

Effect of Parental Attitudes on Peer Relationships in Children Between the Ages of 5-6¹

5-6 Yaş Çocuklarda Ebeveyn Tutumlarının Akran İlişkilerine Etkisi

Özge

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Makalenin referans gösterilmesi:

Erdoğan,
Ö., Çetinkaya, Ş.
(2023). Effect of
Parental Attitudes on
Peer Relationships in
Children Between the
Ages of 5-6, SCAR,
2023;2(2):136-150

Sorumlu Yazar:

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Makale Geliş

Tarihi: 14.09.2023

Makale Kabul

Tarihi: 12.12.2023

Abstract

This research is a cross-sectional type research conducted in order to examine the effect of parental attitudes on peer relationships in children aged 5-6 years who are studying in preschool institutions. The research was conducted in 8 pre-school education institutions in the Nicosia, Kyrenia and Famagusta districts of the Turkish Republic of Northern Cyprus (TRNC) between February and May 2019, with the participation of 263 families and 25 teachers. The child's parents filled the "Parental Attitude Scale" and "Introductory Information Form", while teachers filled the "Selcuk Peer Relations Evaluation Scale" so that it is separate for each child by meeting face-to-face. The study examined factors that could affect parental behavior. There were differences in behavior for children in public and private preschool institutions. The mean of aggression of the children involved in the study (25.82); timidity (22.94), social acceptance (17.27), problem solving (17.69) and social behavior (23.81). Parents reported that they had a democratic attitude at 4.45 percent. The parent's authoritarian attitude was found to have a negative effect on the child's peer acceptance (p.05). But democratic and permitting parental attitudes did not differ markedly in the child's behavior. It was also found that the parent's authoritarian attitudes had negative effects on the child's peer acceptance.

Keywords: Peer relationships, Parental, Parental attitudes, Early childhood, Nursing

Özet

Bu araştırma, okul öncesi kurumlarında öğrenim gören, 5-6 yaş çocuklarda, ebeveyn tutumlarının akran ilişkilerine etkisini incelemek amacıyla yapılan, kesitsel tipte, bir araştırmadır. Araştırma, Kuzey Kıbrıs Türk Cumhuriyeti (K.K.T.C.) Lefkoşa, Girne, Gazimağusa ilçelerinde bulunan 8 okul öncesi eğitim kurumunda Şubat-Mayıs 2019 tarihlerinde 263 aile ve 25 öğretmen katılımıyla uygulandı. Çocuğun anne ya da babası "Ebeveyn Tutum Ölçeği" ni ve "Tanıtıcı Bilgi Formu" nu, öğretmenler ise yüz yüze görüşülerek her bir çocuk için ayrı olacak şekilde "Selçuk Akran İlişkilerini Değerlendirme Ölçeği (SAİDÖ)" ni doldurdu. İstatistiksel analizler SPSS paket programı kullanılarak yapıldı. Çocuklardan %47.5'i erkek, %52.5'i kız; %16.3'ü 5, %83.7'si 6 yaşındadır. Araştırmada ebeveyn davranışlarını etkileyebilecek faktörler incelendi. Devlet ve Özel okul öncesi kurumlarındaki çocukların davranış farklılıkları gözlemlendi.

Araştırmaya katılan çocukların saldırganlık ortalaması ("X" $\bar{=}$ 25.82); çekingenlik ("X" $\bar{=}$ 22.94), sosyal kabul ("X" $\bar{=}$ 17.27), problem çözme ("X" $\bar{=}$ 17.69) ve sosyal davranıştan ("X" $\bar{=}$ 23.81) yüksek bulundu. Ebeveynler "X" $\bar{=}$ 4.45 oranında demokratik tutum gösterdiklerini bildirdi. En yüksek düzeyde gözlenen demokratik tutumu sırasıyla aşırı koruyucu ("X" $\bar{=}$ 3.84), izin verici ("X" $\bar{=}$ 2.18) ve otoriter ("X" $\bar{=}$ 1.84) tutum izledi.

Ebeveyn tutumlarından aşırı koruyucu tutum ve otoriter tutumun çocuğun akran ilişkilerine olumsuz etkileri olduğu sonucuna ulaşıldı. Ebeveyn tutumları arasında yer alan aşırı koruyucu tutum ile çocuğun problem çözme yeteneği arasında zıt yönde bir ilişki bulundu (p<0.05). Ebeveynin otoriter tutumunun ise çocuğun akran kabulünü olumsuz etkilediği tespit edildi (p<0.05). Fakat demokratik ve izin verici ebeveyn tutumları çocuğun davranışlarında belirgin bir farklılık oluşturmadı.

