

COMPARISON OF SUBJECTIVE WELL-BEING INCREASING STRATEGIES THAT TURKISH AND SWEDISH MOTHERS USE FOR THEIR CHILDREN

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ABSTRACT

Education life begins in the family and parents are the first teachers of the children. Parenting attitudes are influenced by various variables like the parents' cultural characteristics. In this study, a comparison was made on subjective well-being increasing strategies used by Turkish-Swedish mothers for their children. It was aimed to examine the levels of subjective well-being increasing strategies implemented by Turkish and Swedish mothers for their children, to analyze the differences in terms of two subsamples, and to determine the determinants of the levels of subjective well-being increasing strategies implemented for children in the subsample and the total sample. The research was carried out using a quantitative descriptive scanning method and criterion sampling method. The sample of the study consists of 100 Turkish and 100 Swedish mothers who have children between the ages of 1 to 5. In this study, the scale named 'Subjective Well-Being Increasing Strategies Scale for Children (1-5 Ages)' developed by Eryılmaz and Sapsağlam (2018) was used. The collection of the data is placed in two stages. The Swedish version of the scale was first implemented for Swedish mothers. For this, the Turkish version was first translated into English and then into Swedish for mothers. As a result of the findings, significant data were concluded that Turkish mothers implemented higher level subjective well-being increasing strategies for their children. When the average values were examined, it was concluded that mothers who did not work implemented higher level subjective well-being increasing strategies for their children than working mothers. Besides this, the mothers who have high school and lower level implemented higher level subjective well-being increasing strategies for their children. In line with the results of the research, it can be said that culture is effective in the well-being of increasing strategies that mothers use for their children.

Keywords: child, culture, parent, subjective well-being increasing strategies

INTRODUCTION

The period from the birth of the child to the age of eight, which is called the early childhood period (UNESCO, 2018), is one of the most important periods of human life. During this period, which plays an important role in the child's life, most of the child's social-emotional,

physical, mental, psychomotor and language development is completed (Okur Akçay & Akçay, 2020). When the foundations of personality development are laid, attitudes and behaviors of parents in early childhood have a very important effect on a child's development. The sentimental support and attitudes received from their parents in the early childhood period affect the child's development considerably (MEGEP, 2011).

Lewis, Beavers, Gosselt, and Philips are defined as healthy families who have good intra-family communication and fulfill the functions expected from them at an adequate and necessary level (Polat, 2010). Having a mutually healthy family communication, family members are satisfied with this communication and have well-being. Children who grow up in families who have healthy communication skills are better able to cope with stressful situations. The positive and healthy family environment that the children grew up in eases subjective well-being of children in the communication process (Floyd, 2006; Hays et al., 2016; Koenig Kellas & Kranstuber Horstman, 2015). However, some families do not have these positive emotions and those families' members have conflicting relationships (Uçur, 2005).

Social-emotional development is an important consideration in early childhood development (Zakaria et al., 2021). The attitudes and strategies by parents towards their children affect their children's well-being. Well-being may be defined in many terms as "well being, benefit, advantage, value etc. of a person" (Moore & Crisp, 1996). Well being, which can also be defined as a person's evaluation of life satisfaction and reporting judgment, is a multidimensional structure with three important elements (Ben-Zur, 2003; Bradshaw et al., 2011; Diener, 2000). These three components include the experience of pleasurable emotions such as cheer, love, hope, excitement (positive effect), the experience of negative emotions such as hate, grudge, sadness, guilt, stress, dissatisfaction (negative effect), and the assessment of the person's quality of life (Ben-Zur, 2003; Bradshaw et al., 2011; Diener, 2000; Eryılmaz, 2009; Diener & Myers, 1995).

There are different approaches to well-being. The basic structure of the *adaptation approach*, which is one of these approaches, is the person's getting used to or adapting to the changing living conditions. At the basis of the adaptation approach, there is the idea that while persons react strongly to new events or conditions they encounter, as time passes, these reactions of the person will be replaced by the situation and their reactions will return to the old level (Yetim, 2001). In the *setpoint approach*, when the well-being of the people is considered over a wide period of time, it is seen that their well-being shows determination and has a set level (Diener, 1984; Eryılmaz, 2009). Another well-being approach suggested by Wilson in the 1960s is the *Erec (Telic) approach*. This approach is based on the satisfaction of the goals and needs of the person's well-being. According to this approach, if the person's goals and needs are not satisfied, it creates unhappiness in the person. In other words, the well-being of the person depends on meeting their goals and needs. It is said that the well-being may also be good when the goals of the person are reached and the needs of the person are met (Wilson, 1960 as cited by Köker, 1991). According to the *bottom-up approach*, the well-being of the person is the sum of the moments and experiences that the person has lived, enjoyed and satisfied in life (Diener, 1984). On the other hand, in the top-down approach, the positive attitude of the person towards events and situations may affect the interaction of the person's general tendency and the person's world (Yetim, 2001). It is observed that persons who have positive evaluations of living conditions and situations are at a high level of well being. In other words, children who have high subjective well-being love

