



ISSN: 1306-3111/1308-7355
NWSA-Vocational Sciences
NWSA ID: 2013.8.3.2C0046

Status : Original Study
Received: September 2012
Accepted: July 2013

E-Journal of New World Sciences Academy

**Şakire Ocak
Derya Şahin**

Faculty of Education, Ege University, 35100 Bornova-Izmir
sakire.ocak@ege.edu.tr
derya.sahin@ege.edu.tr

<http://dx.doi.org/10.12739/NWSA.2013.8.3.2C0046>

**A CORRELATIONAL PERSPECTIVE ON CHILD-MOTHER AND CHILD-TEACHER
RELATIONSHIPS AND GENDER DIFFERENCES**

ABSTRACT

The major objective of the current study was to examine whether or not perceptions of teachers and mothers concerning their relationships with preschool children would be similar to each other. It was hypothesized that the relationship perception of teachers and mothers with the same child would be expected to have similar relationship patterns. There were two main questions in the study. One of which is how relationship perception of teachers and mothers are correlated and to what extent these relationships are correlated. The other question was to what extent these relationships were influenced by gender of children. The correlational analysis yielded that none of the conflict, closeness and dependency factors were statistically significant for teacher's and mother's reports; i.e. their ideas did not match in term of these three factors considering their relationships. Although gender was not found as an effective factor for mothers, teachers perceived conflict with only boys rather than girls.

Keywords: Attachment Relationships, Child-Mother Dyad, Preschool Children, Child-Teacher Dyad, Relationship Perception

**KORELASYONEL BAKIŞAÇISIYLA ÇOCUK-ANNE VE ÇOCUK-ÖĞRETMEN İLİŞKİLERİNİN
VE CİNSİYET FAKTÖRÜNÜN İNCELENMESİ**

ÖZET

Bu çalışmanın temel amacı okul öncesi eğitim çağındaki çocukların anneleri ile öğretmenlerinin çocuklarla kurdukları ilişkileri algılama biçimlerinin benzer olup olmadığını saptamaktır. Çalışmada annelerin ve öğretmenlerin ilişkiyi algılama biçimlerinin benzer bir örüntüye sahip olacağı beklenmiştir. Bu doğrultuda iki temel soruya yanıt aranmıştır. Cevap aranan sorulardan ilki annelerin ve öğretmenlerin çocuklarla kurdukları ilişkileri algılama biçimlerinin ne düzeyde korelasyon gösterdiğidir. Diğeri ise bu ilişkileri algılama biçimlerinin çocukların cinsiyeti ile ilişkili olup olmadığıdır. Bulgular incelendiğinde annelerin ve öğretmenlerin ilişkide algıladığı çatışma, yakınlık ve bağımlılık puanlarının birbiriyle ilişkili olmadığı, diğeri bir ifadeyle ilişkiyi algılama biçimlerinin anlamlı bir korelasyon göstermediği bulunmuştur. Annelerin çocuklarıyla kurdukları ilişkiyi algılama biçimleri cinsiyete göre değişkenlik göstermezken öğretmenlerin kızlara oranla erkek çocuklarla daha çatışmalı bir ilişki algıladıkları belirlenmiştir.

Anahtar Kelimeler: Bağlanma, Çocuk-Anne Etkileşimi, Okul Öncesi, Çocuk-Öğretmen Etkileşimi, İlişki Algısı



1. INTRODUCTION (GİRİŞ)

Children and adults typically come together in a relationship context that mutually interacts to each other in a systematical manner [15 and 36]. Some critical factors which affect relationships as main issues include individual factors such as gender, inheritance as well as attitudes, beliefs, self-respect, personality traits etc. In these kinds of reciprocal interactions people usually share responsibilities, influence relationships formed with others and also they are affected by other's behaviors and/or relationship systems [15 and 36]. These interactions display typical patterns and reflect characteristics of relationships through time [30]. When child-adult interactions are considered, similar patterns could probably emerge in a mutual relationship. However the most critical issue in such a relationship is the way of adult's treatment to specific child (i.e. sensitivity and responsiveness of that adult) that would mainly determine the quality of relationship. It is obvious there is an asymmetry between child and adult in terms of their relationships because adults seem to take more responsibility to initiate and sustain mutual and close interactions than children [30].