Anahtar Kelimeler: Akran ilişkileri, Ebeveyn tutumları, Erken çocukluk, Hemşirelik

¹This is the thesis study carried out under the supervision of Prof. Dr. Şenay ÇETİNKAYA.
SCAR, 2023;2(2):136-150

INTRODUCTION

The most basic role in the development of an individual in mental, physical and other areas, including the socialization process, belongs to the family. The child has the opportunity to observe and examine human relations in all aspects in the family environment (Yörükoğlu, 2015). The family is also a bridge between the individual and the society in which s/he lives. The child learns to express himself/herself and manage his/her emotions in the family environment. The positive interactions of the parents help the child in building the psychological and social development on a solid basis (Cüceloğlu, 2017).

The family structure, which bears the parent's own personal characteristics, is one of the factors determining the approach of child rearing (Gordon, 2015). Previous studies support the ongoing existence of two basic dimensions of parental behavior, the first of which is the acceptance-rejection dimension, in the form of accepting-approving or rejecting-not approving. These two dimensions focus on parental behaviors. A warm relation helps children develop a responsible and self-controlled personality; however, a hostile relation tends to promote aggression (Gander & Gardiner, 1981). The second dimension, which is the control-autonomy dimension, focuses on how restrictive or how permitting parents are in executing the behavior rules. Children in authoritarian family environment often grow up polite, well-behaved but highly dependent. Permitting parents tend to have sociable and bold, but rather aggressive children (Göktaş, 2015; Gander & Gardiner, 1981).

Establishing healthy and good relations both with the individuals in the family and peers and other people in the future life of the child and enhancing these are shaped by the attitudes and behaviors of the parents (Şanlı& Öztürk, 2012). According to previous studies, parents' child-rearing attitudes can be considered as permitting (over-tolerant), oppressive (authoritarian), democratic, overprotective, rejective and inconsistent (unbalanced) attitudes (Demir & Şendil, 2008).

The nature of parent and child relations is very important for facilitating the child's integration into the society (Inanc et al., 2017). Previous researchers focused on studying the parental attitudes and behaviors to analyze the child's relations with psychosocial cohesion accurately (Park & Holloway, 2018; Ullman et al., 2017). In studies conducted in our country and in international studies, peer relations and parental attitudes in different periods of childhood have started to be included more. However, the need continues for short and long-term studies, in which different variables, sampling groups and parents are evaluated separately.

Although the number of studies examining the effects of parental behaviors and peer relations is increasing with each passing day, especially adolescent period problems are at the forefront in conducted studies (Garcia, 2015). Studies conducted on this field in early childhood is quite few in number. As a matter of fact, early childhood is a time when the connection with parents is much higher than with the environment. Based on this characteristics, the effect of parental behaviors in early childhood on the child is important when we consider the assumption that the basics of personality is shaped during the period covering the first six years. However, according to cognitive approach theories, peers also pose a significant change factor in cognitive development (Grljušić & Kolak, 2018).

This study is important in terms of creating positive behaviors in parents, and seeing individual differences in early childhood behaviors in children of all ages. It is necessary to provide the appropriate environment and conditions to ensure the psychosocially and

physically healthy development of the child. The duty of child nurses is to support the family in providing this environment, to evaluate the family life of the child who have behavioral problems, to plan and counsel appropriate training for the family (Aykanat & Gözen, 2014). For this reason, it is considered that the results of the study will be a guide especially for parents, nurses, psychologists, preschool teachers and other field researchers.

This study was conducted to examine the effects of parental attitudes on peer relations in 5-6-year-old children studying in pre-school educational institutions.

METHODS

The study had a cross-sectional design, and was conducted between February and May 2019 in 8 state and private pre-school educational institutions that agreed to participate in the study in the Nicosia, Kyrenia and Famagusta districts of the Turkish Republic of Northern Cyprus (TRNC). The parents who agreed to participate in the study filled out the “Introductory Information Form” and “Parental Attitude Scale”. The “Selçuk Peer Relations Evaluation Scale” was filled face-to-face with the teachers of students whose scales of attitude were filled out.

