

INVESTIGATION OF MOTHERS' PLAY BELIEFS IN THE RELATIONSHIP
BETWEEN MOTHERS' LIFE SATISFACTION AND CHILDREN'S
WELLBEING

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DECLARATION OF ORIGINALITY

I, Gülen Şahin, certify that

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ABSTRACT

Investigation of Mothers' Play Beliefs in the Relationship between Mothers' Life Satisfaction and Children's Wellbeing

This study aimed to investigate the relationships between mothers' life satisfaction, mothers' play beliefs, and children's wellbeing. Also, it is aimed to examine the relations among demographic factors and mothers' life satisfaction, mothers' play beliefs, and child wellbeing. Three hundred and ninety-one mothers whose children are 4 to 6 years old participated in this study and filled out an online form. The form includes the demographic information form, Contentment with Life Assessment Scale (CLAS), the Parent Play Beliefs Scale (PPBS), and Social-Emotional Well-Being and Resilience Scale (PERIK). The data analysis was run with regard to mothers' life satisfaction by investigating its direct and indirect roles. This study indicated that children's wellbeing and mothers' play beliefs are predicted by mothers' life satisfaction. Also, children's wellbeing is predicted by mothers' play beliefs. Mediation analyses revealed that mothers' play beliefs partially mediated the relationship between mothers' life satisfaction and children's wellbeing. This study will provide information on the importance of mothers' life satisfaction and its connection with children's wellbeing and mothers' play beliefs which will inform the practice and policy in the field of early childhood studies.

ÖZET

Annelerin Yaşam Doyumları ile Çocuklarının Esenlikleri arasındaki İlişkide Annelerin Oyun İnançlarının İncelenmesi

Bu çalışma, annelerin yaşam doyumu, annelerin oyun inançları ve çocukların esenlikleri arasındaki ilişkileri araştırmayı amaçlamıştır. Ayrıca demografik faktörler ile annelerin yaşam doyumu, annelerin oyun inançları ve çocukların esenlikleri arasındaki ilişkilerin incelenmesi amaçlanmıştır. Bu çalışmaya 4-6 yaş aralığında çocuğu olan 391 anne katılmış ve online bir form doldurmuştur. Formda demografik bilgi formu, Yaşamdan Memnuniyet Ölçeği (CLAS), Ebeveyn Oyun İnançları Ölçeği (PPBS), Sosyal-Duygusal İyi Oluş ve Dayanıklılık Ölçeği (PERIK) yer almaktadır. Veri analizi, annelerin yaşam doyumuna ilişkin doğrudan ve dolaylı rolleri araştırılarak yapılmıştır. Bu çalışma, annelerin yaşam doyumlarının çocukların esenliklerini ve annelerin oyun inançlarını yordadığını göstermiştir. Ayrıca, çocukların esenlikleri, annelerin oyun inançları tarafından yordanmaktadır. Aracılık analizleri, annelerin oyun inançlarının, annelerin yaşam doyumu ile çocukların esenlikleri arasındaki ilişkiye kısmen aracılık ettiğini ortaya koymuştur. Bu çalışma, erken çocukluk çalışmaları alanındaki uygulama ve politikaya ışık tutacak, annelerin yaşam doyumunun önemi ve çocukların esenliği ve annelerin oyun inançları ile ilişkisi hakkında bilgi sağlayacaktır.

*To my dear mother, Zeliha
Şahin, who has the greatest effort on me...*

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CHAPTER 1

INTRODUCTION

The literature clearly points out that the early childhood period is extremely crucial for children's current and future development (Masten & Gewirtz, 2008). The period in which development and change are most prevalent in human life is the early childhood years. In early childhood, relations with family members play a significant role because children's main interaction occurs in the family environment with caregivers. Quality of interactions in the early days of life has a tremendous impact on brain development. Secure and warm interactions with parents majorly impact children's brain development. Other factors may influence interaction quality between mother and child. Maternal stress, low socio-economic status (SES), maternal unemployment, and single motherhood are some of the risk factors for the interaction quality of the mother and child. In addition, the mothers' life satisfaction plays an important role in the relationship with the child. Research specifies that the more a mother is satisfied the more she can be sensitive and responsive to the child (Berger & Spiess, 2011). When the financial situations of the mothers are taken into consideration, employed, and working mothers show an increased level of life satisfaction by contrast to unemployed mothers and the mothers who live in low SES (Berger, 2012). As a great number of studies demonstrated, when mothers are happy and satisfied with their life, they exhibit more positive parenting practices such as playing together with the child (Berger & Spiess, 2011; Brajša-Žganec & Hanzec, 2014). As expected, when mothers are satisfied with life and show positive parental

behaviors, children show higher levels of positive social, behavioral, and cognitive output (Richter, Bondü, Spiess, Wagner, & Trommsdorff, 2018).

It is important to reach children's close environment whilst gathering information about children. When looking at the immediate environment of children, it is noted that the closest person to the child is mostly his/her mother. Recent work focusing on mother-child wellbeing has concluded that children's wellbeing is strongly influenced by mothers' life satisfaction (Headey, Muffels, & Wagner, 2014). Additionally, maternal psychological health and wellbeing are vital factors in terms of the relationship with the child's wellbeing. When the impact of mothers' mental health on the child's wellbeing is examined, it is seen that when the mother is depressed, it has a negative impact on the wellbeing of the child (Kahn, Brandt, & Whitaker, 2004). Results of another study show that mothers' negative parenting is directly related to internalizing problems of the child (Lim, Wood, Miller, & Simmens, 2011). As a result of the findings of the current studies, the focus of the research is mothers since they are one of the most influential people in children's lives.

There are numerous studies focused on wellbeing in preschool-age children. The study of child wellbeing is one of the most valued research areas. Wellbeing domains are listed as follows in UNICEF's paper (2009);

- Physical health, development, and safety;
- Cognitive development and education;
- Psychological and emotional development; and
- Social development and behavior.

In this current research, the focus is mostly on the last two domains: psychological and emotional development and social development and behavior.

According to Seligman (2011), Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) are building blocks of wellbeing. Moreover, emotions have a major part in positive and successful development (Halle, 2003). Several studies specify that positive emotional development is linked with positive outcomes in different development areas such as cognitive and physical development (Tyng, Amin, Saad, & Malik, 2017).

Maternal playfulness and mothers' play beliefs are important factors influencing the relationships among mothers and children. Playfulness is described as "the parental ability to use creativity, imagination, humor, and curiosity during parent-child play interactions" in the study of Menashe-Grinberg and Atzaba-Poria (2017, p. 2). Results of the same study demonstrated that children of playful parents show low levels of negativity. The findings of a research concluded that parental playfulness is significantly connected with the emotion regulation skills of children (Shorer, Swissa, Levavi, & Swissa, 2021). Beliefs and perceptions shape people's lives and experiences. Several studies assert that mothers' beliefs and thoughts about play are related to their actual play preferences and interactions (Morris, 2013). The current study explores the relationship between mothers' life satisfaction, children's wellbeing, and the role of mothers' play beliefs.

1.1 Research questions

The main research question is:

- What is the role that mothers' play beliefs play in the relationship between mothers' life satisfaction and children's wellbeing?

In addition to the main research question, this study also tries to look for answers to the following questions:

- Is there any difference between the groups with regard to mothers' ages, education level, working status, total monthly household income, and mothers' life satisfaction, mothers' play beliefs, and children's wellbeing?
- Is there any relationship between the demographics (i.e., mothers' age, education level, working status, total monthly household income) and mothers' life satisfaction, mothers' play beliefs and children's wellbeing?
- What are the variables that predict mothers' life satisfaction, mothers' play beliefs, and children's wellbeing?

1.2 Significance of the study

Although many studies address the importance of mothers' physical and psychological health on child development, very limited research questions the complex relationships among demographics, play interactions, and children's wellbeing. Hence, this study aims to gain an understanding of the relationship between children's wellbeing and mothers' beliefs about play, how mothers' life satisfaction may explain this relationship, and whether or not this relationship is influenced by mothers' demographic factors. The results of the study will greatly benefit the areas listed below:

- The results of this study will shed a light on the relationship between mothers' life satisfaction and children's wellbeing.
- Understanding how mothers' age, employment status, SES, and level of

education predict mothers' play beliefs will help professionals and policy members to understand and implement the necessary interventions such as organizing events or workshops to introduce the importance and benefits of play to main caregivers.

- Instead of investigating what is not working or is ineffective, this study with the help of the conceptual framework of positive psychology, focuses on the mechanisms of what is effective. Martin Seligman, one of the pioneers of positive psychology, states that positive psychology focuses on strengths as opposed to weaknesses. Through positive psychology, it is known that shifting the perspective is a powerful strategy to reach a more pleasant life. Therefore, in the current study, the focus is positive outcomes of mothers' life satisfaction and children's wellbeing instead of stress and its negative outcomes.
- Another contribution of the study will be providing some findings revealing the mechanisms of the mother-child relationship in the context of Turkish parenting. The comparisons of the study's findings in the larger context of the parenting literature will help the research community better understand the underlying factors.

Overall, a new viewpoint will be provided with this study's results to parents, especially to mothers, educators, and policy members. The results of the study will show the potential roles of mothers' life satisfaction on the relationship with the children's wellbeing and mothers' play beliefs.

CHAPTER 2

THEORETICAL FRAMEWORK: POSITIVE PSYCHOLOGY

Psychology is related to education, work, love, happiness, play, and growth. It is more than just a branch of science dealing with illness or health. Looking at the history of the term positive psychology can be found in 1954, when Maslow's book was published with a chapter entitled "Towards a Positive Psychology". However, positive psychology started as a new field of psychology by Martin Seligman in 1998. Positive psychology is built on the humanist viewpoint that promotes the importance of happiness, well-being, and positivity. The aim of positive psychology is to reach a perspective and practice in psychology that is geared towards building the good things rather than just fixing the bad things in life (Seligman, 2002).

Positive psychology is a scientific approach that focuses on competencies instead of deficiencies, tries to glorify the good instead of focusing on the negative, and aims to reach perfection contrary to being content with the normal (Petersan, 2008). Another aim is to minimize negative thoughts and hopelessness and to create a sense of hope towards life (Seligman & Csikszentmihalyi, 2000). Positive psychology is concerned with bringing together positive thoughts, experiences, and feelings about the past, present, and future (Duckworth, Steen, & Seligman, 2005). Positive psychology focuses on dealing with positive developments, positive emotions, and situations that happen to people in life (Boniwell, 2012). In the positive psychology field, topics can be sorted as strengths, optimism, life satisfaction, happiness, wellbeing, gratitude, and hope (Seligman & Csikszentmihalyi, 2000). One of the most important benefits of positive psychology is that it demonstrates how important it is to change the individual's mindset.

In his theory, Seligman (2012) specified a model (PERMA) that includes five components. These components are called Positive emotion, Engagement, Relationships, Meaning, and Accomplishments. Positive emotions include hope, love, joy, interest, pride, and gratitude. Positive emotions help people build a variety of resources, including resilience and general wellbeing. Having hobbies, doing fun activities, reflecting positive emotions, spending time with loved ones help people to experience positive emotions. Participation means that the individual is in the flow by engaging in activities according to his/her interests. Relationships are crucial in the improvement of positive emotions and personalities. Humans need relationships in order to fulfill themselves and also to gain a sense of happiness. In relationships, people share, live and experience both positive and negative feelings. Even when negative feelings are shared, happiness arises as a result of the connection with others. Meaning in life is one of the needs in individuals' lives. People need meaning to discover and learn. Searching for meaning in life is one of the most important aspirations that all humans aim towards. Accomplishments strengthen self- esteem, as all people are motivated by success. Setting goals to achieve success helps people to remain focused, develops positive feelings, and promotes high self-esteem. The PERMA model can be applied in all areas of life such as workplace, education, and personal life.

Studies on positive psychology have shown that having a positive attitude in life has positive effects on people's psychology, and that stress and similar negative emotions decrease, and positive emotions such as hope and happiness increase (Sin & Lyubomirsky, 2009). Another study focusing on the results of positive psychology in the professional environment is that positive psychology interventions support employee happiness and also lead to better performance (Meyers, van Woerkom, &

Bakker, 2013). Intervention studies using positive psychology have shown that even short-term studies have positive effects on participants, reducing people's stress levels and increasing their happiness in their lives (Seligman, Steen, Park, & Peterson, 2005).

The study was built on the basis of positive psychology since the topics focused on in this study overlap with positive psychology and support the differences in people's perspectives on their own lives and in their relationships. Similar to Martin Seligman and other psychologists working in the field of positive psychology, this work aimed to explore and support the role of positive emotions, situations, and experiences, wellbeing, happiness, and fulfillment instead of negative emotions, stress, and problems. How parents evaluate their satisfaction in life has potential effects on their interaction with their children in play and how their children's wellbeing would be affected by their parents' positivity are studied in this research.

CHAPTER 3

LITERATURE REVIEW

3.1 Life satisfaction

Traditionally, mothers' stress, depression, and exhaustion were the factors that had been studied immensely in the child development field. When the literature is viewed from a different angle, it is seen that there is a huge amount of research ascertaining the relationship between maternal depression and child outcomes. The relevant literature demonstrates that mothers' depression affects children's brain activities and that a decrease in frontal activation is associated with an increase in internalizing and externalizing behavior problems of children (Dawson et al., 2003). Moreover, it has been observed that children with depressed mothers are diagnosed with attention deficit and emotional disorders (Leschied, Chiodo, Whitehead, & Hurley, 2005). Harnish, Dodge, and Valente (1995) support these findings by their results that mothers' depression is meaningfully associated with externalizing behavior problems of children. Furthermore, maternal depression has a negative significant role on children's socioemotional development (Gündüz, Yagmurlu, & Harma, 2015). The timing, severity, and duration of depression of a mother is found as a risk factor for children's wellbeing (Luoma, et al., 2001). Another study reveals that both timing and severity of maternal depression contribute to predicting behavior problems and the severity of depression is remarkably negatively related to vocabulary scores of the sample children (Brennan et al., 2000). In terms of timing of maternal depression, Luoma and colleagues (2001) found that mother's depression even before the child is born is a significant predictor for the child's behavior problems when she/he is primary school age. In the study by Harnish and colleagues (1995), it is found that

depression is significantly and negatively related to interaction quality between mother and child. In other words, mothers with high levels of depression do not interact positively with their children. This relationship is explained by Gündüz and colleagues (2015) as depression may cause anger, overreaction, hostility, and frustration to simple events, so maternal depression handicapped mothers from positive and healthy communication among family members and her child.