It has been noticed that sensitivity and responsiveness of caregivers which are essential issues in secure attachment are mainly depend on their attachment history [7]. This means that personal attachment experiences in early childhood mainly affect parental attitudes and child rearing practices of adults [37]. Therefore the development of self-esteem and autonomy of children have been generally emphasized as being related to the degree of parent's own experiences in the early years [14].

On the other hand, the quality of child-adult relationships would mainly influence behavior patterns of children towards adults, that is, the child with a secure baseline tends to initiate positive interactions and responds positively to the adult with whom she/he has a close relationship. However insecurely attached children tend to ignore caregiver's initiative behaviors; express negative emotions or acts aggressively to keep adults close to themselves [2 and 22]. In this respect, researches have shown that nurturing and supportive relationships could enhance social and emotional development of children [1 and 30]. On the other hand, it should be noticed that the adult specified as significant should not always be parent; instead another significant adult could have a similar effect on children such as teachers. It has been stated that both children and teachers need to have close relationships with each other [16 and 32]. Preschool years are specifically seen as critical period for these kinds of relationships. Just like in their relationships with sensitive, responsive and socially supportive parents, children can initiate and maintain a secure relationship with teachers [17]. Researchers found that secure based relationships with teachers could compensate insecure child-parent attachment relationships. In other words, child who has an insecure relationship pattern with parent could have a chance to promote this pattern with his/her teacher in a supportive and nurturing relationship [25 and 27].

As it was specified in child-parent relationships, both children and teachers reflect early experiences, personality traits and heritage, competencies and social skills to each other in a complicated manner [34]. For instance the history of childrearing experiences of teacher would probably determine to describe and evaluate the signals and behaviors of children. If a teacher was exposed to child rearing practices such as, children should be strong enough under stress or they should not express their feelings overtly,



teacher in turn would expect this kind of behavioral repertoire from children [32]. Similarly behaviors of children have also a vital potential to affect relationship style. From this point of view, it is important to realize that children are not passive actors in relationships; they should be seen as a part of social system with several expectations from teachers [11 and 34].

A child may also have an expectation from others not to trust them as being sensitive and responsive to his/her needs based on their earlier attachment experiences with parents [2]. If a child cannot form secure and positive relationships with other significant adults, he/she would probably have a bias that teacher would not be confident as an adult figure. Based on this negative expectation, child seeks to confirm that expectation which leads the child to behave more likely in way lack of social competence. However, if behaviors of other significant adult like teacher do not confirm child's negative expectation such as by being sensitive and responsive, then the expectation of the child may be disrupted by teacher to form a new perception about relationships with others, specifically adults [2]. Therefore it would be critical to recognize relationship perception of significant adults in children's lives such as parents and teachers.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

The major objective of the current study was to examine whether or not perceptions of teachers and mothers concerning their relationships with children attending preschools would be similar to each other. In the direction of this goal, it was hypothesized that the relationship perception of teachers and mothers with the same child would be expected to have similar relationship patterns. There were two main questions in the study. One of which was how relationship perception of teachers and mothers were correlated and to what extent these relationships were correlated. The other question was related to gender of children. Researchers have shown that gender could be a critical factor in relationships formed with adults. Thus as Lovas (2005) reported similar findings were obtained from mothers and fathers which means both parties were found to be more sensitive with their daughters than their sons. Similarly daughters were found to be more responsive and involved during interactions with their mothers and fathers compared to sons. It has been also noticed that specifically teachers could have different relationship patterns with girls and boys in the classroom. It was stated that teachers tends to report much more closeness in their relationships with girls than boys and more conflict with boys as well [4 and 18]. Additionally girls and boys could also behave in a different way to their teachers [12, 16 and 28]. Although these findings have been mainly based on teacher or observer reports not children reports, it has been needed to make clear gender issues in such relationships. Thus, in this study, it was examined to what extent these relationships were influenced by gender of children.

3. METHOD (YÖNTEM)

3.1. Participants (Katılımcılar)

Totally five and six years old 53 children, their mothers and also their 17 female teachers from different preschools in Izmir, one of the third biggest cities in Turkey, were participated in this study. Six of 16 five years old children were girls and 10 of whom were boys. Eighteen of 27 were girls and 19 of whom were boys for 6 years old children. All of the children who had no special needs or disabilities were attending public preschools in one of the biggest



cities of west part of country. Children were randomly assigned based on the classroom list. The first five children and their mothers from each list were selected to be participated in the study.