The universe of the study consisted of parents and teachers with children who were between 5 and 6 years of age in 8 private and state preschool educational institutions and the teachers working in these institutions in Nicosia, Kyrenia and Famagusta districts of the TRNC with random sampling method. The sampling of the study consisted of 263 families and 25 teachers working within the institution, who participated voluntarily in the study from among 760 children and their families who studied in the above-mentioned schools in TRNC between the specified dates.

After the permission was obtained from the Ministry of National Education of TRNC, the school administrations and families who volunteered to participate in the study were asked to fill out the scale forms by explaining them and importance of the study. The scale forms were used in 8 schools, 6 of which were state and 2 were private schools, which agreed to participate in the study. Only the answers of the families who completed the scales were evaluated. After the scales were received from the families, teachers were informed about the study, and were asked to fill the “Selçuk Peer Relations Evaluation Scale (SEPRS)”. The teachers filled a separate form scale for each of the children of families who provided feedbacks.

The data collection tools for the study consisted of the form that included parents’ information (Personal Information Form), “Parental Attitude Scale” and “Selçuk Peer Relations Evaluation Scale”.

Personal Information Form

There were 12 questions including demographic characteristics of the family and the child in the introductory information form that was prepared by the researchers. These questions included the age of the mother/father, educational status, income level, the number of children in the family, the ranking of the children who collected the information among the siblings and the age of the child.

Parental Attitude Scale

The “Parental Attitude Scale” was developed by Demir and Şendil in 2008 (Demir & Şendil, 2008). A total of 12 different scales were made use of in the creation of the scale. The items of the scale were abbreviated to perform the same function. In addition to the parental attitudes reported by Baumrind, the study on child-rearing styles conducted by Maccoby and Martin, who developed these parenting styles, also contributed to the formation of the scale

(Maccoby & Martin, 1983; Baumrind, 1971). The control and interest aspect of parenting manifested itself in the form of four different attitudes, which were “Democratic (17 items), Authoritarian (11 items), Overprotective (9 items), Permitting (9 items)”. The scale questions consisted of 46 items (Demir & Şendil, 2008).

The data obtained from 420 mothers and fathers were examined in the questionnaire of validity and reliability of the scale developed by Demir and Şendil. As a result reliability analysis, the Cronbach’s alpha values were found to be .83 for “Democratic Attitude”, .76 for “Authoritarian Attitude”, .75 for “Overprotective Attitude” and .74 for “Permitting Attitude” (Öztabak, 2017; Demir & Şendil, 2008).

Selçuk Peer Relations Evaluation Scale (SEPRS)

With Selçuk Evaluation of peer relations Scale (SEPRS), the purpose is to determine the relations of the child with peers by filling out privately by classroom teachers for each child. There are questions that include positive and negative characteristics of the child in the scale. Each item aims to measure the frequency of the behavior of the child by classroom teachers who have the most observation opportunities at school on the child. The questionnaire consists of answers in 5-Point Likert style ranging between “Never” and “Always”. The behavior patterns were examined in 5 different dimensions in the specified questions, which were “Timidity”, “Social acceptance”, “Problem-solving”, “Social behavior” and “Aggression” subdimensions (Özmen, 2013).

Different methods are used when making reliability evaluations. The consistency of the items was evaluated in SEPRS by using the Cronbach Alpha Reliability Coefficient. Separate reliability coefficients were determined for the five different dimensions evaluated in SEPRS. Each subdimension was evaluated in the results, which were obtained between .77 and .79 (Kolcu, 2014; Özmen, 2013).

Evaluation of Data

Statistical analyses were made by using a demo package program called SPSS. Frequency tables and descriptive statistics were used in the interpretation of the study findings. Non-parametric methods were used for the measurement values that did not fit normal distribution. The “Mann-Whitney U” test (Z-table value) was used to compare the measurement values of two independent groups, in line with non-parametric methods; and the “Kruskal Wallis H Test” (χ^2 -table value) was used to compare them with the measurement values of three or more independent groups. Bonferroni Correction was applied for paired comparisons of variables that had significant difference for three or more groups. The “Spearman Correlation Coefficient” was used to examine the relations between two quantitative variables that did not have normal distribution.

Ethical Aspect of Research

After the permission was obtained from Çukurova University Non-Interventional Research Ethics Board (dated 05.10.2018, numbered 81/26), the permission of TRNC Ministry of National Education was also obtained. The parents and teachers who participated in the study were informed about the purpose and contents of the present study, and their consent was obtained.