With the understanding gained by the studies investigating the connection between mothers' stress and child development, newly developed areas conceptualized by positive psychology such as life satisfaction received attention from the field. Life satisfaction (LS) is one of the components of subjective wellbeing (Pavot & Diener, 2008). Subjective wellbeing points out someone's cognitive and emotional assessment of his or her life (Diener, Oishi, & Lucas, 2012). According to Diener and others (2012), life satisfaction is regarded as the most stable element of subjective evaluations of one's life. In the literature, there are various definitions of life satisfaction. According to Sumner (1966), life satisfaction is a positive estimation of situations in one's life, a decision that is partially in tune and positively measured against one's criteria or anticipations. Life satisfaction refers to a process of comparison in which people evaluate their quality of life according to the standards they set for themselves (Pavot & Diener, 2008). According to Pavot and Diener (1993), the most significant predictors of life satisfaction are a positive global self-evaluation and an internal locus of control orientation for adults.

According to DaSilva and Heatherton (2018), because humans are the social species, sociality and happiness are found mainly related. Sociality is found as important as food and water. Most researchers claim that interpersonal relations play an important role in subjective happiness (Amati, Meggiolaro, Rivellini, & Zaccarin,

2018; Amestoy, Aguilar, & Egido, 2011; Demir & Özdemir, 2010). Those studies specify that people who have high-quality social relationships show higher levels of happiness and gratitude and friends, families, romantic partners, and more are associated with markers of general happiness and satisfaction. It is documented that having children also plays a positive role in people's happiness, gratitude, and satisfaction (Oskrochi, Bani-Mustafa & Oskrochi, 2018).

Life satisfaction is affected by many demographic factors such as marital and employment status. For instance, people's marital status is one of the frequently studied variables that predicts life satisfaction of individuals. Huelsnitz, Rothman, and Simpson (2017) demonstrate a dyadic model of a romantic relationship and life satisfaction. In this model, it is shown that there is a reciprocal relationship in which romantic partners predict each other's life satisfaction according to the relationship they have. According to the research of Oskrochi and others (2018), this phenomenon is supported, it is found that being married or in a romantic relationship has positive effects on life satisfaction. Several studies investigate the relationship between employment status and mothers' life satisfaction. The study of Berger (2009) indicated that unemployment adversely predicts the mothers' life satisfaction. In the same research, it is determined that employment status also leads to different results. It is found that the life satisfaction of part-time employed mothers is lower than the life satisfaction of full-time employed mothers (Berger, 2009). According to another study, unemployed mothers rated life satisfaction lower when compared with full-time employed mothers (Preisner, Neuberger, Posselt, & Kratz, 2018). Another research of Berger (2013) demonstrates similar results with the former study that full-time employed mothers are more satisfied than mothers outside the labor force.

In their study, Booth and Van Ours (2008) indicated that mothers' life satisfaction is higher when they are employed compared to non-mother ones.

Several studies have hypothesized that there is a link between parents' life satisfaction and children's life satisfaction (Hoy, Suldo, & Mendez, 2013).

According to the result of Hoy, Suldo and Mendez's (2013) study, positive emotions of parents and their children are accurately linked to each other. Moreover, Berger and Spiess (2011) questioned whether mothers' life satisfaction and child outcomes are related or not. They found that mothers' subjective wellbeing has a high effect on child outcomes. To explain, according to research of Berger and Spiess (2011), the more mothers are satisfied, the verbal, motor, and prosocial skills that their children have. Likewise, Brajša-Žganec and Hanzec (2014) state that mothers' life satisfaction is significantly connected with the positive social behaviors of children. Likewise, a negative relationship was found between preschool children's behavior problems and happiness and life satisfaction of mothers. It is found that a significant correlation between life satisfaction of children and life satisfaction of parents; and not only life satisfaction of mothers correlated with children's life satisfaction, but also life satisfaction of fathers predicts life satisfaction of the children (Hoy et al., 2013). On the other hand, other research demonstrates that mothers' life satisfaction precisely influences children's life satisfaction without taking the children's gender into account; however, fathers' life satisfaction does not (Headey et al., 2014).

3.2 Mothers' play beliefs

There are various studies documenting how essential play is for children's development. Although the play has undeniable importance and contribution for adults, its contribution to the development of children is quite high. By the United

Nations High Commissioner for Human Rights, play has been declared a right for every child (OHCHR, 2006). There is a growing body of literature highlighting the importance of play. Many studies show that play has various contributions to different developmental areas. Play assists children in developing physical skills and whilst playing, children explore their bodies (Milteer et al., 2012). Through play, children interact with the world around them (Yogman et al., 2018). Playing together supports socioemotional development of children (Milteer et al., 2012). Children learn to take part socially with others and to develop effective communication with friends during play (Coplan & Arbeau, 2009). Another advantage of play is helping to develop critical thinking (Barnett, 1990). Whilst playing, children face challenges and try to seek solutions. Play encourages problem-solving skills of young children (Ramani & Brownell, 2014). Language comprehension and development are supported by play, especially in the early childhood period (Weisberg, Zosh, Hirsh-Pasek, & Golinkoff, 2013). Results of a study specify that there is a positive relationship between the play skills of children and their coping mechanism (Saunders, Sayer, & Goodale, 1999).

There is a growing body of literature that shows how parental playfulness influences children's development. One study demonstrates that parental playfulness is significantly related to emotion regulation skills of children (Shorer et al., 2021). According to the results of the same study, parents who are more playful in their engagements with their children have more positive interactions with their children. There is a similar finding in Gardner, Ward, Burton, and Wilson's (2003) study which indicates that parents playing with their children are more likely to have more interactions with their children and enhance children's self-regulation skills. In terms of child negativity, it is found that children of parents who use creativity, humor, and

imagination more whilst playing display less negativity (Menashe-Grinberg & Atzaba-Poria, 2017). Additionally, playing together with a grown-up, in this case with the mother, gives children the advantage of performing better in developing their skills himself/herself (Vygotsky, 1978).

Perceptions and beliefs shape behaviors of human beings. According to Morris (2013), mothers' thoughts about play affect their interaction with children and how they organize free time, home environment, etc. In terms of play beliefs, a significant relationship is found between parents' beliefs about play and playing with the child (Lin & Li, 2018). In the literature, it is found that play types and beliefs about play are various within different societies. For example, Chinese parents think that play is critical for the children's development, but play does not contribute to children's academic development (Lin & Li, 2018). According to Fisher and colleagues (2008), mothers' play beliefs shape their interactions with their children in playful activities. The results of their study indicate that children of mothers who appreciate the value of play engage more in playful activities than mothers who have weaker play beliefs (Fisher, Hirsh-Pasek, Golinkoff, & Gryfe, 2008). Another study demonstrates that mothers who value academic activities more than play have children who have less capability in play interactions with peers (Fogle & Mendez, 2006a). The same study shows that parents who view play as a valuable and enjoyable activity notice more prosocial behaviors for their preschool-age children in the course of play.

3.3 Children's wellbeing

Wellbeing is a complex construct which is defined differently by researchers.

Weisner (1998) defined wellbeing as "the ability to successfully, resiliently, and

innovatively participate in the routines and activities deemed significant by a cultural community and wellbeing is also the state of mind and feeling produced by participation in routines and activities.” (p. 75-76). Keith and Schalock’s (1994) definition of wellbeing is as follows: “General view of the person’s feelings regarding his/her life circumstances, including personal problems and some questions about the family.” (p. 84). According to Fauth and Thompson (2009), children's emotional and social wellbeing is centered on children's behavior, their emotions, their ability to communicate their own feelings, and their way of getting along with others, and has a deep effect on their physical, cognitive and emotional development. According to Seligman (2002), wellbeing requires positive emotions about someone’s past, present, and future.

Understanding the importance of wellbeing is crucial for children’s lives. Wellbeing studies provide valuable information for parenting, child development and education research. An impressive body of research demonstrates that wellbeing is not only significant for today but also significant for tomorrow. According to Fredrickson and Joiner (2002), current positive emotions have a connection with increased future positive emotions. It is stated in Huppert’s (2009) article that “positive emotions are associated with positive cognitive and social behavior that may provide a basis for resilience throughout life.” (p. 143).

The literature demonstrates that wellbeing is affected by many variables. Flaquer (2014) listed some situations that have an impact on the child's wellbeing such as poverty, parents' education level, divorced parents, and age of parents. Flaquer (2014) states that children’s wellbeing is negatively influenced by living in an environment with high levels of parental conflict. Experiencing conflicts as a couple not only affects children's social and emotional development, but also causes

negative effects on academic performance (Kouros, Merrilees, & Cummings, 2008). Not surprisingly, the relationship among family members and children is strongly related to children's wellbeing. Goswami (2012) has argued that relationship quality in the family environment has an essential role on the wellbeing of children. The first environment children start to build relationships in is the family environment. Therefore, relationship quality among children and parents has a significant role in children's wellbeing development (Goswami, 2012). Halle (2003) supports this finding by stating that having quality relationships with family is crucial with regard to promoting the subjective wellbeing of children. Longitudinal studies demonstrate that having positive relationships with family members is related to progress in a child's wellbeing over a course of time (Statham & Chase, 2010). It is easily seen in the literature that experiencing favorable emotional experiences among parents and children supports the social and emotional wellbeing of children (Bagdi & Vacca, 2005; Gündüz et al., 2015). On the other hand, behavior problems occur in children separated from their mothers at an early age (Howard et al., 2011). A study examining the effects of being a child in a single-mother family revealed that those children are being negatively affected in social, emotional, and academic areas (Lipman, Boyle, Dooley, & Offord, 2002). The same study found that if children live in low-income families, regardless of single- or two-parent families, this has negative consequences for children's wellbeing (Lipman et al., 2002).

3.4 The connection among mothers' life satisfaction, child wellbeing and play

The literature generally shows that when parents are happy and satisfied with their lives, so are their children and vice versa (Richter et al., 2018). Life satisfaction, wellbeing, and positive emotions are all associated with each other (Clair, 2012;

Holte et al., 2014; Hoy et al., 2013; Richter et al., 2018; Qi & Wu, 2020). A review of the literature demonstrates that when mothers are satisfied with their lives, they spend more time with shared activities with their children (Richter et al., 2018). It is seen in the related literature that the mood of the mother influences the interaction with her child. For example, while depressed mothers are less attuned to their child, happy mothers read more to the child and are more attuned to the child (Reissland, Shepherd, & Herrera, 2003). The study of Proyer (2013) specifies that there are positive relations between adults' life satisfaction and adult playfulness. In a study of using playfulness to handle psychological stress, Chang, Qian, and Yarnal (2013) found powerful positive interactions between playfulness and life satisfaction. On the other hand, the results of the study of Brennan and others (2000) suggest that mothers' depressive symptoms are associated with child negative outcomes and behavior problems.

Play researchers emphasize that there are countless benefits of play in the development of children. Ginsburg (2007) claims that play is essential in child development due to the fact that it promotes children's cognitive, physical, social, and emotional wellbeing. The result of a study in which children evaluate their own wellbeing has shown that children's wellbeing is related to play (Howard & McInnes, 2013). To illustrate, it was observed that children in play environments have higher self-esteem, are more attentive, and laugh more, while children exhibit more behavioral problems in no-play environments. Moreover, play research has demonstrated that parents' play beliefs affect their interaction with the children in play activities (Fisher et al., 2008). Mothers who value play, support children's playfulness and show more guidance and involvement during joint play (Waldman-Levi, Grinon, & Olson, 2019). Research supports the importance of parental

playfulness due to the relation with children's psychological and emotional positive outcomes (Shorer et al., 2021). Similarly, Gardner and colleagues (2003) signified that the frequency of joint play between mother and child is positively associated with an increase in children's positive behaviors.

While there is demonstration that children's psychosocial factors are connected with parental life satisfaction (Hoy et al., 2013), it is known that socio-demographic factors also predict the life satisfaction of individuals (Fernández-Ballesteros, Zamarrón, & Ruiz, 2001). The results of Qi and Wu's (2020) study proved that there is a remarkable connection between parents' life satisfaction and family income. Additionally, Berger (2009) reported that employment status is an effective factor in individuals' satisfaction with life. A study conducted with a large group of participants indicates that age is a predictor of life satisfaction and young women's life satisfaction is higher compared to older women (Joshanloo & Jovanović, 2020). Another study examining the effect of demographic factors on life satisfaction revealed that life satisfaction varies by gender, yet because education and income have more influence on life satisfaction than age and gender, they are more crucial on life satisfaction (Fernández-Ballesteros et al., 2001). The same research found that married people have higher life satisfaction than divorced or widowed people.

In terms of the relation of child wellbeing and demographic factors, the literature demonstrates that children living in single-mother families or stepparent families display more emotional and behavior problems (Brown, 2004). The same study suggests that boys exhibit more behavioral problems than girls and that economic conditions have an impact on children's behavior. Similarly, Parcel, Campbell, and Zhong's (2012) research reveals that higher levels of parental

education are related to children's positive outcomes in cognitive skills and social adjustment. Moreover, it is proved that higher maternal SES is related to better child outcomes (Buckles, 2021).

The association between family SES and the quality of mother-child interaction was examined by De Falco and colleagues (2014). The study indicated that mothers at higher socioeconomic levels exhibit more sensitive behavior to the child that enables them to develop a more secure relationship. Further, it is found that maternal education predicts mothers' play beliefs. Sharif (2016) analyzed rural mothers' opinions about play. The result of the study demonstrated that mothers with higher education value play and believe that they should take part in play with their children. Another study reveals that parental perception of the value of play changes with the age of children (Warash, Root, & Doris, 2017). In particular, as children get older, parents place less value on play activities but more on academic activities. In addition, there is a study in the literature revealing that mothers' play beliefs differ according to the gender of their children and that academic activities are more important for girls than play (Warash et al., 2017).