their life as it is. And in the future they are going to be happy and productive, and overcome their problems effectively and constructively (Dahlan, 2016).

Establishing a safe and healthy relationship between the child and the parent depends on how parents raise their children and how they treat their children. The culture of parents and their children is one of the main factors affecting parental attitudes (Aydoğdu & Dilekmen, 2016; Gonzalez et al., 2001). Parents' child-rearing styles, the child-rearing styles the parents observe, the relationship between the parents, and the traditional child-rearing beliefs of the society and the personality traits of the parents are also important factors in the upbringing of the child (Belsky, 1984). The culture, which creates the values, beliefs and rules of the society by being passed down from generation to generation, provides important information about the people who live in that society (Bredekamp, 2015; Erdoğan & Alemdar, 2010; Özyürek et al., 2016). The parents want to transfer the characteristics of their own culture to their children. Because the most important thing that a parent does for her/his child is to determine the culture in which her/his child will grow up (Weisner, 2002).

When the studies about the subject are examined, studies are showing that parental attitudes affect children. Demircioğlu and Pektaş (2017) concluded that the positive attitudes of the parents help the children to have the ability to solve events. Besides this, having self-esteem, self-confidence and self-control are the other conclusions of the study. As a result, this will affect their capacity to make a positive impact, which is necessary in developing their children's self-confidence and sense of competence (Möller et al., 2014; Waite & Cresswell, 2015). According to Fleeson et al. (2002), the participation of the children with their families in social activities makes them happy. In this regard, Desforges and Abouchaar (2003) state that what parents do with their children is much more important than other factors that affect their lives throughout their lives. Along with studies showing the positive effects of parental attitudes on children, there are studies showing the negative effects of negative parental attitudes on children. Düzgün (2006) states that the negative attitudes of the parents affect the depression levels of their children negatively. Besides, in the study of Muris et al. (1996) it is seen that overprotective, authoritarian, as well as permissive parenting styles, cause the children living separation anxiety and having a discomposed psychological balance. Also, it is seen that parental attitudes affect the academic success of their children. The study carried out by Dornbusch et al. (1987) stated that irrelevant parental attitudes may cause anxiety to distract the child from school and success. In Dam's (2008) study, it is seen that the school success of students who have family problems is lower than the school success of students who do not have a family problem and receive support from their families. When it is seen in general, it may be said that the child who has good communication with their parents has an academic life two or three years more (Preedy & Sanderson, 2016).

Besides these studies, it is seen that culture also affects parental attitudes. Studies are showing parental attitudes are different in many cultures. The study carried out by Olivari et al. (2015) found that Swedish parents were significantly less authoritative than Italian and Greek parents, and more permissive than Italian parents. Besides, Greek parents are less authoritarian and permissive than Italian parents. Jutengren and Palmerus (2002) states that Swedish mothers do not exhibit behaviors and physical contact that their children do not want. In the research conducted by Bakhla et al. (2013) at the Indian culture, most of the students state that their parents have a 'democratic' attitude. In the research conducted by Bassam et al. (2015) at Swedish culture, it is seen that the most widely implemented

parenting model is moderate (average) parental control, warmth and communication model. In the study carried out by Demircioğlu and Pektaş (2017), it was revealed that the dominant parental attitude of Turkish origin mothers was democratic attitude. In addition, it was found that the attitudes of the mothers who participated in the study were highly impressed by the culture they lived in. When the related literature is examined, it is understood that one of the factors affecting parental attitudes is culture. However, when the literature examined it could not be found a study that showed the well-being increasing strategies used by Swedish and Turkish mothers for their children. From this point of view, within the scope of the study, it was aimed to examine the levels of the well-being increasing strategies implemented by Turkish and Swedish mothers for their children, to examine the differences in terms of two subsamples, and to examine the determinants of the levels of the well-being increasing strategies implemented to children in subsamples and the total sample. The study is thought to be important in terms of filling an important gap in the literature and presenting an intercultural projection to the subject.