3.2. Data Collection Tools (Veri Toplama Araçları)

Student-teacher relationship scale (STRS) [31]. This likert type instrument has been labeled as valid and reliable measurement tool to assess teacher's relationship perceptions formed with children in their classroom [30 and 31]. There are three subscales called conflict, closeness, and dependency. Also a total score is calculated considering those three subscales. Conflict subscale indicates how much conflict a teacher perceives with a particular child in their relationships. Closeness subscale shows how much closeness a teacher reports for specified child. Dependency subscale indicates to what extent a teacher perceives dependency in the relationship. Finally total score identifies teacher's relationship perception with a specified child as effective or not. In Turkish sample factor analysis has yielded similar results considering construct validity just as reported in original studies. When the original test - re-test reliability coefficients were considered it was indicated .92 for conflict subscale, .88 for closeness subscale and .76 for dependency subscale and .89 for total score. Internal reliability coefficients were found to be .92 for conflict subscale, .86 closeness subscale, and .64 for dependency subscale and .89 for total score. test-retest reliability coefficients were found .90 for conflict subscale, .82 for closeness subscale, and .55 for dependency subscale, and .87 for total score in Turkish sample. Additionally internal reliability was calculated as .84 for conflict subscale, .80 for closeness subscale, .72 for dependency subscale, and .86 for total score [3].

Child - parent relationship scale (CPRS) [29]. This is just alike likert type parent form of STRS including 30 self-report items to assess parent's relationship perceptions formed with their children [29]. In this scale which has a similar structure like STRS there are three factors specifying relationship pattern; conflict .83, positive aspects of relationship .72, and dependency .50 as well as total score. Internal reliability of Turkish sample was calculated and cronbach alpha score was found .83 for conflict, .62 for positive aspects and .50 for dependency dimensions.

3.3. Procedure (İşlem)

This study was planned to be a part of a granted project to assess similarity between relationship patterns of teachers and parents in 2008. In order to achieve this goal STRS and CPRS measures were collected from seventeen teachers and 53 mothers of participated children. The reason why teachers completed STRS for the first five students in classroom list was to concentrate on each child carefully without losing their interest since it was important to get actual ideas of teachers for those children. In the direction of this view teachers were informed about this issue verbally and asked them to carry out this task in a week. In addition to teachers, mothers of these children were also informed about the study and they were asked to complete CPRS carefully to reveal how they perceive relationships with their own children by sending an information letter attached to each. The same guideline as in teachers was valid for mothers. As a result of this process, participant children were assessed via STRS and CPRS to figure out to what extent teacher's and mother's views were related regarding their relationships with those specific children.

4. RESULTS (BULGULAR)

There were two main questions in the study, one of which was whether there would be a significant relationship between child-teacher relationships and child-parent relationships. In order to answer the first one, correlation coefficients were computed among three factors of both scales. The results of the correlational analysis presented in Table 1 showed that none of the factors were statistically significant for STRS and CPRS. Although the relationship between STRS Closeness and CPRS Closeness subscales tended to be significant, it was a low score to indicate a relationship. In general the results suggested that the relationship perception of teachers and mothers about the same children were not similar to each other.

Table 1. Correlations among three factors of STRS and CPRS (N=53)
(Tablo 1. ÖÖİÖ ve ÇEİÖ altölçeklerine ilişkin korelasyonlar N=53)

	STRS Conflict	STRS Closeness	STRS Dependency	CPRS Conflict	CPRS Closeness	CPRS Dependency
STRS Conflict	1,000					
STRS Closeness	-,419	1,000				
STRS Dependency	,105	,406	1,000			
CPRS Conflict	,056	-,194	-,012	1,000		
CPRS Closeness	-,296	,312*	-,075	-,131	1,000	
CPRS Dependency	-,229	,044	-,185	,374	,491	1,000

* Correlation is significant at the 0.05 level (2-tailed).