Due to the lack of studies examining the relationship between mothers' play beliefs, mothers' life satisfaction, and children's wellbeing, this study is focused on the mutual relationships among these constructs. It is also important to consider the relations among demographic factors and mothers' life satisfaction, child wellbeing, and mothers' play beliefs. To gain a better understanding of whether the demographic factors predict the relationship between mothers' life satisfaction, mothers' play beliefs, and children's wellbeing, the relationship among these three was examined in the current study. While a large body of evidence informs that mothers' evaluations of life (i.e., stress or satisfaction) predicts mothers' play beliefs,

there is a lack of research exploring the positive relations between mothers' life satisfaction and mothers' play beliefs. Mothers' play beliefs and the frequency of playing with the child were also examined because the related literature demonstrated that beliefs shape behaviors.

The main question sought to be answered in this study is "What is the role that mothers' play beliefs play in the relationship between mothers' life satisfaction and children's wellbeing?" The other research questions are as follows: "Is there any difference between the groups with regard to mothers' ages, education level, working status, total monthly household income, and mothers' life satisfaction, mothers' play beliefs, and children's wellbeing?", "Is there any relationship between the demographics (i.e., mothers' age, education level, working status, total monthly household income) and mothers' life satisfaction, mothers' play beliefs, and children's wellbeing?" and "What are the variables that predict mothers' life satisfaction, mothers' play beliefs, and children's wellbeing?"

CHAPTER 4

METHODOLOGY

A quantitative research method was used in this study to answer the research questions. In the research questions, it is aimed to examine the differences in different groups of mothers and children and the relationships between the variables. The quantitative study method stands out as the research method that best serves to answer the research questions (Kaplan, 2004). Another reason behind doing quantitative research is to seek answers to research questions in a general population to see the big picture (Bacon-Shone, 2015). In order to generalize the results in this study, data were collected from a large number of populations simultaneously in a short time using the online survey tool (Fowler, 2009). The more detailed information about the participants, procedures, instruments, design, and data analysis of the current study is presented in the following sections.

4.1 Participants

In this study, participants were reached by using the purposive sampling method. The criteria to be a participant in the study was being a mother and having a child between 48-72 months. Therefore, the data was collected from mothers who have children between the ages of 4-6 and agreed to participate in the study by signing the consent form. Four hundred and fifteen mothers recorded their answers to the system. In total, the final sample consists of 391 mothers as a results of exclusion incomplete answers. After processing the data, the final participants' characteristics were found as follows. Ninety four percent of the mothers were married. More than 50 percent of them were university graduates, while about half of them were working

in a full-time job. It is reported by the mothers that 34 percent of them have a total monthly income of 10,001 or more. The characteristics of the children is that 55 percent of them are boys. The average age of children is 59.8 months. More than half of the children go to school and of them 55 percent go to private school.

4.2 Procedure

After receiving the approval from the Ethics Committee of the Institute for Graduate Studies in Social Sciences for conducting research (Appendix A), the announcement of the research was made online (Appendix B). The announcement of the study was shared on various social media outlets (e. g., WhatsApp groups of schools, mother groups on social media, Instagram pages) and close circles. The data collection process was also carried out by the online survey method via Google Forms because it is conducted to gather large sizes of information from a large sample population. Mothers who wanted to participate in the study were first directed to the consent form via the link in the research announcement (Appendix C and D). After reading the consent form and agreeing to participate in the study, the mothers completed the demographic information form (Appendix E), life satisfaction form (Appendix F), play beliefs scale (Appendix G), and children's wellbeing scales (Appendix H), respectively. After the mothers approved the consent form, the approximate time taken to complete the survey was 15-20 minutes. Overall, the data collected from 391 is used in this study.

As stated in the consent form, participants were anonymous in this study, and no sensitive information was gathered from the mothers. All the information gathered for this study was kept in the personal computer of the researcher. Any information that may cause the participants to be recognized was not shared with any

institution or person. Further, participants were informed about their rights to resign from the study whenever they want. In data analysis, only the data of the participants whose consent and participation approval have been obtained was processed. They were informed that their participation in the research was voluntary and no present or gift would be given. Additionally, participants were informed that if they had any questions or concerns about the research and experienced negative emotions, they would reach the researcher and be directed to the appropriate resources.

4.3 Instruments

Four different instruments were used for data collection. These were demographic information form, Contentment with Life Assessment Scale (CLAS), the Parent Play Beliefs Scale (PPBS), and Social-Emotional Wellbeing and Resilience Scale (PERIK). The assessment instruments are presented in the appendices.

4.3.1 Demographic information form

Demographic information form for mothers of children included questions about marital status, age, education level, the number of children, working status, and the total monthly income of their household. Mothers presented their age by choosing the age range (i.e., under 20 years old, between 21-30, 31-40, 41-50, and above 51 years old) and answered their marital status by choosing one of the presented categories; married, single, divorced, or widowed. Education level was obtained by choosing the category from which they graduated last, for example, primary, secondary, high school, associate degree, university, and graduate degree. Information on the employment status of mothers was collected in four groups which are employed as full-time, part-time, self-employed, and unemployed. Also, it is

asked about the total income of their households and the answers to the question were gathered under 5 different groups which are 0-3,000 TL, 3,001-5,000 TL, 5,001-8,000 TL, 8,001-10,000 TL, and 10,000 TL or more.

The demographic information form also included questions about children. Mothers answer those questions according to the one child who 4-6 years is old if they have more children. Gender, date of birth, information about schooling (i. e., whether to go to school, if she/he goes to a state or private school) are the questions asked to the mothers. The number of children and the number of people living in the same house are also asked in the demographic information form. In addition, the question of whether there were any health problems among those living at home was also answered. The information about the identity of the person with a health problem was obtained by choosing the appropriate one out of 4 options (i. e., myself, my husband, my child, or a relative who lives with us). Information about child age was gathered by entering the child's date of birth. Information about the schooling such as whether they went to school and the type of school (state or private) was included in the form. The total number of children and the total number of people living in the house were obtained.

4.3.2 Contentment with Life Assessment Scale (CLAS)

Life satisfaction is the individual's being satisfied with the life conditions she/he is in and having the joy of living (Akın & Yalınz, 2015). Studies to determine life satisfaction, such as interviews and open-ended questions, show that individuals provide data based on their own evaluation and criteria. However, since the determination of life satisfaction by self-report would not yield real results, it was thought that a standardized scale should be used.

The scale, developed by Lavallee, Hatch, Michalos, and McKinley (2007), was adapted into Turkish by Akin and Yalnız (2015). The development of the original scale was carried out on 494 individuals aged from 19 to 88 years. The scale consists of five items: “I am very content with my life.”, “I am living my life to the fullest.” “When I examine my life as a whole, I feel I am not meeting my aspirations”, “I feel dissatisfied because I’m not doing everything that I want to be doing in my life” and “Nothing is currently lacking in my life.”. Participants filled the scale by determining the most appropriate expression for her among the items from 1 (*strongly disagree*) to 7 (*strongly agree*). Two items (3 and 4) on the scale are scored by reversing. It is concluded that the participants who give high scores to the items on the scale have a high level of life satisfaction.

In the original scale, Lavallee and colleagues (2007) found internal reliabilities of the items of the scale as .87. In this study, the internal consistency of the items of the scale is computed and found as .71.

4.3.3 The Parent Play Beliefs Scale

According to Fogle and Mendez (2006a), parenting beliefs play an important role in the actual parent-child interactions. They developed this scale because mothers' beliefs on play were generally tried to be understood through interviews and questions prepared by researchers with a limited validity. The parent play beliefs scale is developed by Fogle and Mendez (2006a) to assess parents' beliefs about their preschool children's play, the role of play in learning, and their role in playtime with their child. The scale items were attentively selected to demonstrate different aspects of parent beliefs, including the significance of play, participation in play, and enjoyment of play (Fogle & Mendez, 2006a). In the study, conducted by Fogle and

Mendez (2006b), Turkish adaptation of the scale was produced as well. Thus, Turkish version of the scale used in this study is provided in Fogle and Mendez (2006b).

The scale includes a 30-item parent questionnaire that is rated on a 5-point scale from 1 (*disagree*) to 5 (*strongly agree*). However, according to the results of factor analyses, 5 items were found theoretically similar, and they were removed from the scale. According to the last version of the scale, there are 25 items and 2 sub-scales. These sub-scales are play support and academic focus. Play support subscale consists of 17 items. Items include “Play can help my child develop better-thinking abilities.”, “Through play, my child develops new skills and abilities.” and “Play can help my child develop social skills”. High scores on the play support subscale reflect that parents believe that play is an enjoyable activity with developmental benefits. The academic focus subscale consists of 8 items and items include “I do not think my child learns important skills by playing.”, “I would rather read to my child than play together.” and “Play does not influence my child’s ability to solve problems.”. High scores on the academic focus subscale reflect that parents have more negative beliefs about the value of play. Scoring of the subscales which are play support and academic focus was done by summing the values of the items of the subscales. In the original scale, Fogle and Mendez (2006a) found good internal consistency with the coefficient alpha of .86 for the play support subscale and .73 for the academic focus subscale. In this study, internal reliability scores of the subscales are found as .92 for play support and .71 for academic focus.

4.3.4 Social-Emotional Wellbeing and Resilience Scale (PERIK)

The well-being of children is a central indicator of positive learning and developmental processes (Mayr & Ulich, 2009). As the developers of PERIK, Mary and Ulich (2009) stated that they used three different resources in the literature: (a) mental health, (b) resilience, and (c) school readiness. The purpose of developing this scale was to develop a practical and reliable tool that enables teachers to systematically observe and record children's wellbeing.

PERIK was adapted into Turkish by Saltalı, Erbay, Işık, and İmir (2018). The scale aims to assess the social-emotional wellbeing and psychological resilience of preschool children. The original scale includes 36 items and 6 subscales. However, the Turkish adapted version of the scale is a 30-item six-factor model. All the factors (subscales) consist of 5 items. The subscales are named as follows: making contact/social performance, self-control/thoughtfulness, self-assertiveness, emotional stability/coping with stress, task orientation, and pleasure in exploration. making contact/social performance includes items “The child makes (positive) contact easily with peers”, “Tells other children about his/her experiences” and “His/her opinion is important among peers”. self-control/thoughtfulness includes items “Respects the boundaries and needs of other children” and “Has respect and empathy for feelings and mood of adults”. self-assertiveness includes items “When an adult does not treat him/her justly, the child will speak up for himself/herself” and “Is able to make justified demands on adults”. “He/she calms down on his/her own following excitement or stress” and “Appears well-balanced” some items take place under emotional stability/coping with stress subscale. Task orientation includes items “The child quickly begins a task” and “Can remain concentrated on one thing for relatively long”. pleasure in exploration includes items “The child likes to explore new things”,

“Is optimistic and positive when beginning something new”, and “Explores new things independently”.

The original scale includes 6 subscales, and each subscale contains 6 items. The Cronbach's alpha values for each subscale in the original scale were as follows, respectively .88, .86, .81, .82, .85 and .86. The Turkish adaptation of the scale was developed by Saltalı and others (2018), and Cronbach's alpha values for each subscale were as follows: .91, .91, .90, .74, .92 and .88. In this study, Cronbach alpha value for the total scale is found as .95 and for the subscales found as follows: .87, .88, .86, .67, .86 and .89.

This scale is a 5-point Likert-type scale (*1- never, 2- seldom, 3- sometimes, 4- frequently, 5- always*). Two items of the scale (item 19 and 20) were reversed coded. The scale can be filled by parents and teachers, but in this study, the scale is filled in by mothers. The scale was designed to measure the wellbeing of children aged 48-72 months. High scores on the scale reveal that the child has a high level of social-emotional wellbeing and resilience.

4.4 Design and data analysis

SPSS 25© computer program was used to analyze the data. After the data collection from the participants was completed, the data were organized and data entry into SPSS 25© was completed. After pre-screening the data set, some questionnaires that have more than 20% of unanswered questions were removed from the data set as it suggested in the article of Downey and King (1998). The answers of participants who left less than 20 percent of the questions blank were filled according to the average of the other answers (Dawney & King, 1998). Since a quantitative study was carried out, the variables were converted into a new variable and made ready to work

on numbers. Due to the fact that the age information of the children was taken as the date of birth, necessary calculations were made and converted into months. Average scores for life satisfaction and child wellbeing were added as a new variable for each participant by averaging the responses to the scales. The sub-constructs of the wellbeing scale were also averaged among themselves and added to the data set as the new variables. Total scores of play beliefs subscales were computed and added as new variables to the data set. Reliability analysis of the scales and demographic variables was performed. After all the data were processed, normality tests were performed, and it was determined which tests (parametric or nonparametric) to be used. According to the results of the normality test, it was determined that the data did not show normal distribution, thus non-parametric tests were used. Then, descriptive analysis of the variables was performed and more detailed information on the participant profile was obtained. Mann Whitney U and Kruskal Wallis H tests were performed to see if there were differences between demographic groups according to the variables. Correlation analyses were conducted to gain a better understanding about the relations among demographics and research variables. Regression analysis was run to find answers to the research questions. Mediator analysis was performed using the PROCESS software via SPSS to determine whether mothers' life satisfaction has an effect on children's wellbeing through mothers' play beliefs.

CHAPTER 5

RESULTS

Results of the data analysis are presented in the following sections. First, the findings of the descriptive analysis with regard to the demographic information on mothers and children reported by the mothers are presented. Second, a descriptive analysis table is presented related to mothers' play behaviors in relation to play frequency and play type. Third, mean, standard deviation, minimum and maximum values of the scales, subscales, and items were presented. Fourth, comparative analyzes were made and the results were added to determine whether there was a difference between the age, educational status, employment status of the mothers, total monthly household income group and the life satisfaction of the mothers, the mothers' play beliefs, and the wellbeing of the children. Fifth, the relationships between demographic characteristics (age, education level, total monthly household income, employment status, etc.) and mothers' life satisfaction, mothers' play beliefs, and wellbeing of the children were analyzed by running correlation analysis. Lastly, to examine the role of mothers' life satisfaction on mothers' play beliefs and wellbeing of children, regression and mediation analyzes were conducted and the results were presented.