METHODOLOGY

This research was carried out with the descriptive scanning model which is one of the quantitative research approaches. The scanning method is preferred to obtain and describe the situation to be investigated quantitative data on situations and events through a sample selected from the universe (Karakaya, 2014). The criterion sampling technique, one of the purposeful sampling methods, was used to determine the research group. Criterion sampling, it is aimed to study various situations depending on predetermined criteria. The variables to be used as criteria are created by the researcher or a previously prepared list of criteria can be used (Marshall & Rossman, 2014). The research group included 100 Turkish mothers with their children between the ages of 1-5 who attend preschool education institutions affiliated to the Ministry of National Education in Istanbul and 100 Swedish mothers with their children between the ages of 1-5 in Sundsvall, Sweden. In total, this study was conducted with 200 mothers.

In the collection of research data, the scale named ‘Subjective Well-Being Increasing Strategies Scale for Children (1-5 Ages)’ developed by Eryılmaz and Sapsağlam (2018) was used. The collection of the data is placed in two stages. The Swedish version of the scale was first implemented for Swedish mothers. For this, the Turkish version was first translated into English and then into Swedish for mothers. After the scale was translated into Swedish, the construct validity of the scale was tested by taking the opinions of three experts, and the comprehensibility of the items was tested by implementing the scale to five mothers. In line with the expert opinions and pilot application outputs, the final version of the scale was translated into Swedish and then the scale was implemented to mothers living in Sweden and the study group.

The questionnaire forms created in line with the research purposes on the scale consist of two parts. The first part consists of a personal information form created in order to determine the statistics about the descriptive characteristics of the mothers, and the second part consists of the scale items for determining the well-being increasing strategies used by the mothers towards their children. There are twelve items on the scale for determining the well-being increasing strategies used by mothers for their children. Two versions of the scale were implemented for Turkish and Swedish mothers. The item "I embraced her/him to make

my child happy" was removed from the scale implemented for Swedish mothers. Experts whose opinions were taken during the translation of the scale into Swedish stated that the expressions 'hug' and 'embrace' were the same and there were no two different expressions for this concept in Swedish. That's why the Swedish version of the scale was composed of 11 items.

The variables considered in terms of the whole sample appear to be country, age, employment status, education level and marital status. All of the mothers in the Turkey sample answered the marital status variable as married. In order for the data to be meaningful and the variables consistent within the groups, the findings of this variable were excluded from the study for both groups.

Analysis and Interpretation of Data

In this section, descriptive and normal distribution statistics for the scale are calculated and reported for two separate subsamples. After that, the validity and reliability tests implemented Sweden and Turkey subsamples are given.

Table 1
Descriptive Statistics

Subjective Well-Being Increasing Strategies	N	Minimum	Maksimum	\bar{X}	S.S
Sweden	100	2.18	5.00	3.83	0.56
Turkey	100	1.00	5.00	4.19	0.71
Whole Sample	200	1.00	5.00	4.01	0.66

\bar{X} : Average, S.S: Standard Deviation

For the Sweden subsample, the scale has a minimum value of 2.18, a maximum value of 5, an average of 3.83 and 0.56 standard deviations. For the Turkey subsample, the scale has a minimum value of 1.00, a maximum value of 5, an average of 4.19 and 0.71 standard deviations. For the whole sample, minimum value 1, maximum value 5, an average 4.01 and 0.66 standard deviation values were calculated.

Table 2:
Normal Distribution Statistics

Subjective Well-Being Increasing Strategies	Kolmogorov-Smirnov			S		K	
	ist.	s.d	Sig.	ist.	S.H	ist.	S.H
Sweden	.083	100	.086*	-.169	.241	.365	.478
Turkey	.151	100	.000	-2.047	.241	6.627	.478
Whole Sample	.089	200	.001	-1.115	.172	3.117	.342

*Represents normal distribution at 5% significance level, S: Skewness, K: Kurtosis

When the table is examined, it is seen that according to the normal distribution test results, the scale is normally distributed at the 5% significance level for the Sweden subsample, but the normal distribution cannot be achieved for the Turkey subsample and the whole sample. On the other hand, when the coefficient of skewness and kurtosis are

examined, a negative skewness and extreme steepness are observed, which can be considered significant for the Turkey sample and the whole sample. When the normal distribution tests are evaluated together, it has been decided to use non-parametric test techniques in the hypothesis tests to be made, since there are hypotheses involving the comparison of subsamples with each other in the research.