Limitations of Study

The study was limited to the data obtained from 263 children, who were 5-6 years old, studying in independent kindergartens and primary school-related kindergartens in Nicosia, Kyrenia and Famagusta districts of Nicosia, Kyrenia and Famagusta districts, the sampling was selected with random sampling method. It was tried to select as close numbers as possible

from 5 and 6 age groups. However, since the mean age in public schools is close to 6 years of age in state schools, the results of the study are limited to this age group.

RESULTS

A total of 125(47.5%) children included in the study were male, 138(52.5%) were female, 43(16.3%) were 5 years old, and 220(83.7%) were 6 years old; and 54(20.5%) of the children did not have siblings. The number of the children with one sibling was 83(31.6%), the number of children with two siblings was 74(28.1%), and the number of children with three and more siblings was 52(19.8%), The number of single children in the family was 54(20.5%), the number of children in the first rank was 83(31.6%), the number of median children was 33(12.5%), and the number of children as the last child was 93(35.4%).

The income level of the families included in the study was low in 30 families (11.4%), moderate in 219 families (83.3%), and high in 14 families (5.3%). A total of 232(88.2%) of the families were elementary families, and 31(11.8%) were large families; and 244(92.8%) of the parents who completed the questionnaire stated that they lived with their spouses, and 19(7.2%) were separate, 204(77.4%) of whom were the child's mothers and 59(22.4%) were fathers.

The average age of the relatives who participated in the study was 35.10 ± 5.43 (year). Those who were at and below 30 years of age were 50 people (19.0%), those who were between 31-35 years of age were 97(36.9%), those between 36 and 40 years of age 80 (30.4%), and those who were aged 40 and over were 36 people (13.7%). It was also determined that 128 of the relatives (48.7%) were from primary education level, 96(36.5%) were undergraduate, and 36(14.8%) were from the graduate level; and 32(12.2%) had medical specialists in their families, and 231(87.8%) did not have medical specialists in their families.

The distribution of the findings obtained with the scales is given in Table 1. According to the table, the mean aggressiveness value of the children participating in the study was (25.82) was higher than timidity (22.94), Social acceptance (17.27), problem solving (17.69) and social behavior (23.81). The parents who participated in the study said that they had democratic attitude at 4.45 percent on average. The highest observed attitude was the democratic attitude, followed by overprotective (3.84), permitting (2.18) and authoritarian (1.84), respectively (Table 1).

Table 1. Distribution of findings on Parental Attitude and Selçuk Evaluation of Peer Relations Scale scores

	Scale scores	Mean	Standard deviation	Median	Min.	Max.
Selçuk peer relations evaluation scale	Timidity	22.94	3.46	23.0	9.0	30.0
	Social acceptance	17.27	2.83	18.0	6.0	20.0
	Problem solving	17.69	2.98	18.0	8.0	25.0
	Social behavior	23.81	4.28	24.0	7.0	30.0
	Aggressiveness	25.82	4.09	27.0	9.0	30.0
	SEPRS Total	107.53	14.64	109.0	56.0	133.0
Parental attitude scale	Democratic	4.45	0.40	4.5	3.0	5.0
	Authoritarian	1.84	0.50	1.8	1.0	3.8
	Over protective	3.84	0.69	3.9	1.8	5.0
	Permitting	2.18	0.54	2.1	1.0	4.6

A statistically significant difference was detected in the scale of parental attitudes by gender in terms of the sub-dimension of overprotective attitudes ($Z=-2,020$; $p=0.043$). The overprotective attitude sub-dimension of the parental attitude scale of females was higher at a statistically significant level than the scores of boys ($p<0.05$). A significant difference was detected in terms of overprotective attitude sub-dimension of the parental attitudes scale by the children count ($\chi^2=11,561$; $p=0.009$). As a result of the Bonferroni Correction made to determine which group the significant difference stemmed from, significant differences were detected between those with median children and single children, first and last children. The overprotective attitude subdimension score of the median children in parental attitude scale was significantly higher than those who were single, first and last children. It was found that the parental attitudes differed at significant levels in terms of authoritarian attitudes subdimension in parental togetherness ($Z=-2,554$; $p=0.011$). The parental attitude scale authoritarian attitude sub-dimension score of those whose parents were separated/divorced was significantly higher than those whose parents were together. It was found that overprotective attitude subdimension of the parental attitude scale according to the age of the relative of the child differed at significant levels ($\chi^2=8.139$; $p=0.043$). As a result of the Bonferroni Correction made to determine which group the significant difference stemmed from, significant differences were detected between those who were aged 30 and under and those who were over 36-40 and those over 40 years of age. The parental attitude scale over protective attitude sub-dimension score of those who were below the age of 30 was significantly higher than those 36-40 and over 40. A significant difference was detected in the parental attitude scale over protective attitude sub-dimension according to the educational status of the relative of the child ($\chi^2=33.938$; $p=0.000$). As a result of the Bonferroni Correction made to determine which group the significant difference stemmed from, significant difference was detected between primary school graduates and those with undergraduate and postgraduate degrees. The parental attitude scale over protective attitude sub-dimension score of those whose relatives were primary school graduates was significantly higher than those with undergraduate and post-undergraduate degrees.