5.1 Descriptive findings on demographic information of mothers

Frequency statistics showed that the majority of the participant mothers (67.8%) were between the ages of 31-40 ($n = 265$). The marital status of the great majority of the mothers was married (94.4%), only a few stated that they had remarried, lost their spouses, or separated from their spouses. When the results showing the education level were examined, it was seen that close to half of the mothers were university

graduates (51.4%, $n = 201$). Employment information from mothers showed that nearly half of the mothers (46.3%) work full-time ($n = 181$) while the second-largest group was not working mothers with a percent of 40.7% ($n = 159$). According to the information received from the mothers, the group with a total monthly household income of 10,001 TL and above was the majority (34%, $n = 133$). The minority group was 0-3,000 TL with a percent of 8.2. The results are shown in Table 1.

Table 1. Descriptive Findings on Demographic Information of Mothers

Variables	<i>N</i>	%
Age		
21-30 years old	69	17.6
31-40 years old	265	67.8
41-50 years old	57	14.6
Education Level		
Primary School	11	2.8
Secondary School	17	4.3
High School	44	11.3
Associate Degree	50	12.8
University	201	51.4
Graduate	68	17.4
Working Status		
Not Working	159	40.7
Self-employed	27	6.9
Part-time	24	6.1
Full-time	181	46.3
Total Household Income (Monthly)		
0-3,000 TL	32	8.2
3,001-5,000 TL	74	18.9
5,001-8,000 TL	91	23.3
8,001-10,000 TL	61	15.6
10,001 and more	133	34.0
Total	391	100

5.2 Descriptive findings on demographic information of children

Participating children's age information was collected as the date of birth. Later, using SPSS children's age transformed to the months. Children's age ranged from 47.5 months to 72.9 months with a mean age of 59.8 months ($SD = 8.68$). According to the information obtained from the mothers participating in the study about their children, it has been shown that there were more boys (54.5%, $n = 213$) than girls ($n = 178$). The mean number of people living in the home was 3.76 but the figure ranged from 2 to 7. The mean number of children in the home was 1.75, ranging from 1 to 6.

According to mother reports, most of the children (58.2%) attended preschool. More than half of the children who go to school go to private school (55.2%). Nearly half of the children who go to school, go to school full day (53.8%). Children's information about the school is given in Table 2.

Table 2. Distribution of Information about Children

Gender	<i>N</i>	%
Girl	178	45.5
Boy	213	54.5
Total	391	100
Schooling		
Yes	222	56.8
No	169	43.2
Total	391	100
School Type		
State School	100	44.8
Private School	123	55.2
Total	223	100
School Hours		
Half-day	103	46.2
Full day	120	53.8
Total	223	100

5.3 Descriptive analysis of scales and subscales

5.3.1 Play behaviors of mothers by play frequency and play type

In addition to mothers' play beliefs, the mothers were also answered the questions for the frequency and types of play they play with their children. The frequency and percentage of answers given by mothers when asked how often they play with their children and the type of play they play most are given below in Table 3. Results showed that more than half of mothers reported as they play frequently with their

children ($n = 200$). Most of the mothers (43.2%) reported that they played imaginary games with their children ($n = 169$).

Table 3. Distribution of Play Frequency and Play Type

Variable	<i>N</i>	%
Frequency of Playing		
Rarely	16	4.1
Sometimes	104	26.6
Frequently	200	51.2
Always	71	18.2
Type of Play		
Imaginary Play	169	43.2
Outdoor Play	76	19.4
Board Games	89	22.8
Rule-based Games	29	7.4
Academic Play	28	7.2
Total	391	100

Table 4 demonstrates the means, standard deviations, minimum and maximum scores of Contentment with Life Assessment Scale (CLAS), and Social-Emotional Well-Being and Resilience Scale (PERIC) involving its subscales. The total score of the Parent Play Beliefs Scale (PPBS) is not calculated, the total score of the subscales is calculated separately as suggested by the developers (Fogle & Mendez, 2006b).

Therefore, the table below shows the mean, standard deviation minimum, and maximum values for play support and academic focus, which are the subscales of the PPBS. Finally, analyses for PPBS throughout the results section were also carried out

on the subscales of the scale. Furthermore, scores of life satisfaction scale (CLAS) ranged from 5 to 35 with a mean of 23.35 ($SD = 6.26$). Mean response ratings were calculated by dividing the mean of the total scores by the number of items. The mean item response for CLAS was 4.67 from the range of 1 to 7. Scores on play support, one of the two factors of PPBS, ranged from 17 to 85 with a mean of 74.41 ($SD = 10.26$). The mean item response for play support was 4.38 from the range of 1 to 5. Scores on academic focus, the other factor of PPBS, ranged from 8 to 40 with a mean of 15.21 ($SD = 5.34$). The mean item response for academic focus was 1.90 from the range of 1 to 5. Scores of PERIC ranged from 7 to 120 with a mean of 89.22 ($SD = 18.40$). The mean item response for PERIC was 2.97 from the range of 0 to 4. The mean item scores of six factors of PERIC were as follows respectively, 2.89, 2.92, 3.25, 2.69, 2.74 and 3.35.

Table 4. Descriptive Statistics of Scales and Subscales

Measures	<i>N</i>	Min.	Max.	<i>M</i>	<i>SD</i>
CLAS	391	5	35	23.35	6.26
PPBS					
Play Support	391	17	85	74.41	10.26
Academic Focus	391	8	40	15.21	5.34
PERIC	391	7	120	89.22	18.40
Making Contact/Social Performance	391	0	20	14.46	4.09
Self-control/Thoughtfulness	391	0	20	14.61	4.24
Self-assertiveness	391	0	20	16.27	3.85
Emotional Stability/Coping with Stress	391	6	20	13.44	3.09
Task Orientation	391	0	20	13.70	4.23
Pleasure in Exploring	391	0	20	16.74	3.58

5.4 Group comparisons of variables by demographics

Mann-Whitney U tests were performed to compare groups because the dependent variable was not normally distributed according to Shapiro-Wilk and Kolmogorov-Smirnov tests (sig. < 0.5) (Mishra et al., 2019).

A Mann-Whitney U test revealed that children's wellbeing scores were significantly lower in boys (*Mdn* = 2.93, *n* = 213) compared to girls (*Mdn* = 3.16, *n* = 178), $U = 16586.00$, $z = -2.13$, $p = .033$. Other Mann-Whitney U tests were performed to understand whether the gender groups differed in mothers' life satisfaction and beliefs about play. The results demonstrated that there is not a significant difference between boys and girls in terms of mothers' life satisfaction (p

= .186) and mothers play beliefs (play support $p = .391$ and academic focus $p = .958$).

Additionally, according to the results of the Mann Whitney U test, which was conducted to understand whether there was a significant difference between whether the child goes to school or not, and mothers' life satisfaction, mothers' play beliefs, and the children's wellbeing, no significant difference was discovered between the groups that goes to school and those who does not in terms of mothers' life satisfaction ($p = .569$), and the children's wellbeing ($p = .757$). While there was not a significant difference between schooling of children and play support ($p = .071$), there was a significant difference between schooling of children and academic focus ($p = .030$). The results showed that mothers of children who attended school had significantly higher academic focus scores than those who did not. Finally, the Mann- Whitney U test was performed to find a significant difference between children's school type (private or state) and mothers' life satisfaction, mothers' play beliefs, and children's wellbeing. The test results display that there is no significant difference between children's school type and mothers' life satisfaction ($p = .093$), mothers' play beliefs (play support $p = .870$, academic focus $p = .270$), and children's wellbeing ($p = .957$).

A Kruskal Wallis test was provided to find out if there was a significant difference among the age groups in terms of mothers' life satisfaction and a significant difference was found $H(2) = 7.79$, $p = .020$. A Mann-Whitney test was performed by dividing the groups into pairs to determine which groups differed. The results show that mothers between the ages of 21-30 and those between the ages of 31-40 differ statistically in terms of life satisfaction. Furthermore, test results show that mothers aged 31-40 years have higher life satisfaction than mothers aged 21-30

years. Table 5 shows the differences among certain age groups in regard with mothers' life satisfaction.

Table 5. Age Groups and Mothers' Life Satisfaction

Age groups		<i>U</i>	<i>Z</i>	<i>p</i>
21-30	31-40	7141.500	-2.804	.005*
	41-50	1646.500	-1.571	.116
31-40	21-30	7141.500	-2.804	.005*
	41-50	7189.500	-.570	.569
41-50	21-30	1646.500	-1.571	.116
	31-40	7189.500	-.570	.569

Other Kruskal Wallis tests were conducted to find out whether there was a significant difference between the age groups of the mothers and their play beliefs and the wellbeing of their children. The test results showed that there was no significant difference between mothers' age groups and mothers' play beliefs (play support ($p = .845$), academic focus ($p = .117$)) and children's wellbeing ($p = .471$).

A Kruskal Wallis test was performed to compare education levels in relation to the mothers' life satisfaction, mothers' play beliefs, and children's wellbeing. The results showed that there is a significant difference among different education levels with regard to mothers' life satisfaction $H(5) = 19.46, p = .002$ and mothers' play beliefs (play support $H(5) = 17.62, p = .003$, academic focus $H(5) = 15.93, p = .007$), while there is not a significant difference in relation to children's wellbeing ($p = .175$). After finding significant differences among groups for mothers' life satisfaction and mothers' play beliefs, the Mann-Whitney U test was performed

between groups to determine which groups are significantly different from each other. When mothers' life satisfaction is considered, the life satisfaction of mothers who are university graduates differs significantly from mothers who have primary, secondary and associate degrees. Likewise, a statistically significant difference was found between mothers with undergraduate degrees and mothers with primary, secondary, high school and associate degree degrees in terms of life satisfaction. The results are shown in Table 6.

Table 6. Education Levels and Mothers' Life Satisfaction

Education Levels		<i>U</i>	<i>Z</i>	<i>p</i>
University	Primary	654.500	-2.280	.023
	Secondary	1022.500	-2.751	.006
	High School	3684.000	-1.736	.083
	Associate Degree	4125.500	-1.960	.050
	Graduate	6233.000	-1.085	.278
Graduate	Primary	206.000	-2.383	.017
	Secondary	322.500	-2.812	.005
	High School	1098.000	-2.376	.018
	Associate Degree	1275.000	-2.318	.020
	University	6233.000	-1.085	.278

When the play beliefs of the mothers were evaluated by their education levels, significant differences were found among the mother groups at some different education levels. The results indicate that a statistically significant difference was found between mothers with primary education degrees and mothers with the

associate, university, and graduate degrees in relation to play support scores. Also, the results showed that mothers with university and graduate degrees statistically differed from mothers with secondary and high school degrees by their play support scores. With regard to academic focus scores, it is found that mothers with primary school degrees are significantly different from mothers with associate, university, and graduate degrees. These results are presented in Table 7 and Table 8 below.

Table 7. Education Levels and Mothers' Play Support

Education Levels		<i>U</i>	<i>Z</i>	<i>p</i>
Associate Degree	Primary	162.000	-2.122	.034
University	Primary	599.500	-2.558	.011
	Secondary	1180.000	-2.119	.034
	High School	3250.000	-2.756	.006
Graduate	Primary	190.000	-2.610	.009
	Secondary	392.000	-2.047	.041
	High School	1070.000	-2.541	.011

Table 8. Education Levels and Mothers' Academic Focus

Education Levels		<i>U</i>	<i>Z</i>	<i>p</i>
Primary	Associate Degree	159.000	-2.181	.029
	University	494.000	-3.096	.002
	Graduate	168.500	-2.921	.003

A Kruskal Wallis test was performed to compare working types in relation to mothers' play beliefs, children's wellbeing, and mothers' life satisfaction. The results found that there is not a significant difference among working types relation to play support ($p = .930$) and academic focus ($p = .913$), and children's wellbeing ($p = .500$), yet there is a significant difference among different working types with relation to mothers' life satisfaction $H(3) = 9.80, p = .020$. Mann Whitney U test was performed between groups to understand which working types are different from each other in terms of mothers' life satisfaction and the test results indicated that differences emerged from two groups which are unemployed and full-time employed mothers and full-time working mothers' life satisfaction is higher in comparison with unemployed mothers. The results presented in Table 9.

Table 9. Working Types and Mothers' Life Satisfaction

Working types		<i>U</i>	<i>Z</i>	<i>p</i>
Not working	Self-employed	2046.000	-.389	.697
	Part-time	1706.500	-.834	.404
	Full-time	11558.000	-3.135	.002

A Kruskal Wallis test was performed to compare total monthly household income groups in terms of mothers' life satisfaction. According to the test results, it is found that there is a significant difference among total monthly household income groups in terms of mothers' life satisfaction $H(4) = 14.17, p = .007$. Mann Whitney U test results helped to find out the difference between groups. Presented in Table 10, it is seen that there is a significant difference among total monthly household income groups. The results indicate that mothers with higher total monthly household

income are more satisfied with their lives in comparison with mothers who have lower total monthly household income. However, the results of the Kruskal Wallis test indicated that there was no significant difference between total monthly household income groups and mothers' play beliefs (play support, $p = .245$ and academic focus, $p = .262$) and children's wellbeing ($p = .209$).

Table 10. Total Monthly Household Income Groups and Mothers' Life Satisfaction

Total Monthly Household Income Groups		<i>U</i>	<i>Z</i>	<i>p</i>
8,001-10,000 TL	0-3,000 TL	689.500	-2.321	.020
	3,001-5,000 TL	1908.000	-1.546	.122
	5,001-8,000 TL	2587.000	-.708	.479
	10,001 and more	3774.500	-.778	.437
10,001 and more	0-3,000 TL	1332.000	-3.286	.001
	3,001-5,000 TL	3871.000	-2.547	.011
	5,001-8,000 TL	5295.500	-1.589	.112
	8,001-10,000 TL	3774.500	-.778	.437

5.5 Relations among demographics, children's wellbeing, mothers' life satisfaction and mothers' play beliefs

Spearman's rho correlation coefficient was used to assess the relationship between demographics, mothers' life satisfaction, mothers' play beliefs, and children's wellbeing. The results are given by examining the variables and demographics one by one in the following sections. Table 11 shows the correlation coefficients in the relationship between demographic characteristics and the study's variables.