Scale Validity and Reliability Findings For Turkey and Sweden Subsamples

In order to determine the construct validity of the scale in the analysis of the data, exploratory factor analysis and Cronbach's Alpha reliability analysis were separately implemented in the Sweden and Turkey subsamples. The findings of the exploratory factor analysis and the findings of the Cronbach's Alpha reliability analysis of the data obtained from the Sweden subsample are as follows:

Table 3
Scale Validity and Reliability Results for Sweden Subsample

	Component			Explained Variance	Cumulative Variance
	1	2	3		
Subjective Well-Being Increasing Strategies					
8-I gave toys that she/he liked for making my child happy.	.870				
11-I took her/him to places such as shopping malls/bazaars to make my child happy.	.819			26.349	26.349
7-I gave the food she/he liked to make my child happy.	.751				
6-I gave permission for her/him to watch the cartoon she/he wanted to make my child happy.	.734				
<hr/>					
4-I made gestures and entertained her/him to make my child happy.		.834			
5-I sang songs and lullabies to make my child happy.		.816			
3-I played with her/him to make my child happy.		.680		25.595	51.944
10-I took her/him to the park to make my child happy.		.641			
9-I took her/him around to make my child happy.		.605			
<hr/>					
1-I hugged her/him to make my child happy.			.844	15.427	67.372
2-I kissed her/him to make my child happy.			.788		
<hr/>					
KMO Sampling Adequacy				.735	
Bartlett Test for Sphericity		Approximate Square s.d	Chi-	460.173	
		Sig.		55	
				.000	
Cronbach's Alpha			0.807		

When the table is examined, the KMO statistic, which measures the sampling adequacy of the items during the exploratory factor analysis conducted with the Sweden sample, indicates a good sampling adequacy ($0.9 > KMO > 0.7$). On the other hand, the findings

of the sphericity test indicate that the items together have sufficient statistical relationship to explain a phenomenon ($\text{sig.} < 0.05$). When the rotation matrix is examined, it is seen that the scale explains approximately 67% of the total scale variance with 3 factors. The fact that the variance explanatory power is over 50% is a positive finding in terms of the measuring power of the scale. In terms of the power of measuring, all factor scores of the scale items are above 0.5 is another positive finding. Finally, when the Cronbach's Alpha reliability coefficient of the scale is examined, it can be said that it is a measurement tool that can measure with a very high reliability ($0.9 > 0.8 > \text{Alpha}$).

The findings of the exploratory factor analysis and the findings of the Cronbach's Alpha reliability analysis of the data obtained from the Turkey subsample are as follows:

Table 4

Scale Validity and Reliability Results for Turkey Subsample

	Component		Explained Variance	Cumulative Variance
	1	2		
Subjective Well-Being Increasing Strategies				
4-I played with her/him to make my child happy.	0.860			
3-I hugged her/him to make my child happy.	0.854			
2-I kissed her/him to make my child happy.	0.828			
1-I embraced her/him to make my child.	0.807			
6-I sang songs and lullabies to make my child happy.	0.792		41.712	41.712
11-I took her/him to the park to make my child happy.	0.709			
5-I made gestures and entertained her/him to make my child happy.	0.675			
10-I took her/him around to make my child happy.	0.644			
8-I gave the food she/he liked to make my child happy.		0.839		
12-I took her/him to places such as shopping malls/bazaars to make my child happy.		0.790		
9- I gave toys that she/he liked for making my child happy.		0.714	22.670	64.383
7-I gave permission for her/him to watch the cartoon she/he wanted to make my child happy.		0.694		
KMO Sampling Adequacy			.868	
Bartlett Test of Sphericity	Approximate Chi-Square		738.349	
	s. d.		66	
	Sig.		.000	
Cronbach's Alpha	0.887			

When the table is examined, it is seen that the sampling adequacy of the scale is quite high during the exploratory factor analysis made with the data obtained from the Turkey subsample, and the sphericity test findings have a sufficient degree of relationship with each other. The scale can explain approximately 64% of the total scale variance with two factors. In terms of the power of measuring, all factor scores of the scale items are above 0.5 is a

positive finding. The Cronbach's Alpha coefficient of the scale indicates that the scale is a measurement tool capable of measuring with a very high reliability.