In the study, the second question was whether gender was an important variable in relationship perception of teachers and mothers. For this reason, a one way analysis of variance was conducted to evaluate the relationships between gender and three factors of STRS and CPRS. While gender was the independent variable, Conflict, Closeness and Dependency factors of both STRS and CPRS were defined as dependent variables. The ANOVA was significant $F (df1, df2) = 4.84, p = .016$ for only STRS Conflict scores of teachers and gender. As shown in Table 2, it was found that teachers perceived more conflict with boys than girls. In STRS Closeness and Dependency scores, there was no significant difference between girls and boys in their perceived relationships for teachers. Gender was not an effective factor in terms of three factors in CPRS either (see Table 3). In other words, there was no significant difference between mother's relationship perception and gender of children.

Table 2. The one-way ANOVA results for gender and STRS subscales
(Tablo 2. Cinsiyet değişkeni ve ÖÖİÖ altölçeklerine ilişkin tek yönlü varyans analizi sonuçları)

		N	X	SD	df	F	p
STRS Conflict	Girl	24	22,75	8,88	1		
	Boy	29	30,48	11,06	51		
	Total	53	26,98	10,76	52	7,64	,008
STRS Closeness	Girl	24	42,75	6,80	1		
	Boy	29	40,28	8,71	51		
	Total	53	41,40	7,93	52	1,28	,262
STRS Dependency	Girl	24	16,46	3,59	1		
	Boy	29	16,31	5,06	51		
	Total	53	16,38	4,41	52	,014	,905

Table 3. The one-way ANOVA results for gender and CPRS subscales
 (Tablo 3. Cinsiyet değişkeni ve ÇEİÖ altölçeklerine ilişkin tek yönlü varyans analizi sonuçları)

		N	X	SD	df	F	p
CPRS Conflict	Girl	24	28,75	7,55	1		
	Boy	29	31,14	7,85	51		
	Total	53	30,06	7,74	52	1,26	,268
CPRS Closeness	Girl	24	48,88	3,14	1		
	Boy	29	47,93	3,03	51		
	Total	53	48,36	3,09	52	1,23	,272
CPRS Dependency	Girl	24	19,71	5,49	1		
	Boy	29	18,97	4,59	51		
	Total	53	19,30	4,98	52	,29	,594

5. DISCUSSION (TARTIŞMA)

In the present study, it was assumed that mother's and teacher's ratings about their relationships with the same children would be correlated to each other. Therefore it was expected to find that mothers and teachers would perceive their relationships with children in the direction of similar pattern. However, the correlational analysis yielded that none of the conflict, closeness and dependency factors were statistically significant for STRS and CPRS, that is, when mothers and teachers have reported perceptions about the same child; their ideas did not match in term of these three factors considering their relationships. As it was stated in prior studies, surprisingly, while conflict in the teacher-child relationship was found as a risk factor for externalizing behavior problems in classroom, negative parenting was not reported as significant contributor for those kinds of risky behaviors [35]. Parallel to this finding, in that study, it was also noticed that decrease in externalizing behaviors were found associated with the higher degree of closeness in child-teacher relationships whereas lower degree of closeness in that relationship were associated with increase in externalizing behaviors.

In theory, it seems acceptable that various factors in the attachment history of significant adults like parents and teachers would probably influence relationship patterns of them with children [16]. Therefore, mothers and teachers could have different perceptions when they have been asked to rate to what extent they view conflict, closeness, and dependency in their relationships for the same children. Nevertheless, literature has mainly revealed that securely attached children to their parents display socially well adjusted behaviors towards other adults as opposed to the finding of the present study [1, 5, 17, 21, 26 and 30]. Similarly, children who have low level of anxiety in the parent-child relationships were found to be more voluntarily ensuring an open communication in their relationships with teachers [28].

When the findings of present study were considered, it should be also noticed that the relationship perceptions and expectations of significant adults in children's lives play remarkable role to enhance those relationships. Therefore it is necessary to take into account adult's representations related to adult-child relationships in order to initiate and maintain close relationships. These adult representations do not only include experiences with the specific child, but also they cover early experiences with significant adults in their own childhood [32]. For instance, a significant adult, parent or teacher, who has avoidant attachment style could not evaluate



his/her relationships in an appropriate manner, thus it could be difficult for that person to have close, secure and sensitive relationships with children. In this case, an adult could not probably display caring and sensitive treatment towards children who need additional support, help and supervision [19]. For this reason, the results of the present study could be interpreted based on these critical issues.