5.5.1 Demographics and mothers' life satisfaction

Spearman's rank correlation was computed to discover whether there was a significant relationship between demographic information and mothers' life satisfaction. According to the result of the correlation analysis, there was a positive correlation between mothers' education level and mothers' life satisfaction $r(389) = .21, p < .01$. It means that mothers with higher education degrees have higher life satisfaction scores. Spearman's rank correlation indicated a positive correlation between the employment status of the mothers and their life satisfaction $r(389) = .16, p = .002$. Non-working mothers have lower life satisfaction scores, and full-time working mothers have higher life satisfaction scores than part-time and non-working mothers. Being in professional life and full-time working hours play a role in life satisfaction. Spearman's rank correlation was computed to assess the relationship between total monthly household income and mothers' life satisfaction. There was a positive correlation between the two variables $r(389) = .18, p < .01$. As the total monthly household income increases, the evaluation of mothers' satisfaction with their own lives also increases. However, there was no correlation between mothers' life satisfaction and mothers' age $r(389) = .09, p = .067$, number of children $r(389) = -.05, p = .322$ and age of children $r(389) = .03, p = .627$.

5.5.2 Demographics and mothers' play beliefs

Spearman's rank correlation was computed to discover whether there was a significant relationship between demographic information and mothers' play beliefs. The results indicated several significant relations emerged between some demographic variables and play support and academic focus, factors of play beliefs scale. While there was a significant and positive relation between mothers' education

level and play support ($r(389) = .17, p = .001$), it was found a negative significant relation between mothers' education level and academic focus ($r(389) = -.17, p = .001$). According to this result, more educated mothers see play as more valuable than the academic activities, and as the mothers' education level decreases, the value given to play decreases, and the value given to the academic activities increases. Although there was a significant positive relation between total monthly household income and play support ($r(389) = .11, p = .029$), there was not a significant relationship between total monthly household income and academic focus ($r(389) = -.05, p = .341$). Based on this, mothers who are economically better off attach more importance to play and see it as a valuable activity compared to mothers with lower total monthly household incomes. Since there was a small but significant and positive relationship between academic focus and the number of children ($r(389) = .11, p = .035$), it can be concluded that as the number of children increases, mothers focus more on the importance of academic activities rather than play. No significant relationship was found between play support and number of children ($r(389) = -.06, p = .243$). In addition, no significant relationship was found between mothers' age ($r(389) = .02, p = .677$; $r(389) = -.09, p = .066$), working status ($r(389) = .03, p = .529$; $r(389) = .02, p = .662$), and age of children ($r(389) = -.05, p = .243$; $r(389) = .04, p = .447$) and play support and academic focus, respectively.

Additionally, some significant relationships were found between mothers' play frequencies and mothers' play beliefs. According to the results of the correlation analyses, while play frequency was positively correlated with play support ($r(389) = .28, p < .001$), it was negatively correlated with academic focus ($r(389) = -.23, p < .001$). When mothers value play, they spend more time playing with their children

and vice versa. Yet, as the value given to academic activities increases, the frequency of mothers playing with their children decreases.

In addition, there was a positive and significant correlation between mothers' life satisfaction and play frequency, $r(389) = .23, p < .01$. This result shows that mothers who are satisfied with their lives play more with their children, but the frequency of mother-child play decreases as life satisfaction decreases.

5.5.3 Demographics and children's wellbeing

Spearman's rho correlation coefficient was used to assess the relationship between demographic information obtained from mothers and children's wellbeing. There was no significant correlation between children's wellbeing and the mothers' age, $r(389) = .02, p = .688$, the education level, $r(389) = .10, p = .052$, the employment status $r(389) = .08, p = .124$. On the other hand, there was a significant relationship between total monthly household income and children's wellbeing ($r(389) = .10, p = .041$). Accordingly, children from families with high total monthly household income have higher wellbeing scores, while children from families with low total monthly household income have lower wellbeing scores. Also, a significant relationship was found between child age and children's wellbeing ($r(389) = .11, p = .026$). In that case, as children get older, their wellbeing scores increase significantly.

Table 11. Bivariate Correlations among Variables and Demographics

	1	2	3	4	5	6	7	8	9	10
1 Mothers' age	1.000									
2 Education level	.169**	1.000								
3 Working status	.175**	.390**	1.000							
4 Total monthly household income	.227**	.499**	.465**	1.000						
5 Children number	.106*	-.287**	-.197**	-.174**	1.000					
6 Children's age	.129*	-.020	-.041	-.010	.146**	1.000				
7 Mothers' life satisfaction	.093	.207**	.158**	.183**	-.050	.025	1.000			
8 PPBS Play Support	.021	.171**	.032	.110*	-.059	-.052	.128*	1.000		
9 PPBS Academic Focus	-.093	-.169**	.022	-.048	.106*	.039	-.240**	-.223**	1.000	
10 Children's wellbeing	.020	.098	.078	.104*	-.056	.113*	.272**	.341**	-.130*	1.000

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Table 12 shows the correlation coefficients between the sub-constructs of the wellbeing scale and the demographics. Social performance seems to be the most significantly correlated sub-construct of child wellbeing to the demographics. Education level, working status, total monthly household income, and child age are positively correlated at the 0.01 level with social performance. Self-control with child age is significantly correlated at the 0.01 level and task orientation with total monthly household income is significantly correlated at the 0.05 level.

Table 12. Bivariate Correlations among Wellbeing and Other Mother and Child Variables

	Social performance	Self-control	Self-assertiveness	Emotional stability	Task orientation	Pleasure in exploring
Mothers' age	.077	.005	-.016	.021	.045	-.046
Education level	.172**	.030	.097	.041	.069	.056
Working status	.133**	.023	.033	.053	.071	.011
Total monthly household income	.154**	.024	.075	.003	.108*	.083
Number of children	-.032	-.041	-.079	-.041	-.011	-.092
Child age	.138**	.160**	.064	.049	.045	-.005

5.5.4 Correlations among mothers' life satisfaction, mothers' play beliefs and children's wellbeing

Correlation coefficients were calculated among life satisfaction, play beliefs and child wellbeing and their sub-constructs. Mothers' life satisfaction and mothers' play support were found positively correlated, $r(389) = .28, p < .001$. However, mothers' life satisfaction and mothers' academic focus were found negatively correlated, $r(389) = -.24, p < .001$. Mothers' life satisfaction were also found positively correlated with children's wellbeing, $r(389) = .27, p < .01$. Mothers' play support and children's wellbeing were found to be moderately positively correlated, $r(389) = .43, p < .01$. Mothers' academic focus and children's wellbeing were found negatively correlated, $r(389) = -.13, p < .001$. Sub-constructs of PPBS, academic focus, and play support were found negatively correlated with each other, $r(389) = -.22, p < .01$. Subscales of PERIC were found all positively correlated. The correlation results among variables are presented in Figure 1.

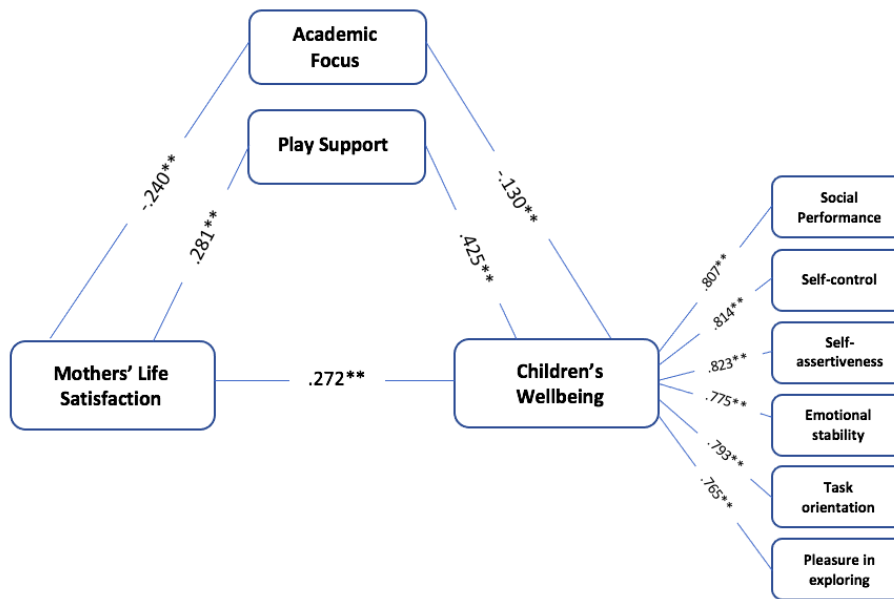


Figure 1. Correlation coefficients among variables and subscales

* Correlation is significant at the 0.05 level

** Correlation is significant at the 0.01 level

5.6 Regression analysis

First of all, a simple linear regression was used to assess if mothers' life satisfaction carries a significant impact on mothers' play beliefs. The results of the regression suggested that mothers' life satisfaction significantly predicted play support $R^2 = .074$, $B = 2.231$, $t = 5.578$, $F(1,389) = 31.110$, $p < .001$ and academic focus $R^2 = .062$, $B = -1.062$, $t = -5.072$, $F(1,389) = 25.722$, $p < .001$. Accordingly, it is concluded that mothers who have a more positive view of life are more likely to have more positive play beliefs.

A second simple linear regression was conducted to test whether mothers' play beliefs significantly predict children's wellbeing. According to the results, a significant regression equation was found and concluded that play support was a significant predictor of children's wellbeing $R^2 = .203$, $B = .027$, $t = 9.950$, $F(1,389) = 98.999$, $p < .001$. In terms of academic focus, a significant regression equation was

found and concluded that academic focus was a significant predictor of children's wellbeing $R^2 = .014$, $B = -.014$, $t = -2.352$, $F(1,389) = 5.533$, $p = .019$. These results show that the children of mothers who have positive beliefs about play have higher wellbeing scores. Simple linear regression results take place in Table 13.

A multiple linear regression was calculated to predict children's wellbeing based on mothers' life satisfaction and mothers' play beliefs (play support and academic focus). A significant regression equation was found $F(3,387) = 38.904$, $p < .001$ with an R^2 of .232. It was found that mothers' life satisfaction and mothers' play beliefs were significant predictors of children's wellbeing. Moreover, $R^2 = .232$ depicts that the model explains 23.2% of the variance in children's wellbeing. As a result, the children of mothers who have both higher life satisfaction and positive thoughts about play have higher results in wellbeing scores, and the effects of both on children cannot be denied.

Table 13. Simple Linear Regression Analysis Results

Predictor (Independent Variable)	Predicted (Dependent variable)	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	Regression Results
Mothers' Life Satisfaction	Play Support	2.231	.400	.272	5.578	.000	R = .272 R ² = .074 F = 31.110 p < .001
	Academic Focus	-1.062	.209	-.249	-5.072	.000	R = .249 R ² = .062 F = 25.722 p < .001
Play Support	Children's Wellbeing	.027	.003	.450	9.950	.000	R = .450 R ² = .203 F = 98.999 p < .001
Academic Focus		-.014	.006	-.118	-2.352	.019	R = .118 R ² = .014 F = 5.533 p > .001

5.7 Mediation analyses

This study was conducted to investigate the impact of mothers' life satisfaction on children's wellbeing as mediated by mothers' play beliefs (play support and academic focus). It was hypothesized that mothers' life satisfaction will have a significant relationship with children's wellbeing. Additionally, it was hypothesized that mothers' play beliefs mediate this relationship. A mediation analysis was carried out to test these hypotheses. The outcome variable for analysis was children's wellbeing. The predictor variable for the analysis was mothers' life satisfaction. The mediator variable for the analysis was mothers' play beliefs. The subscales of PPBS, play support and academic focus were analyzed separately. The results are as follows:

- According to the results of the mediation model, the direct effect of the mothers' life satisfaction on children's wellbeing was significant, $\beta = .09$, $t(388) = 3.80$, $p < .01$. Also, the regression of the mother's life satisfaction on the mediator, play support, was found significant, $\beta = 2.23$, $t(389) = 5.58$, $p < .01$. It is shown that the effect of play support on children's wellbeing was significant, $\beta = .02$, $t(388) = 8.70$, $p < .01$. The analyses revealed that the total effect of mothers' life satisfaction scores was found as a significant predictor of children's wellbeing, $\beta = .14$, $t(389) = 5.88$, $p < .01$.
- According to the results of the mediation model, the direct effect of the mothers' life satisfaction on children's wellbeing was significant, $\beta = .13$, $t(388) = 5.44$, $p < .01$. Also, the regression of the mother's life satisfaction on the mediator, academic focus, was found significant, $\beta = -1.06$, $t(389) =$

-5.07, $p < .01$. It is shown that the effect of academic focus on children's wellbeing was significant, $\beta = -.01$, $t(388) = -1.01$, $p < .01$.

- In this mediation analysis, the mediators which are play support and academic focus partially explains the relationship between mothers' life satisfaction and children's wellbeing. Relationships and pathways for mediation analysis are shown in Figure 2 and Figure 3.

