test Results		t	P	t	p
		0,598	0,551	-1,311	0,190

When Table 8 is examined, according to T Test Result it is seen that both anxiety ($t = 0,598, p > 0,05$) and avoidance ($t = -1,311, p > 0,05$) dimensions of the close relationships inventory II don’t show a statistically significant difference according to mother’s working status. It is observed that employed mothers have higher scores both in the anxiety (X: 61,56) and the avoidance (X: 51,88) dimension than the scores of unemployed mothers.

When the table regarding the mother's working status is examined, it is seen that the scores obtained by employed and unemployed mothers in the anxiety and avoidance dimensions are very close to each other. It is also observed that the scores obtained by employed mothers in the anxiety and avoidance dimensions are higher than the scores of unemployed mothers. The fact that the employed mothers allocate less time for their children and they are tired when they come home and they cannot spend productive time with their children can lead to this situation.

Contrary to this study in literature, there are also studies that find significant differences between the attachment styles of mothers and mother working conditions (Çamurlu Keser, 2006).

Table 9. Percentage Distribution of the Attachment Styles According to Child’s Family Structure

Child’s Family Structure	Attachment Styles									
	Secure		Fearful		Obsessive		Emotionless		Total	
	n	%	n	%	n	%	n	%	n	%
Nuclear Family	57	67,1	3	3,5	18	21,2	7	8,2	85	100
Extended Family	15	62,5	2	8,3	3	12,5	4	16,7	24	100
Total	72	66,1	5	4,6	21	19,3	11	10,1	109	100

When considered the family structure of children participated in the research, it is determined that 67,1% (n: 57) of the children with nuclear family structure and 62.5% (n: 15) of the children with extended family structure have secure attachment style; %3,5 (n:3) of the children with nuclear family structure and %8,3 (n:2) of the children with extended family structure have fearful attachment style; 21.2% (n: 18) of the children with nuclear family structure and 12.5% (n: 3) of the children with extended family structure have obsessive attachment style; %8,2 (n:7) of the children with nuclear family structure and %16,7 (n:4) of the children with extended family structure have emotionless attachment style and in total %66,1(n:72) of children participated in the research have secure attachment style, %4,6 (n:5) of them have fearful attachment style, %19,3 (n:21) of them have obsessive attachment style and %10,1 (n:11) of them have emotionless attachment style.

Table 10. Score averages, Standard Deviations and Independent T Test Results related to the Close Relationships Inventory II according to Children’s Family Structure

Child’s Family Structure	Close Relationships Inventory II				
	N	Anxiety		Avoidance	
		X	SS	X	SS
Nuclear Family	85	59,40	16,55	45,73	19,20
Extended Family	24	58,88	17,52	47,33	23,50
Total	109	59,26	16,65	46,03	20,12
T Test Results		t	P	t	p
		0,127	0,899	-0,106	0,916

When Table 10 is examined, it is seen that the anxiety dimension score of nuclear family structure (X: 59,40) is higher than that of extended family structure (X: 47,33) and avoidance dimension score of extended family structure is higher than that of nuclear family structure. According to the result of T test, it is determined that both anxiety (t=0,127, p>0,05) and avoidance (t=-0,106, p>0,05) dimensions of the close relationships Inventory II don’t form a statistically significant difference.

It is seen that there is no significant difference between the close relatives inventory II and family structure. However, in the research, it is observed that the percentage of secure attachment of the children with nuclear family structure than those of children with extended family structure. In our society based on the extended family structure, a family usually composed of grandfather, grandmother, parents and children. It is seen in such families that the mothers allocate less time for their children due to increasing of their liabilities. In children with a nuclear family structure, the time spent with the parents becomes higher quality. At the same time, mothers and fathers can grow their children as they want in an environment where no one else intervenes.

Although there are few responsibilities in the extended family structure, freedom of behavior is restricted. The values that the family possesses get ahead of individual needs. Parents often have to include the family elders in the familial matters. In short, the coexistence of a few generations in an extended family brings together many problems (Baran, 2016, p.291).

CONCLUSIONS AND RECOMMENDATIONS

This research is conducted to examine the relationships between the mother attachment styles of children, who are 60 months old and above and attend the pre-school education, and their familial characteristics.

It is determined that mother attachment styles don't show a statistically significant difference according to the gender of the child, the number of siblings, the birth order, mother's age, father's age, father's education level, mother's working status and family structure. Also in this research, it is observed that mother attachment styles show a statistically significant difference according to the mother's education level. It is understood that anxiety dimension scores of primary school graduate mothers is higher than the scores of other groups.

As a result of the research, it is seen in the findings related to attachment styles that mother's education level is a determining factor. In today's conditions, children usually spend their time with their mother and thus the mother meets most of children's needs. When the mother works, she usually delivers her child to a caretaker. Mothers and fathers, whose working hours and working conditions are intense, fail to allocate adequate and effective time for their children. In addition, the increase in the level of education enables the parents to understand their children, to act consciously towards their children, to approach to their children and to communicate with their children positively. Because of these reasons, parents need to spend more effective time with their children and parents with a lower level of education need to benefit from seminars and trainings related to their children. Also since the children who live in a fragmented family could not be reached in sufficient numbers in this research, they were not included in the study. It is thought that reaching the fragmented families in other studies to be carried out shall support this research.

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