A significant difference was detected in terms of females in aggression and total score was determined in favor of girls in SEPRS sub-dimensions of timidity, social acceptance, problem solving, social behavior, aggressiveness and total scores ($p<0.05$). There was no significant difference in terms of child's age, class, children count, income status, family type, parental togetherness, relation to child, age of relative, education of relative, and having health care employee in the family and SEPRS sub-dimensions of timidity, social acceptance, problem solving, social behavior, aggressiveness and total scores ($p>0.05$). A significant difference was detected in terms of timidity subdimension of SEPRS by the number of siblings ($\chi^2=11.264$; $p=0.0010$). As a result of the Bonferroni Correction made to determine which group the significant difference stemmed from, a significant difference was detected between those with 3 or more siblings and those with 1 sibling.

The SEPRS timidity sub-dimension score of those with 3 or more siblings was lower compared to those with 1 sibling (Table 2).

Table 2. Comparison of Selçuk Evaluation of Peer Relations Scale Timidity Sub-dimension Scores according to number of siblings

Selçuk peer relations scale (n=263)	n	Timidity Median [Min-Max]	Statistical analysis* Probability
Number of siblings			

None ⁽⁰⁾	54	23.0 [14.0-30.0]	$\chi^2=11.264$ p=0.010 [1-3]
1 ⁽¹⁾	83	24.0 [9.0-30.0]	
2 ⁽²⁾	74	23.0 [12.0-30.0]	
3 and above ⁽³⁾	52	22.0 [12.0-30.0]	

The relations of parental attitudes and the scale scores of Selçuk evaluation of peer relations are given in Table 3. A positive and statistically significant relation was detected between the timidity score and social acceptance, problem solving, social behavior (moderate level), aggressiveness (weak level) and SEPRS total score (high level) ($p<0.05$). A positive and statistically significant relationship was detected between the aggressiveness score and the total score of SEPRS ($r=0.758$; $p=0.000$). As the aggressiveness score increases, the total score of SEPRS will increase. Similarly, as the aggressiveness score decreases, the total score of SEPRS will decrease. Based on the results, it was found that there was a very weak and significant relation between aggressiveness score and authoritarian attitude ($r=-0.189$; $p=0.002$). There was also a very weak and significant relation between the total score of SEPRS and the authoritarian attitude ($r=-0.139$; $p=0.025$). A negative, weak and significant relation was detected between democratic attitude score and authoritarian attitude ($r=-0.312$; $p=0.000$). A very weak and significant relation was detected between authoritarian attitude score and the permitting attitude ($r=0.214$; $p=0.000$). A very weak and significant relation was detected between overprotective attitude score and the permitting attitude ($r=0.166$; $p=0.007$) (Table 3).

No significant differences were detected between the scores of parents in state and independent preschool educational institutions in terms of democratic, authoritarian, overprotective attitude scores ($p>0.05$). However, the permitting attitude scores of the parents in private institutions were significantly higher than those in state schools ($p<0.05$). Children receiving preschool education in private institutions were found to have higher timidity, social acceptance, problem-solving and total SEPRS scores at significant levels ($p<0.05$) (Table 4).