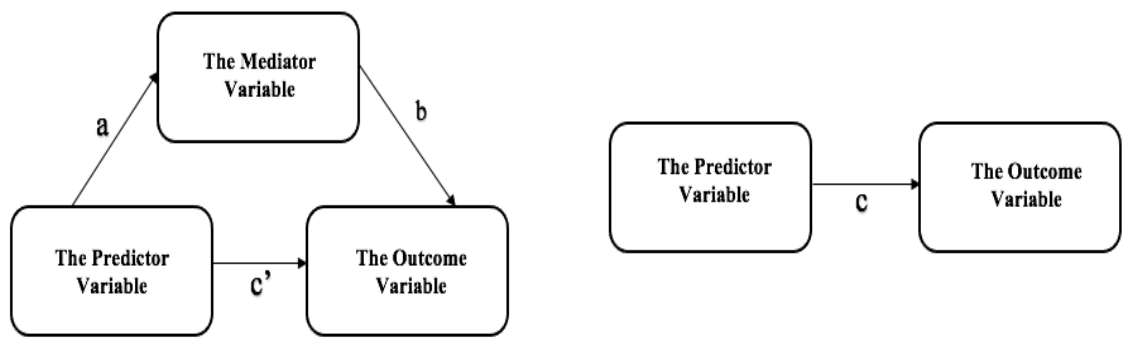


Figure 2. Schematic description of a mediation model

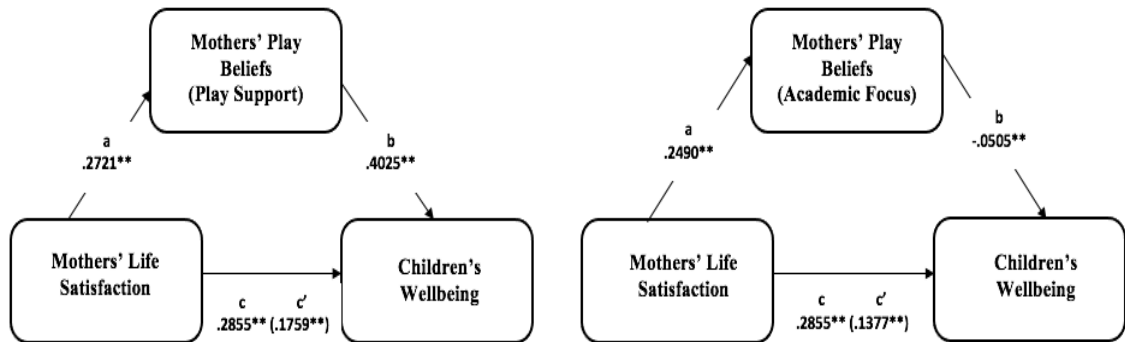


Figure 3. Standardized regression coefficients for the relationship between mothers' life satisfaction and children's wellbeing as mediated by the mothers' play beliefs. The standardized regression coefficient between mothers' life satisfaction and children's wellbeing, controlling for mothers' play beliefs, is in parentheses. ** $p < 0.01$, * $p < .01$.

CHAPTER 6

DISCUSSION

The present study aimed to explore the relationships among mothers' life satisfaction, mothers' play beliefs, and children's wellbeing in relation to demographic factors. In order to investigate the research questions, a correlational mediation model was used in this study. Mothers' life satisfaction was thought to be related to mothers' play beliefs and children's wellbeing. It was also foreseen that demographic factors such as education level, working status, total monthly household income would influence the relationship among variables. In this study, it was expected that mothers' play beliefs would mediate the relationship between mothers' life satisfaction and children's wellbeing.

6.1 General discussion and review of findings

With the support of the literature, the results of this study show the importance of children's wellbeing and prove that mothers' life satisfaction plays a significant in children's wellbeing. A further result of this study shows that the wellbeing of a child cannot be differentiated from the life satisfaction of the family, especially of the mother. Additional findings also show that the importance that mothers give to play, similarly relates to children's wellbeing.

Among other factors, demographics were also found to be associated with life satisfaction, beliefs about play, and children's wellbeing, supporting the literature. Most of the demographic factors associated with the main variables are extrinsic and modifiable. For example, income status and employment status are factors that can change, and both mothers' life satisfaction and children's wellbeing may increase as

income status increases or they have a career. Thus, family wellbeing can be supported. Since positive psychology requires a perspective that focuses on what works, supporting these demographic factors and making adjustments in favor of family wellbeing is advocated by the results of this study and the literature.

Considering all these results within the framework of positive psychology, it is important for mothers to have positive experiences in order to achieve positive results in general wellbeing of the family. In addition, the literature shows that positive intervention studies significantly increase people's wellbeing, hope, and life satisfaction (Damreihani, Behzadipour, Haghpanh, & Bordbar, 2018). The high wellbeing scores of children of mothers with high life satisfaction may be associated with quality mother-child relationships and sensitive and responsive motherhood. Therefore, family-centered positive approaches are supported by this study.

6.2 The differences among mothers' life satisfaction, mothers' play beliefs, and children's wellbeing by demographic factors

A great deal of studies has figured out that mothers' life satisfaction differs according to demographic factors. Preisner and others (2018) stated that mothers' life satisfaction differs significantly by employment status. Similarly, another study revealed that mothers' life satisfaction differs in working status (Küçük & Küçük Alemdar, 2018). The results of the present study support these findings by showing that mothers with full-time employment status have higher life satisfaction. In parallel with these findings, it is found that non-working mothers have lower life satisfaction. Mammen, Bauer, and Lass (2009) figured out that one's financial situation, financial sufficiency, or experiencing material deprivation, was parallel to one's life satisfaction. The results of the current study strengthen this finding and

indicate that there is a significant difference among total monthly household income groups in relation to mothers' life satisfaction. When total monthly household income and type of employment are considered together, the results are in line with each other as the incomes of mothers working in a full-time job are also expected to be higher than income of mothers who work part-time or not at all. Results of another study show that mothers' level of schooling causes a significant difference in terms of the level of life satisfaction. This is because education level increases opportunities in the labor market and income (Salinas-Jiménez, Artés, & Salinas-Jiménez, 2011). In support of these findings, the results of the current study also found that the education level of mothers in relation to life satisfaction differs according to the groups. Similarly, as education level is related to income, mothers with higher education levels are expected to work in a higher-income job, and thus, mothers' life satisfaction is relatively higher. In this study, a significant difference was found between the age groups of the mothers and their life satisfaction. However, this finding is not supported by Chen (2001), and it is seen in his study that life satisfaction does not vary according to the age of the individuals. In this study, the fact that mothers' life satisfaction differs according to age can be explained by the increase in financial income as age increases and the fact that income has a remarkable effect on life satisfaction.

As with mothers' life satisfaction, there are some studies showing that mothers' play beliefs and children's wellbeing differ according to some demographic factors. Although there is not much research examining whether a difference between mothers' play beliefs and child's gender is present, Han and Choi (2017) showed that children's gender is a factor affecting mothers' play beliefs. However, the results of the present study concluded that there was no significant difference in

terms of mothers' play beliefs according to the gender of the children. Similar to the results of this study, Fogle and Mendez (2006a) also did not find a difference between the child's gender and mothers' play beliefs. The reason behind this result may be that most of the mothers in the study have a high education level which could play a role for the given value to equality.

According to the literature, mothers' play beliefs were expected to differ according to their education levels. To illustrate, Fogle and Mendez (2006a) found that parents' play beliefs differ by education level, and mothers with higher education levels are prone to have more positive play beliefs. As expected, in this study, it was observed that the mothers' play beliefs differed according to the educational level of the mothers. The results showed that the play support scores of mothers who graduated from primary school were significantly lower than those with an associate degree, university, and graduate degrees. However, results also showed that, the academic focus scores of mothers who graduated from primary school are high, but the scores of mothers with college, university, and graduate degrees are low. This shows that mothers with lower education have thoughts about the importance of academic skills rather than the importance of play. As Fogle and Mendez (2006a) found, the working status of mothers did not differ in mothers' play beliefs. LaForett and Mendez (2017) stated that income did not differ in mothers' play beliefs, as they found that a lot of parents with low income had positive beliefs about the importance of play. Similarly, in this study, it is found that mothers' play beliefs did not differ by mothers' income groups. The reason behind this finding may be that many people have realized the importance of play as a result of the digital and modern world, regardless of income and working status, and they support children's participation in play-based activities.

A significant body of research indicates that children's wellbeing differs according to demographic factors. When the child wellbeing literature is examined, it is easily seen that the income status of the family has an effect on the health and wellbeing of the child. Chaudry and Wimer (2016) focused their research on poverty and its effects on children's wellbeing. The results of their study implied that poverty and low income are associated with the negative social, emotional, health, and academic outcomes of children. In terms of group comparisons, the present study concluded that income groups did not differ according to the children's wellbeing. The recent fluctuations in the Turkish economy may have caused the difference between income groups not to be discovered immediately. With the recent fluctuations in the Turkish economy, the effect of income on welfare may not have emerged immediately. Again, the uncertainty in the economy may have caused changes in income groups and the low-, middle- and high-income classifications may not reflect the reality. According to Newland (2015), parents' mental health, education, employment, and income are linked to children's wellbeing. The results of this study revealed that there was no significant difference between the wellbeing of the children, the education level, and working status of the mothers. As mentioned, the fact that very few of the participants had low levels of education such as primary and secondary school and the mothers' education levels were not evenly distributed among the groups. This may have led to the inability to find the education level differences in relation to children's wellbeing. Boivin and colleagues (2009) stated that although there are differences between the age groups of mothers in terms of parenting context, there is no difference between maternal age and child outcomes. Results of the current study support this finding by showing that there is no difference between maternal age and children's wellbeing. In contrast to the results

of other studies showing that while there were gender differences in wellbeing in adolescents, no differences were found in children (Esteban-Gonzalo et al., 2020). However, there are some studies indicating that gender differences are observed in young children's wellbeing. Stating that boys are more sensitive, and boys' wellbeing is more related to mothers' life satisfaction than girls (Berger & Spiess, 2011). The current research supports the finding by showing that there is a significant difference in gender meaning boys' wellbeing scores are lower than girls. The possible explanation behind this finding may be that gender-related differences in temperament and vulnerability would play a role.

6.3 The relationships among mothers' life satisfaction, mothers' play beliefs and children's wellbeing by demographics

This study sought to discover the relationship amongst mothers' life satisfaction, mothers' play beliefs, and children's wellbeing by demographics. Various studies indicated that life satisfaction is highly correlated with socio-demographic factors. Several studies have shown that there is a significant relationship between the education level of mothers and their life satisfaction. In the study of Salinas Jiménez and others (2011), even when variables such as income and employment status are controlled, it has been concluded that education has an important role on life satisfaction of individuals and has a significant relationship with life satisfaction. Regarding the links between education level and mothers' life satisfaction, the current study supported the literature by showing that there is a positive and significant relationship between education level and mothers' life satisfaction. As the mothers' education level increases, it is more likely for mothers to be involved in more relationships in various social environments, thus their life satisfaction is also

higher. Furthermore, according to Berger (2009), mothers' employment status is highly associated with mothers' life satisfaction. She found that full-time working mothers have more positive thoughts about their lives, and they are more satisfied with their lives than part-time and unemployed mothers. The results of Berger's study (2009) are in harmony with the findings of the current study that there is a positive relationship between mothers' life satisfaction and employment status. Since women's participation in professional life is more related to their education, the effect of income and education on life satisfaction is also connected. The literature shows that income and life satisfaction are powerfully correlated, and their enjoyment of life decreases when people find it difficult to meet their basic needs (Diener, Ng, Harter, & Arora, 2010).

Additionally, supporting the literature, the results of this study found a positive relationship between mothers' life satisfaction and total household income. The people who have high-income have less economic burdens on their shoulders, as they are expected to have less economic concerns than low-income people. This situation undoubtedly has a positive effect on the life satisfaction of mothers. According to Pollmann-Schult (2014), although the number of children partially increases the life satisfaction of mothers, the number of children did not have a significant effect on life satisfaction. Although the relationship between the number of children and life satisfaction was negative in this study, no significant relationship was found. While the results are not significant, it is seen that life satisfaction decreases somewhat as the number of children increases. The reason for this can be interpreted as, as the number of children increases, the expense will increase, the mother will have more responsibilities and the personal time she will devote to herself will decrease.

In the literature, it is indicated that maternal education has been found as associated with mothers' play beliefs. Lin and Li (2019) indicated that mothers with higher education levels put more value on play than less educated mothers. In the same study, they found that there is no relationship between mothers' play beliefs and maternal employment and income. The results of this study are partially similar to the results of Lin and Li (2019). Based on these results, it was concluded that there was no relationship between mothers' play beliefs and employment status but there was a relationship between total monthly household income. The results of this study also show that as the total monthly household income increases, the support given by the mothers to the play and their positive thoughts about the play also increase. Likewise, mothers with higher education levels have positive thoughts about the importance of play, while mothers with lower education levels have thoughts about the importance of academic activities rather than play activities. A different study indicated that parent education was significantly associated with play beliefs, efficacy, and warm relations (LaForett & Mendez, 2017).

Results of Berger and Spiess's (2011) study indicated that mothers' employment status and household income is associated with children's outcomes. According to Bradshaw and Richardson (2009), parents' employment status is not significantly associated with children's wellbeing, but only as long as employment status does not result in poverty. They found that income is significantly related to children's wellbeing. In line with the previous studies, the present study confirmed the findings of income and employment, by showing that while income is positively and significantly related to children's wellbeing, the employment status of mothers is not. Although the relationship between income and children's wellbeing and the income-employment status are accepted facts, children need to develop safe bonds,

especially at an early age and thus laying the foundation for future skills such as social, emotional, cognitive development with safe bonds. Quality time spent with their children, rather than the way mothers work, makes a difference in children's well-being. This may be the reason why there is no significant relationship between the mothers' working status and the wellbeing of children. In the literature on children's wellbeing, maternal education was found as significantly associated with children's wellbeing especially with regard to psychological and academic outcomes (Lipman et al., 2002). Unlike the literature, no significant relationship was found between the children's wellbeing and the education level of the mothers in this study.

6.4 The relationships between mothers' life satisfaction, mothers' play beliefs and children's wellbeing

Richter and colleagues (2018) stated that the wellbeing of children depends both on their own emotional, social, and cognitive functions and environmental factors, especially family-related ones. Among family-related factors, many studies have shown that children's wellbeing is more dependent on maternal factors since mothers spend more time with their children compared to fathers (Flaquer, 2014; Newland, 2015). Richter and others (2018) support this finding in their research by indicating that mothers with higher life satisfaction have children with better outcomes of self-regulation, social skills, and wellbeing. The results of Richter and colleagues' study are in line with the findings of this study showing the relationship between mothers' life satisfaction and children's wellbeing. Furthermore, another finding revealed that mothers' life satisfaction has an effect on children's wellbeing even in the long term (Clair, 2012). Results of this study point to mothers' life satisfaction as a key indicator in the study of children's wellbeing.