The second question in the present study was related to examine gender influences on child-mother and child-teacher dyads. According to the findings, teachers perceived conflict with only boys rather than girls although there is no significant difference between gender and closeness and dependency dimensions of STRS. In many studies including child-teacher relationships, gender was reported as an effective factor specifically for boys. Boys have been reported at higher risk than girls in terms of long-term behavioral problems and effects in their relationships with adults and school lives [6 and 13]. Similarly it was stated that young boys viewed their relationships with teachers as more conflictual than girls [24]. However in some of the studies, it was found that child behaviors and the quality of teacher-child relationships were not varied with gender [5, 9 and 23].

On the other hand, gender was not found as an effective factor for mothers in terms of three dimensions in CPRS. Compared to earlier researches, this finding seemed to have contradictory results especially in terms of parent's perception and gender. For example, Lovas (2005) has found that both mothers and fathers are more sensitive with daughters than with sons, and daughters are more responsive and involved in their relationships both with mothers and fathers than sons. Similarly Colarossi and Eccles (2003) found that boys and girls perceived least support from fathers although they couldn't find any gender differences in perceived support from mothers and teachers. Because of contradictory findings related to gender issue it has been emphasized that in future researches the differential perceptions of conflict emerging between boys and girls should be explored in the respect of child-mother, child-teacher dyads [24].

6. CONCLUSION AND RECOMMENDATIONS (SONUÇ VE ÖNERİLER)

Since parents and teachers are in an asymmetrical position to take more responsibility in their relationships with children, they should seek to find effective ways of enhancing their relationships to influence children's psychological, mental and emotional health positively [10]. At the end of this study, it seemed to be essential to improve relationship perceptions of parents specifically mothers and teachers as well so that it could be possible to enrich the quality those relationships. To ensure the development of positive relationships between children and significant adults in their lives, there needs to be a shared responsibility across all parties. It is therefore essential to have a partnership approach involving children, parents, teachers and other professionals to promote mutual respect and understanding.

REFERENCES (KAYNAKÇA)

1. Anderson, A.R., Christenson, S.L., Sinclair, M.F., and Lehr, C.A., (2004). Check & connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*, 42, pp:95-113.



2. Ashiabi, G.S., (2000). Promoting the Emotional Development of Preschoolers. *Early Childhood Education Journal*, Vol. 28, No. 2, pp: 79-84.
3. Beyazkurk, D., (2005). The effects of banking time intervention program on student-teacher relationships during preschool period. Unpublished doctoral thesis. Izmir: Ege Universitesi Sosyal Bilimler Enstitüsü.
4. Birch, S.H. and Ladd, G.W., (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35(1), pp: 61- 79.
5. Birch, S.H. and Ladd, G.W., (1998). Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology*, 34 (5), pp: 934-946.
6. Bloomquist, M.L, & Schnell, S.V., (2002) Helping children with aggression and conduct problems. New York: Guilford Press.
7. Bowlby, J., (1973). *Attachment and Loss: Separation, anxiety and anger*. New York: Basic Books.
8. Colarossi, L. G., & Eccles, J.S., (2003). Differential effects of support providers on adolescents' mental health. *Social Work Research*, 27(1), pp: 19-30.
9. Coplan, R.J. and Prakash, K., (2003). Spending time with teacher: characteristics of preschoolers who frequently elicit versus initiate interactions with teachers, *Early Childhood Research Quarterly*, 18, pp: 143-158.
10. DeJames, P.L., (2001). Effective parent/teacher/child relationships. *Education*, 102(1), pp: 34-36.
11. Ford, D.H. and Lerner, R.M., (1992). *Developmental systems theory: An integrative approach*. Newbury Park: Sage Publications.
12. Hagekull, B. and Hammarberg, A., (2004). The role of teachers' perceived control and children's characteristics in interactions between 6 years old and their teachers. *Scandinavian Journal of Psychology*, 45, pp: 301 - 312.
13. Hamre, B.K. and Pianta, R.C., (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), pp: 625-638.
14. Heinicke, C.M., Fineman, N.R., Ruth, G., Recchia, S.L., and Guthrie, D. (1999) Relationship-based intervention with at-risk mothers: Outcome in the first year of life, *Infant Mental Health Journal*, 20 (4), pp: 349-374.
15. Hinde, R.A., (1991). Relationships, attachment and culture: A tribute to John Bowlby. *Infant Mental Health Journal*, 12 (3), pp: 154-163.
16. Honig, A.S.,. (1998). Attachment and relationships: Beyond parenting. Paper Presented at the Head Start Quality Network Research Satellite Conference (East Lansing, MI, August 20, 1998). ED 423 043
17. Howes, C. and Hamilton, C.E., (1992). Children's relationships with caregivers: Mothers and child care teachers. *Child Development*, 63, pp: 859-866.
18. Kesner, J.E., (2000). Teacher characteristics and the quality of child-teacher relationships. *Journal of School Psychology*, 28(2), pp: 133 - 149.
19. Kennedy, J.H., & Kennedy, C.E., (2004). Attachment theory: Implications for school psychology. *Psychology in the Schools*, 41 (2), pp: 247-259.