According to the validity and reliability coefficients implemented both versions of the scale separately, in the light of the findings of the exploratory factor analysis and Cronbach's Alpha reliability, the scale is considered to be structurally valid and capable of measuring with high reliability.

RESULTS

The statistics of the descriptive characteristics of the mothers included in the study were collectively presented. The findings regarding the appropriate test statistics of the research questions (hypotheses), which include examining the answers to the scale items according to the variables related to the child and the mother, are given below.

Table 5
Descriptive Statistics of Sweden and Turkey Subsamples

Variable	Category	Turkey		Sweden		Total	
		N	%	N	%	N	%
Age	18-30 age	28	28.0%	29	29.0%	57	28.5%
	31-40 age	66	66.0%	54	54.0%	120	60.0%
	41 age and up	6	6.0%	17	17.0%	23	11.5%
	Total	100	100.0%	100	100.0%	200	100.0%
Educational Status	High school and below	69	69.0%	5	5.0%	74	37.0%
	Bachelor	26	26.0%	33	33.0%	59	29.5%
	Postgraduate	5	5.0%	62	62.0%	67	33.5%
	Total	100	100.0%	100	100.0%	200	100.0%
Working Status	Non-working	74	74.0%	11	11.0%	85	42.5%
	Working	26	26.0%	89	89.0%	115	57.5%
	Total	100	100.0%	100	100.0%	200	100.0%
Marital Status	Married	100	100.0%	77	77.0%	177	88.5%
	Single/Separated	0	0.0%	23	23.0%	23	11.5%
	Total	100	100.0%	100	100.0%	200	100.0%

The distribution of Turkish mothers by age groups is 28% for the age group 18-30, 66% for the age group 31-40, and 6% for the age group 41 and up. The distribution of Turkish mothers by their education level is 69% for high school and below education level, 26% for bachelor level and 5% for postgraduate level. When the distribution of mothers by their working status is examined, it is seen that 74% of the Turkish mothers responded as non-working and 26% of the mothers responded as working. It is seen that all of the Turkish mothers responded to the marital status category as married.

The distribution of Swedish mothers by age groups is 29% for the age group 18-30, 54% for the age group 31-40, and 17% for the age 41 and up. The distribution of Swedish mothers by education level is 5% for high school and below education level, 33% for

bachelor level, and 62% for postgraduate level. When the distribution of mothers by their working status is examined, it is seen that 11% of the mothers responded as non-working and 89% of the mothers responded as working. The distribution of Swedish mothers by marital status is seen as 77% married and 23% single/separately.

Examining Subjective Well-Being Increasing Strategies Implemented by Mothers for Their Children in Terms of Various Variables

This part of the study includes testing the research hypotheses with appropriate test statistics and reporting the findings with tables and comments. The first research hypothesis is as follows:

H1: There is a difference between Turkish and Swedish mothers in terms of the well-being increasing strategies they implemented towards their children.

Table 6

Testing of the Differences Between Turkish and Swedish Mothers in terms of Subjective Well-Being Increasing Strategies

Variable	Country	N	\bar{X}	S. S.	\bar{r}	Mann-Whitney U	Z	sig.
Well-being Increasing Strategies	Turkey	100	4.189 2	.7072 9	121.4 7	2903.000	-	0.00
	Sweden	100	3.832 0	.5556 7	79.53			

*%5 symbolizes significant difference in significance level, \bar{X} : Average, S.S.: Standard Deviation, \bar{r} : average rank z: z statistics

When the findings were examined, a statistically significant difference was found at the 5% significance level between Turkish mothers (4.19 ± 0.71) and Swedish mothers (3.83 ± 0.56) in terms of well-being increasing strategies they implemented towards their children. ($z = -5.127$, sig. <0.05).

The second research hypothesis is as follows;

H2: There is a difference between mothers of different ages in terms of the well-being increasing strategies that they implemented towards their children.