According to Proyer (2013), adult playfulness was found positively related to the life satisfaction of adults. In parallel, the results of the current study led to a similar conclusion that there is an association between mothers' life satisfaction and mothers' play beliefs. However, the current study found positive and significant relationships between mothers' play beliefs and children's wellbeing. These findings are in accordance with previous findings reported by Fisher and others (2008), which is that mothers' play beliefs were also found to be effective on parenting behaviors and child outcomes. Furthermore, LaForett and Mendez (2017) demonstrated that parents' beliefs about play, and their parenting characteristics overlap, and parents who attach positive meanings and values to play have a warm and sensitive parenting style.

Richter and colleagues (2018) made an inference that if mothers are satisfied with their lives, they are more disposed to spend quality time and to be involved with playing with the children. Additionally, when mothers appreciate spending more quality time with their children, it is seen that children show more positive behaviors (Brajša-Žganec & Hanzec, 2014), which can be interpreted as an increase in children's wellbeing. The present study confirmed the findings about the existence of a relationship between mothers' play beliefs and children's wellbeing. As Ginsburg (2007) argues, playing with the child gives parents the opportunity to better understand the child's world and the child to express himself/herself better. Hence, in favor of both children and parents, it is crucial to understand how important it is for parents to have positive beliefs about play and to actualize play with children.

6.5 The mediating role of mothers' play beliefs on the relationship between mothers' life satisfaction and children's wellbeing

This study set out with the aim of obtaining a better comprehension of the relationship between mothers' life satisfaction and children's wellbeing with the interaction of mothers' play beliefs. Findings in the present study suggest that mothers' life satisfaction is highly connected with children's wellbeing. Furthermore, this research found a significant relationship between mothers' play beliefs and children's wellbeing. These results are in agreement with earlier studies indicating that children's wellbeing is affected by mothers' life satisfaction, mothers' play beliefs, and actual play behaviors (LaForett & Mendez, 2017; Richter et al., 2018). An important issue that emerged from the findings of this study is that the existence of a significant effect has been proven when the effects of mothers' life satisfaction and mothers' play beliefs on children's wellbeing are considered together. Enriching and contributing to the literature with these findings has been one of the important outputs of this study.

CHAPTER 7

CONCLUSION

The overall findings of this study suggest that mothers' life satisfaction and mothers' play beliefs are predictive of children's wellbeing. Also, demographics are in a predictive relation to children's wellbeing. Therefore, it is important to understand how mother-related factors support children's wellbeing. Using these findings to inform professionals who work with parents may increase the positive outcomes for children, parents, and educators as well. This study revealed that mothering and demographics are significantly affecting children's wellbeing. It is important to support women's equality in all areas of life for better motherhood and therefore for the existence of wellbeing, happiness, and positively developed children. Based on positive psychology, this study has proven how positive experiences, emotions, and situations can lead to a better life for every shareholder. Bringing positive psychology ideologies to mothers will bring some quality to mother and child relationships. As a result, when employing positive psychology in their lives, it is beneficial for parents and children to realize the importance of focusing on positive things and accomplishments rather than weaknesses and deficiencies.

7.1 Limitations

In addition to the benefits of the study, it is important to mention the limitations of this study for future studies. First, only mothers participated in this study, and data were collected from the mothers for themselves and for their children. Mothers may not reflect the truth by acting emotionally while giving information about their children and themselves. Applying the data of different collaborators in a study will

ensure that the reliability of the study is high. Multiple informants such as fathers, caregivers, peers, and teachers would provide a more complete picture of the child's wellbeing. Second, since the participation of children in studies is challenging due to ethical conditions, information about children in this study was obtained from their mothers, not from the children themselves. However, it is also important for children to have a say in matters that affect them individually. Another limitation of the study is that the data for this study was collected through an online survey. In addition to multiple informants, different methods such as observation could be more effective in ensuring reliability. The design and data collection of this research was carried out during the Covid-19 pandemic period. Due to the pandemic, access to schools and parents has been restricted. For the same reason, an online survey was used to collect data. It should be well-considered that there may be various limitations due to the pandemic as experienced differently by the families.

7.2 Implications and future directions

This study provides an exploration of how mothers' life satisfaction plays a significant role in children's wellbeing with the relation of mothers' play beliefs. The findings underline the importance of researching parents' evaluations about their own life and the outcomes on children's lives. In addition, this study emphasized the impact and importance of mothers' education level and their presence in professional life on their children's lives. In the light of this information, women leading an equal life with men, having an equal place in professional life, and receiving an education without being hindered are the must for the sake of individuals' wellbeing and societies' wealth and is important not only for the current generation but also for future generations. These results are information that policymakers should consider

and are expected to be influential in emphasizing the importance of women's employment and wellbeing.

In planning intervention studies, it should be considered to focus not only on the child, but also on the child's closest environment, namely family members to prevent negative outcomes related to the child, such as problem behaviors, negativity, and low academic progress. Since children generally grow up by imitating their parents' behaviors and attitudes, if there is a point that needs to be changed or developed in the child, it is necessary to reach out to the people in the immediate environment who may be role models and include them in the solution. This study is also a shred of evidence for educators that children are not independent of the environment they live in, if there is something about the child that needs to be intervened, it is necessary to see the background. At this point, early childhood educators should first of all be very good observers and evaluators. Good observers can easily reach the key point by easily deciding on the measurement tools that need to be applied and thus direct the family to the relevant authorities on issues where support is needed.

While research has shown that mothers have a greater impact on their children's wellbeing, it should not be overlooked that fathers also play an important role. In addition, since it is known that the quality of the relationship between the couples has an impact on the child, future studies can reach more information by focusing on the mother and father simultaneously and examining the role of quality couple relationship on children's wellbeing. As it can be difficult to reach both mothers and fathers simultaneously, and there are many studies with mothers, including this study, a study in which fathers evaluate their own lives and their thoughts on play may reveal striking results. Seeing the positive effects of fathers on

the development and change of the child will contribute to the literature, especially in the context of Turkey.

Although studies investigating mothers' life satisfaction have shown that the marital status of mothers has an impact on mothers' life satisfaction and children's wellbeing, this information could not be confirmed in this study because a very high proportion of mothers were married and only a few were divorced or widowed. For this reason, it will be beneficial for the literature to focus on the diversity of the participants' demographics in future studies. In addition, the majority of the participants in this study are educated mothers with university and postgraduate education levels. Future studies may focus on variety in education level to determine the role of maternal education more precisely on the research variables, as there is no balanced variety among participants in terms of education level. Additionally, the number of children might affect mothers' life satisfaction. Conducting more research to understand the relationship between family's configurations and child's outcomes is still a need.

Since this study answers the research questions and shows the effect of maternal factors on the wellbeing of the child, it also offers various suggestions to individuals and units in different roles. The PERIK scale, which was used in this research and used to measure the wellbeing of children, is used not only by mothers but also by other family members and teachers. By using this and similar measurement tools, it is possible to make more reliable inferences about the wellbeing of the children. Making inferences about the wellbeing of the children will especially facilitate the educators in identifying the areas that need to be developed and supported. It is an inevitable necessity to ensure family-school cooperation for the wellbeing of the children.

This study, like previous studies, also proved how important mothers' life satisfaction is on children's wellbeing. It reveals that high socio-economic status and demographic factors are effective on mothers' life satisfaction, argues that creating a more egalitarian environment for mothers and preparing a ground where mothers can meet their social and emotional needs will have an important role on social-emotional outcomes not only of mothers but also of their children. Although the schooling rate is increasing among girls, it is known that there are many girls who do not have the same right to education as boys when considered in Turkey. Considering the inequalities between men and women in professional life, politicians need to address this issue. From this point of view, it will be beneficial to welcome and support women as much as men in social and economic life for not only the current generations but also the next generations.

Moreover, it is important to reach out for the mothers who are left outside of social-economic life resulting in low life satisfaction by promoting intervention programs. Although this study examines the effects of mothers' life satisfaction on children's wellbeing, the family is a whole and each individual in the family has significant effects on each other. Visualizing the family as a whole, policies that will protect and support the mother, father, and child. Remembering that carrying out intervention studies will support not only the family but society as well. This study revealed that income status has an effect on the life satisfaction of mothers. Thus, it is necessary to eliminate income inequality. Policies providing social support need to be in action for mothers and children. For example, municipal vocational courses can provide great benefits to mothers in financial needs with low education.

It is the duty of every individual to take responsibility in this matter.

Researchers should continue to examine these issues in research to share the research

results with the policymakers and politicians, to communicate their findings to the public, and to support taking the necessary actions and organizing the necessary interventions. Policymakers should scrutinize the results of the research and try to enrich the positive points by determining what is good and working. By participating in intervention and support efforts, parents should be willing to incorporate useful life skills and practices into their lives, not only for themselves but also for their children and families. In conclusion, the results of this study show the significance of conducting studies related to the satisfaction, wellbeing, and play to increase the quality of life for families and children. Future attempts will be equally valuable.

APPENDIX A
ETHICAL PERMISSION FORM

Evrak Tarih ve Sayısı: 12/12/2020-259

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

Toplantı Sayısı : 10
Toplantı Tarihi : 10/12/2020
Toplantı Saati : 13:00
Toplantı Yeri : Zoom Sanal Toplantı
Bulunanlar : Prof. Ebru Kaya, Prof. Dr. Fatma Nevra Seggie, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar : Prof. Dr. Özlem Hesapçı Karaca

Gülen Şahin
Temel Eğitim

Sayın Araştırmacı,
"Anne Yaşam Tatmini ile Çocuğun Duygusal Esenliği Arasındaki İlişkide Annelerin Oyuna Yönelik Algılarının İncelenmesi" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2020/48 sayılı başvuru komisyonumuz tarafından 10 Aralık 2020 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınmadığı için bu onam mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

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

SOBETİK 10 10/12/2020

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

RESEARCH ANNOUNCEMENT TEXT AND IMAGE



Katılımınızı bekliyoruz! Araştırmaya katılmak isteyenler profildeki linki takip edebilir. Sizleri “Anne Yaşam Tatmini ile Çocuğun Duygusal Esenliđi Arasındaki İlişkide Annelerin Oyuna Yönelik İnançlarının İncelenmesi” adlı araştırmamıza davet ediyoruz. Araştırma kapsamında 4-6 yaş aralığında çocuđu olan annelere ulaşmaya çalışıyoruz. Eğer 4-6 yaş aralığında çocuđunuz varsa bu Instagram profilinde yer alan linke tıklayarak açılan pencereden çalışmamıza katılabilirsiniz. Araştırma sorularını yanıtlamanızın yaklaşık olarak 20 dakika sürmesi beklenmektedir. Araştırma hakkındaki sorularınız için proje yürütücüsü Doç. Dr. Mine Göl Güven'e ve araştırmacı Gülen Şahin'e ulaşabilirsiniz. Araştırmayla ilgili haklarınız konusunda ise Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) sbe-ethics@boun.edu.tr mail adresi aracılığıyla danışabilirsiniz. Deđerli zamanınızı çalışmamıza ayırdığınız için çok teşekkür ederiz.

APPENDIX C

PARTICIPANT INFORMATION AND CONSENT FORM (ENGLISH)

T. C. BOGAZICI UNIVERSITY

THE ETHICS COMMITTEE FOR MASTER AND PHD THESES IN SOCIAL
SCIENCES AND HUMANITIES

PARTICIPANT INFORMATION AND CONSENT FORM

Supporting Institution Research Project: Boğaziçi University

Name of the study: Investigation of Mothers' Play Beliefs in the Relationship
Between Mothers' Life Satisfaction and Children's Wellbeing

Project Coordinator: Assoc. Dr. Mine Göl Güven

Name of the researcher: Gülen Şahin

Dear Mothers,

Boğaziçi University Faculty of Education graduate student Gülen Şahin conducts scientific research under the name of "Investigation of Mothers' Play Beliefs in the Relationship Between Mothers' Life Satisfaction and Children's Wellbeing". In this study, the effect of mothers' play beliefs on the relationship between the wellbeing of preschool children and their mothers' life satisfaction will be examined. We invite you, esteemed mothers, to research to assist us in this research. However, we would like to inform you about the research before you make your final decision. You are asked to fill out a form. It is very important for the reliability of the research findings that you fill the form sincerely. Your answers will not be shared with any third person or institution other than the researcher. The form consists of four parts. In the first part, personal information about you and your child is asked. In the second part, you will come across

questions/sentences about your life satisfaction. You are expected to fill out this questionnaire considering your own life satisfaction. In the third part, there are sentences about your beliefs about play. In the last part of the form, you will encounter questions/sentences regarding child wellbeing. You are expected to answer these questions/sentences by thinking of your child (4-6 years old). After completing the questionnaire, you can save and exit. If you do not want to continue the research, you can exit the page directly. If you do not complete the form, your answers will not be saved.

Project topic:

In this study, the effect of mothers' play beliefs on the relationship between wellbeing of children in the 4-6 age group and mothers' life satisfaction will be examined. It is known that the life satisfaction of parents has an effect on the wellbeing of children. Parents' beliefs about play are also assumed to have an effect on children's wellbeing. This study aims to contribute to the literature by investigating the effect of mothers' play beliefs on the relationship between mothers' life satisfaction and children's wellbeing. It will take approximately 30 minutes to complete the questionnaires. The personal information you share throughout the research will be kept confidential and stored in an encrypted cloud system.

Confidentiality:

Your and your child's information that you shared throughout the research will be kept confidential. Any information that could cause you and your child to be identified will not be shared. All information received from you will only be used

by the researcher and will not be shared with any other person or institution.

Findings obtained during the research can be used in other publications in addition to this thesis study.

Potential Risks:

Since the research does not require any physical application, a physical risk is not expected for you. You are not expected to be at any legal, economic, or sociological risk, as no information about you will be used outside of the research and will not be shared with other people. While filling out the questionnaires, you can approach critically and develop a general awareness. This awareness can lead to emotions such as questioning, curiosity, anxiety, and anxiety. If you experience difficult feelings during participation in the study, you can access the researcher for expert advice and provide appropriate resources (BÜPAM for psychological support or the municipalities that provide free psychological support or education services centers).