20. Lovas, G., (2005). Gender and patterns of emotional availability in mother-toddler and father-toddler dyads, *Infant Mental Health Journal*, 26(4), pp: 327-353.
21. Main, M., and Weston, D.R., (1981). The quality of the toddler's relationship to mother and to father: Related to conflict behavior and the readiness to establish new relationships. *Child Development*, 19, pp: 547-556.
22. Main, M. and Cassidy, J., (1988). Categories of response to reunion with the parent at age six: Predictable from infant attachment classifications and stable over a 1- month period. *Developmental Psychology*, 24, pp: 415-526.
23. Mantzicopoulos, P. and Neuharth-Pritchett, S., (2003). Development and validation of a measure to assess Head Start children's appraisals of teacher support. *Journal of School Psychology*, 41, pp: 431-451.
24. Mantzicopoulos, P., (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables, *Journal of School Psychology*, 43, pp: 425-442.
25. Mitchell-Copeland, J., Denham, S. A., and DeMulder, E.K., (1997). Q-sort assessment of child-teacher attachment relationships and social competence in the preschool. *Early Education and Development*, 8(1), pp: 27-39.
26. Murray, C. and Greenberg, M.T., (2000). Children's relationships with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal of School Psychology*, 38 (5), pp: 423-445.
27. Murray, C. and Greenberg, M.T., (2001). Relationships with teachers and bonds with school: Social emotional adjustment correlates for children with anFd without disabilities. *Psychology in the Schools*, 38(1), pp: 25-41.
28. Murray, C. and Murray, K.M., (2004). Child level correlates of teacher-student relationships: An examination of demographic characteristics, academic orientations and behavioral orientations. *Psychology in the Schools*, 41 (7), pp: 751-762.
29. Pianta, R.C., (1995). Child-Parent Relationship Scale. Unpublished measure, University of Virginia, Charlottesville, VA.
30. Pianta, R.C., (1998). Enhancing relationships between children and teachers. Washington, DC: American Psychological Association.
31. Pianta, R.C., (2001) Students, teachers, and relationship support: Professional manual. U.S.A.: Psychological Assessment Resources, Inc.
32. Pianta, R.C. and Hamre, B.K., (2001a). Students, teachers, and relationship support: Consultant's manual. U.S.A.: Psychological Assessment Resources, Inc.
33. Rimm-Kaufman, S.E., Early, D.M., Cox, M.J., Salvja, G., Pianta, R.C., Bradly, R.H., and Payne, C., (2002). Early behavioral attributes and teachers' sensitivity as predictors of competent behavior in the kindergarten classroom. *Applied Developmental Psychology*, 23, pp: 451-470.
34. Schlechty, P.C. and Atwood, H.E., (2001). The student-teacher relationship. *Theory into Practice*, 16 (4), pp: 285-288.
35. Silver, R.B., Measelle, J.R., Armstrong, J.M., and Essex, M.J. (2005). Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher-child relationship during the school transition, *Journal of School Psychology*, 43, pp: 39-60.



-
36. Stevenson-Hinde, J., (1990). Attachment within family systems: An overview. *Infant Mental Health Journal*, 11 (3), pp: 218-227.
 37. Susman-Stillman, A., Appleyard, K., and Siebenbruner, J., (2003). For better or worse: An Ecological Perspective on Parents' Relationships and Parent-Infant Interaction. *Zero to Three*, January, pp: 4-12.