Table 7

Testing of the Differences of Subjective Well-Being Increasing Strategies Implemented by Mothers' Age Groups

Variable	Age Groups	N	\bar{X}	S. S.	\bar{r}	X^2	sig.
Well-being	18-30 ages	57	3.9629	.71460	98.36		
Increasing	31-40 ages	120	4.0177	.64015	101.05	0.129	0.937
Strategies	41 age and up	23	4.0912	.63338	102.91		

\bar{X} : Average, S.S.: Standard Deviation, \bar{r} : average rank X^2 : chi-square statistics

When the findings were examined in terms of subjective well-being increasing strategies implemented towards their children, there was no significant difference at the 5% significance level among mothers between the ages of 18-30 (3.96 ± 0.71), 31-40 years (4.02 ± 0.64) and 41 years and up (4.09 ± 0.63).

The third research hypothesis is as follows;

H3: There is a difference between working and non-working mothers in terms of subjective well-being increasing strategies that they implemented towards their children.

Table 8

Testing of the Differences of Subjective Well-Being Increasing Strategies Implemented by Mothers' Employment Status

Variable	Working Status	N	\bar{X}	S. S.	\bar{r}	Mann-Whitney U	Z	sig.
Well-Being	Non-working	85	4.0734	.77139	111.12	3984.500	-2.23	0.026
Increasing	Working	115	3.9642	.56123	92.65		3*	
Strategies								

*%5 symbolizes significant difference in significance level, \bar{X} : Average, S.S.: Standard Deviation, \bar{r} : average rank z: z statistics

When the findings were examined, a statistically significant difference was found at the 5% significance level between mothers who were not working (4.07 ± 0.77) and working (3.96 ± 0.56) in terms of their subjective well-being increasing strategies they implemented towards their children. ($z = -2.233$, sig. <0.05).

The fourth research hypothesis is as follows;

H4: There is a difference that mothers of different education levels in terms of subjective well-being increasing strategies they implemented towards their children.

Table 9

Testing the Differences of Subjective Well-Being Increasing Strategies Implemented by Mothers' Education Level

Variable	Educational Status	N	\bar{X}	S. S.	\bar{r}	X^2	sig.	Comparison
Well-Being Increasing Strategies	A.) High School and below	74	4.1481	.78714	119.22	15.63	0.00	A>B*
	B.) Bachelor	59	4.0452	.51954	99.53	8*	0	A>C*
	C.) Postgraduate	67	3.8281	.57587	80.68			

*%5 symbolizes significant difference in significance level, \bar{X} : Average, S.S.: Standard Deviation, \bar{r} : average rank X^2 : chi-square statistics

When the findings were examined, a statistically significant difference at the 5% significance level was found among the mothers who had high school and below (4.15 ± 0.79), bachelor level (4.05 ± 0.52) and postgraduate level (3.83 ± 0.58).

DISCUSSION AND IMPLICATIONS

When the findings are examined, it is seen that 69% of Turkish mothers have high school and below education level, while Swedish mothers have high school and below with a rate of only 5%. In the Sweden subsample, it is seen that 62% of the mothers have a postgraduate level. Another remarkable result regarding the educational status is that only 5% of Turkish mothers responded to the postgraduate level, while 62% of Swedish mothers responded postgraduate level. Thus, it was concluded that Swedish mothers had a higher education level than Turkish mothers. A similar difference was observed in the working status of mothers. While 74% of Turkish mothers were not working, it was observed that only 11% of Swedish mothers were not working, and 89% of them were working. So, the working level of Turkish mothers is lower than Swedish mothers were. This may be due to the fact that the person responsible for the economy of the home in Turkish society is the father. In Turkish society, which is a patriarchal society, it can be said that mothers are generally responsible for the daily care and meeting of the needs of the child (Yapıcı, 2010). Considering that mothers and fathers have equal rights in participating in social life in Swedish society, it is seen that mothers attach importance to their economic independence. The parents have equal roles in the care and child-rearing of the child. Therefore, it is seen that Swedish mothers take an active role in both education and economics (Kul Parlak, 2016).

An interesting result was obtained when the marital status variables were examined. When the results are examined it is seen that all the Turkish mothers answered the marital status as married. While it was observed that 77% of Swedish mothers were married, it was concluded that there were mothers who answered separated. However, it was not possible to reach a meaningful conclusion that the marital status of Turkish and Swedish mothers affected the well-being of the children.