Potential Benefits:

While completing the questionnaires, you can find the opportunity to observe and get to know your child and yourself again. Get a different perspective on yourself and / or your child; You may find the opportunity to review your thoughts.

Withdrawal from the Study:

You can withdraw at any time while completing the questionnaire. If you do not complete the form, your answers will not be saved.

If you would like additional information about the research project, please contact researcher Gülen Şahin or Boğaziçi University Elementary Education

Department. You can consult Boğaziçi University Social and Humanities Graduate and Doctorate Theses Ethical Review Commission (SOBETIK) (Email: sbe-ethics@boun.edu.tr) regarding your rights regarding research.

If you want to participate in the research after reading this information, please "I have read all the information, I agree to participate in the study." Proceed by pressing the button.

APPENDIX D

PARTICIPANT INFORMATION AND CONSENT FORM (TURKISH)

T.C. BOĞAZIÇI ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER İNSAN ARAŞTIRMALARI ETİK KURULU

KATILIMCI BİLGİ ve ONAM FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Anne Yaşam Tatmini ile Çocuğun Esenliği Arasındaki İlişkide Annelerin Oyuna Yönelik İnançlarının İncelenmesi

Proje Yürütücüsü: Doç. Dr. Mine Göl Güven

Araştırmacının adı: Gülen Şahin

Sayın Ebeveyn,

Boğaziçi Üniversitesi Eğitim Fakültesi yüksek lisans öğrencisi Gülen Şahin, “Anne Yaşam Tatmini ile Çocuğun Duygusal İyi Oluşu Arasındaki İlişkide Annelerin Oyuna Yönelik İnançlarının İncelenmesi” adı altında bilimsel bir araştırma yapmaktadır. Bu araştırmada okulöncesi dönemdeki çocukların esenlikleri ile annelerin yaşam tatminleri arasındaki ilişkide annelerin oyun algısının bu ilişkiye etkisi incelenecektir. Bu araştırmada bize yardımcı olmanız için siz değerli anneleri araştırmaya davet ediyoruz. Ancak siz son kararınızı vermeden araştırma hakkında sizi bilgilendirmek istiyoruz. Sizlerden bir form doldurmanız istenmektedir. Formu, içtenlikle doldurmanız araştırma bulgularının güvenilirliği açısından çok önemlidir. Cevaplarınız, araştırma dışında üçüncü kişi ya da kurumla kesinlikle paylaşılmayacaktır. Form dört bölümden oluşmaktadır. Birinci bölümde, siz ve çocuğunuz hakkında kişisel bilgiler sorulmaktadır. İkinci bölümde, sizin yaşam tatmininize dair sorularla/cümlelerle karşılaşacaksınız.

Kendi yaşam tatmininizi düşünerek bu anketi doldurmanız beklenmektedir. Üçüncü bölümde ise sizin oyuna yönelik inançlarınıza yönelik cümleler yer almaktadır. Formun son bölümünde ise çocuk esenliğine dair sorularla/cümlelerle karşılaşacaksınız. Çocuğunuzu (4-6 yaşındaki) düşünerek bu sorulara/cümlelere cevap vermeniz beklenmektedir. Anketi doldurduktan sonra, kaydederek çıkış yapabilirsiniz. Araştırmaya devam etmek istemezseniz sayfadan direkt çıkış yapabilirsiniz. Formu tamamlamadığınız takdirde cevaplarınız kaydedilmeyecektir. Anketleri doldurmanız yaklaşık olarak 30 dakikanızı alacaktır. Araştırma boyunca paylaştığımız kişisel bilgiler gizli tutulacaktır ve şifreli bulut sisteminde saklanacaktır.

Proje Konusu:

Bu çalışmada 4-6 yaş grubundaki çocukların duygusal esenliği ile annelerin yaşam tatminleriarasındaki ilişkide annelerin oyun inançlarının bu ilişkiye etkisi incelenecektir. Ebeveynlerin yaşam tatminlerinin çocukların esenlikleri üzerinde etkisi olduğu bilinmektedir. Ebeveynlerinoyuna yönelik inançlarının da çocukların esenlikleri üzerinde etkisi olduğu varsayılmaktadır. Bu çalışma, yaşam tatmini ile esenlik arasındaki ilişkide oyuna yönelik inançlarının etkisini araştırarak alan yazına katkı sağlamayı hedeflemektedir.

Gizlilik:

Araştırma boyunca paylaştığımız, sizin ve çocuğunuzun bilgileri gizli tutulacaktır. Sizin ve çocuğunuzun tanınmasına sebep olabilecek herhangi bir bilgi paylaşılmayacaktır. Sizlerdenalınan tüm bilgiler yalnızca araştırmacı tarafından kullanılacak olup, başka herhangi bir kişiveya kurumla paylaşılmayacaktır.

Araştırma boyunca elde edilecek bulgular, bu tez çalışmasına ek olarak diğer yayınlarda da kullanılabilir.

Olası Riskler:

Araştırma fiziksel herhangi bir uygulama gerektirmediğinden sizlerde fiziksel bir risk beklenmemektedir. Sizlerle ilgili hiçbir bilgi araştırma dışında kullanılmayacağından ve başka kişilerle paylaşılmayacağından herhangi bir hukuki, ekonomik ya da sosyolojik bir risk altında olmanız beklenmemektedir. Anketleri doldururken eleştirel yaklaşım, genel anlamda bir farkındalık geliştirebilirsiniz. Bu farkındalık sizde sorgulama, merak, endişe ve tedirginlik gibi duygulara yol açabilir.

Araştırmaya katılım esnasında baş etmesi zor duygular yaşamamız durumunda uzman tavsiyesi için araştırmacıya erişim sağlayabilirsiniz ve araştırmacı tarafından uygun kaynaklara (psikolojik destek için BÜPAM veya ücretsiz psikolojik destek sağlayan belediyelerin psikolojik danışmanlık ve eğitim hizmetleri merkezlerine) yönlendirilmeniz sağlanacaktır.

Olası Yararlar:

Anketleri doldururken çocuğunuzu ve kendinizi tekrardan gözlemleme ve tanıma fırsatı bulabilirsiniz. Kendinizle ve/veya çocuğunuzla ilgili farklı bir bakış açısı elde edebilirsiniz; düşüncelerinizi gözden geçirme fırsatı bulabilirsiniz.

Çalışmadan Çekilme:

Anket formunu doldururken istediğiniz zaman çalışmadan çekilebilirsiniz. Formu tamamlamadığınız takdirde cevaplarınız kaydedilmeyecektir.

Arařtırma projesi hakkında ek bilgi almak istediđiniz takdirde lütfen arařtırmacı Gülen řahin ile iletiřime geiniz). Arařtırmayla ilgili haklarınız konusunda Bođazii Üniversitesi Sosyal ve Beřeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) (Email: sbe-ethics@boun.edu.tr) danıřabilirsiniz.

Bu bilgileri okuduktan sonra arařtırmaya katılmak isterseniz lütfen “Tüm bilgilendirmeleri okudum, alıřmayı katılmayı kabul ediyorum.” butonuna basarak ilerleyiniz.

APPENDIX E

DEMOGRAPHIC INFORMATION FORM

In this section, demographic information is requested from you to understand general participant characteristics.

The parent who filled out the questionnaire:

Mother

Your Marital Status:

- Married: ()
- Single: ()
- Divorced: ()
- Widow: ()
- Remarried ()
- Other ()

Please indicate your age.

- Under 20 years old ()
- 21-30 years old ()
- 31-40 years old ()
- 41-50 years old ()
- Above 50 years old ()

Please specify how many children you have. _____

How many people live in your home, including you and all the children? __

Is there anyone at home with a chronic illness or disability?

Yes () No ()

What is the last school level you graduated from?

	No schooling	Primary school	Secondary school	High School	Associate degree	University	Graduate
<u>Mother</u>							

Please indicate your profession.

If you work, working status.

Full time ()

Part time ()

Self employed ()

Other ()

Please indicate the total monthly income of your household.

0 - 3.000 ()

3.001 - 5.000 ()

5.001 - 8.000 ()

8.001 - 10.000 ()

10.001 and more ()

Please indicate the total monthly expense of your household.

0 - 3.000 ()

3.001 - 5.000 ()

5.001 - 8.000 ()

8.001 - 10.000 ()

10.001 and more ()

Please complete this part, for your 4–6-year-old child:

Gender: Boy () Girl ()

Date of birth (day/month/year): /..... /.....

Does s/he have a room of his/her own at home? _____

Is s/he going to school?

If he/she goes to school:

How long has he been going to school?

How much time does s/he spend at school? (Half-day/day)

Which school does s/he go to? (Private or government)

How often do you play with your child?

Never ()

Rarely

Sometimes

Often

Always

What is the type of game you play the most with your child?

Outdoor Play

Imaginary Play

Board Games

Rule based games

Academic Play

Other (Please Specify) _____

THANKS FOR YOUR CONTRIBUTIONS

APPENDIX F

CONTENTMENT WITH LIFE ASSESSMENT SCALE (CLAS)

	1 Strongly disagree	2 Disagree	3 More or less disagree	4 Undecided	5 More or less agree	6 Agree	7 Strongly agree
1. I am very content with my life.							
2. I am living my life to the fullest.							
3. When I examine my life as a whole, I feel I am not meeting my aspirations. *							
4. I feel dissatisfied because I am not doing everything that I want to be doing in my life. *							
5. Nothing is currently lacking in my life.							

* 3 and 4 are reverse coded.

APPENDIX G

THE PARENT PLAY BELIEFS SCALE

We would like you to think about your preschool child's playtime experiences with you and with other children. Read each statement listed below. How much do you agree or disagree with each sentence about play for your child? Please circle one answer for each item on this survey.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Very Much Agree
1. Play can help my child develop social skills, such as cooperating and making friends.					
2. <i>Play does not help my child learn academic skills like counting or recognizing letters.</i>					
3. It is important for me to participate in play with my child.					
4. I have a lot of fun with my child when we play together.					
5. Play can improve my child's language and communication abilities.					
6. <i>I would rather read with my child than play together.</i>					
7. I teach my child social skills during play.					
8. <i>Play does not influence my child's ability to solve problems.</i>					
9. I can help my child learn to control his or her emotions during play.					
10. Playing at home will help my child get ready for kindergarten.					
11. My child will get more out of play if I play with him or her.					
12. Play can help my child develop better thinking abilities.					

13. <i>It is more important for my child to have good academic skills than to play well with other children.</i>					
14. <i>Playtime is not a high priority in my home.</i>					
15. Playing with my child is one of my favorite things to do.					
16. If I take time to play with my child, s/he will be better at playing with other children.					
17. <i>Reading to my child is more worthwhile than playing with him or her.</i>					
18. My child does not enjoy playing with me.					
19. <i>I do not think it is very important for other family members to play with my child.</i>					
20. My child will learn more if I allow him or her to play without me.					
21. Play helps my child learn how to express his or her feelings.					
22. Playing with my preschool child is more useful than teaching letters and numbers.					
23. Play is a fun activity for my child.					
24. Playing together helps me build a good relationship with my child.					
25. <i>I do not think my child learns important skills by playing.</i>					
26. My child does not need my help to deal with his or her emotions during play.					
27. My child gets too excited during play.					
28. My child has a lot of fun when we play together.					
29. Through play, my child develops new skills and abilities.					
30. Playing at school will help my child get ready for kindergarten.					

1, 3, 4, 5, 7, 9, 10, 11, 15, 16, 21, 23, 24, 28, 29, 30 - PPBS Play Support Subscale

2, 6, 8, 13, 14, 17, 19, 25 - PPBS Academic Focus Subscale

APPENDIX H

SOCIAL EMOTIONAL WELL-BEING AND RESILIENCE SCALE (PERIK)

	Never	Seldom	Sometimes	Frequently	Always
Making contact/social performance					
1. The child makes (positive) contact easily with peers					
2. Initiates games which are attractive for other children					
3. Tells other children about his/her experiences					
4. If he/she wants to join other children in play, he/she can express this adequately, e.g. Using entrance rituals like 'may I play with you?'					
5. His/her opinion is important among peers					
Self-control/thoughtfulness					
6. The child can wait for his/her turn, e.g. In group discussions, when food or materials are handed out					
7. Respects the boundaries and needs of other children					
8. Is worried when he/she has hurt another child or damaged something; apologises, tries to make up					
9. Has respect and empathy for feelings and mood of adults, e.g. When I ask the children to be a little quiet, because I am not feeling well					
10. Respects 'do's' and 'don'ts', e.g. Concerning the use of certain rooms or objects					
Self-assertiveness					
11. The child enjoys relating tells his/her experiences, e.g. About the weekend					
12. When an adult does not treat him/her justly, the child will speak up for himself/herself					

13. Is able to make justified demands on adults, e.g. Reminding them of a promise					
14. When something is wrong/disagreeable or something bad happens among children, he/she will speak up, e.g. Will say 'stop it', 'no I don't want to do that'					
15. Does not allow himself/herself to be put under pressure, e.g. Holds an opinion that others do not share					
Emotional stability/coping with stress					
16. The child remains reachable when in distress, e.g. When he/she is cross, disappointed, sad					
17. He/she calms down on his/her own following excitement or stress					
18. Appears well-balanced					
19. <i>Takes relatively long to recover after stress and excitement *</i>					
20. <i>Quickly loses his balance, feels stressed easily *</i>					
Task orientation					
21. The child quickly begins a task					
22. Works on a task independently					
23. Works quickly					
24. Works carefully and precisely, e.g. When cutting, gluing, building a bridge...					
25. Can remain concentrated on one thing for relatively long					
Pleasure in exploring					
26. The child likes to explore new things					
27. Is optimistic and positive when beginning something new					
28. Asks questions, wants to know about things					
29. Explores new things independently					

30. Gives himself/herself time to get acquainted with new situations and things					
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* Items 19 and 20 are reverse coded.

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