Results Concerning with the Examination of Subjective Well-Being Increasing Strategies Used by Mothers for Their Children in Terms of Various Variables

Statistically significant differences were found at the 5% significance level between Turkish and Swedish mothers in terms of subjective well-being increasing strategies towards their children. When the average values were analyzed, it was seen that Turkish mothers implemented higher levels of subjective well-being increasing strategies towards their children. Considering the differences between Turkish and Swedish cultures in terms of scale items used in the study and the differences in child-rearing attitudes between two cultures, the result obtained coincides with the anticipated hypothesis. This situation is thought to be related to differences in child-rearing attitudes in Turkish and Swedish cultures and it is due to Swedish mothers working more intensively and spending less time with their children. While, Turkish mothers behave more protective towards their children in terms of child-rearing and they are in physical contact and warm-blooded (Çalışkan et al., 2018), Swedish mothers do not exhibit behaviors and physical contact that their children do not want (Jutengren & Palmerus, 2002; Olivari et al., 2015). Some studies on child-rearing in Turkish and Swedish cultures support the differences between these two cultures. In the study of Demircioğlu and Pektaş (2017), it was found that the attitudes of the mothers who participated in the study were highly influenced by the culture they lived in. In the research conducted by Bassam et al. (2015) at Swedish culture, it is seen that the most widely implemented parenting model is moderate (average) parental control, warmth and communication model. Similarly, in the study done by Olivari et al. (2015) was concluded that Swedish parents were significantly less authoritarian compared to Italian and Greek parents and more permissive than Italian parents. This supports the prediction that Swedish mothers behave more permissively and comfortably than mothers in other cultures. The conditions of the parents affect their parenting attitudes. Clair (2012) stated that there is a relationship between the well-being of the parents and the life satisfaction of their children. In this study, it was found that the quality of the children's relationship with their mothers changes according to the satisfaction level of the children.

Statistically significant differences were found at the 5% significance level between working and non-working mothers in terms of subjective well-being increasing strategies towards their children. When the average values were analyzed, it was seen that non-working mothers implemented higher levels of subjective well-being increasing strategies than working mothers. This result may be thought to be related to the fact that non-working parents have more opportunities to spend more time with their children. As a matter of fact, in the study of Aydoğdu and Dilekmen (2016), a significant difference was found in favor of non-working parents between working parents and non-working parents. The result obtained from this study supports the conclusion that non-working mothers implemented more subjective well-being increasing strategies towards their children than working mothers. Working mothers exhibit a more permissive and tolerant attitude as they think they neglect their children because of their work (Yavuzer, 2001).

There were statistically significant differences at the 5% significance level between mothers who have high school and lower, bachelor and postgraduate level in terms of subjective well-being increasing strategies they implemented towards their children. A higher level of difference was found on subjective well-being increasing strategies implemented by mothers who have high school and lower education levels towards their children than mothers who have bachelor and postgraduate levels. It was observed that there was a

negative correlation between subjective well-being increasing strategies implemented towards their children with the increasing of the education level of mothers. The reason for this result is thought to be related to the fact that Turkish mothers do not continue their educational life after high school and below level, and spend more time with their children and influential cultural factors. So, it may be concluded that Swedish mothers spend less time with their children due to their high educational level. The study of Özyürek and Tezel Şahin (2008) examined the effects of demographic characteristics of parents with children aged 5-6 on their child-rearing attitudes. In this study, it was observed that primary school graduate mothers displayed more identify of an attitude with their children than high school and university graduates. This result supports the conclusion obtained in this study that the well-being increasing strategies implemented to their children by mothers with high school and below education levels are higher than mothers with bachelor and postgraduate degrees. Again, in this study, it was observed that the mother's attitudes were not significantly affected by the age and working statu of the mother, the gender of the child and the order of birth.

CONCLUSION

As a result of all the findings, it may be said that culture affects parental attitudes and strategies. At the same time, when the findings were examined, it was concluded that depending on various variables, the subjective well-being increasing strategies that parents implemented towards their children were different. As a result of this research conducted with Swedish and Turkish mothers, the following suggestions have been made to be a source for future studies; In the present study, it was only studied with mothers. In subsequent studies, a study may be carried out with fathers. Besides this, a study may be carried out that a scale of parents used subjective well-being increasing strategies depending on the gender of the parents too. Also, it may be conducted some studies on other variables and factors affecting subjective well-being increasing strategies used by mothers. Along with, it may be conducted some studies examining parental attitudes in cross-cultural countries and the impact of culture on parental attitudes. Lately, it is recommended to support parents' competencies in this area by adding educational content on the use of strategies to increase subjective well-being of children in family education programs.

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