Table 3. Examining the relations of parental attitudes and Selçuk Evaluation of Peer Relations scale scores

Correlation* (n=263)		Selçuk peer relations evaluation scale							Parental attitude
		Timidity	Social acceptance	Problem solving	Social behavior	Aggressiveness	SEPRS Total	Democratic	
Selçuk peer relations eval. scale	Timidity	R	1.000	.618**	.594**	.550**	.360**	.745**	0.032
		P	.	0.000	0.000	0.000	0.000	0.000	0.601
	Social acceptance	R	.618**	1.000	.618**	.658**	.620**	.840**	0.100
		P	0.000	.	0.000	0.000	0.000	0.000	0.106
	Problem solving	R	.594**	.618**	1.000	.653**	.506**	.822**	0.002
		P	0.000	0.000	.	0.000	0.000	0.000	0.978
	Social behavior	R	.550**	.658**	.653**	1.000	.624**	.874**	0.093
		P	0.000	0.000	0.000	.	0.000	0.000	0.132
	Aggressiveness	R	.360**	.620**	.506**	.624**	1.000	.758**	0.046
		P	0.000	0.000	0.000	0.000	.	0.000	0.461
Parental attitude scale	SEPRS Total	R	.745**	.840**	.822**	.874**	.758**	1.000	0.068
		P	0.000	0.000	0.000	0.000	0.000	.	0.273
	Democratic	R	0.032	0.100	0.002	0.093	0.046	0.068	1.000
		P	0.601	0.106	0.978	0.132	0.461	0.273	.
	Authoritarian	R	-0.003	-.127*	-0.051	-.165**	-.189**	-.139*	-.312**
		P	0.967	0.039	0.412	0.007	0.002	0.025	0.000
	Over protective	R	-0.071	-0.104	-.131*	-0.027	-0.033	-0.077	0.114
		P	0.249	0.092	0.034	0.662	0.599	0.211	0.065
Permitting	R	0.007	-0.016	-0.074	-0.091	-0.044	-0.053	0.005	
	P	0.906	0.801	0.229	0.140	0.478	0.395	0.935	

Spearman correlation coefficient was used in testing two quantitative variables with normal distribution (<0.001;*<0.05).

Table 4. Comparison of Parental Attitude Scale according to school variable

Parental attitude scale (n=263)	n	Democratic attitude Median [Min-Max]	Authoritarian attitude Median [Min-Max]	Over protective attitude Median [Min-Max]	Permitting attitude Median [Min-Max]
School type					
State	225	4.5 [3.0-5.0]	1.7 [1.0-3.8]	3.9 [1.8]	2.1 [1.0-4.6]
Private	38	4.5 [3.8-5.0]	1.9 [1.0-3.6]	3.9 [0.9]	2.3 [1.6-4.0]
Statistical analysis		Z=-0.175	Z=-1.082	Z=-0.778	Z=-2.645
Probability		p=0.861	p=0.279	p=0.430	p=0.008

Comparison of Selçuk Evaluation of peer relations Scale scores according to school variable

Selçuk evaluation of peer relations (n=263)	n	Timidity Median [Min-Max]	Social acceptance Median [Min-Max]	Problem solving Median [Min-Max]	Social behavior Median [Min-Max]	Aggressiveness Median [Min-Max]	Total Median [Min-Max]
School type							
State	225	23.0	18.0 [6.0-20.0]	17.0	24.0	27.0 [9.0-30.0]	109.0
Private	38	24.0	19.0 [7.0-20.0]	24.0	30.0	27.0 [17.0-30.0]	132.0
		24.0	18.5	18.5	24.5	27.0	113.0
		[12.0-30.0]		[9.0-25.0]	[12.0-30.0]		[61.0-133.0]
Statistical analysis*		Z=-	Z=-2.141	Z=-	Z=-0.529	Z=-0.552	Z=-
Probability		2.819	p=0.032	2.106	p=0.597	p=0.581	2.002
		p=0.005		p=0.035			p=0.045

DISCUSSION

According to the study findings, it was concluded that the child's gender was an important factor in family-child interaction. It was found in the analyses that the mean overprotective attitude applied towards girls was higher than that applied towards boys. In their study which reported that gender did not have any effects on parental attitudes, although McKee et al. (2007) found that disciplinary behaviors and love towards both genders supported the same outcomes in children, the authoritarian attitude that parents applied towards boys was higher than girls ($p < 0.05$) (Hergüner & Özbaran, 2010). When the fact that parental behaviors are affected by the culture in which the families live in is considered, parents can raise their daughters as dependent on family by restricting their freedom because they consider them vulnerable (Berk, 2013). Otani et al. (2013) reported that there were gender-related differences in the effect of parental behaviors on children's achievements and addiction behaviors. The findings of the Japanese behavioral review studies reporting that mothers use a higher level of overprotective behavior model to female children (11.4 ± 6.3) than male children (11.6 ± 6.9) also support the results of this study (Otani et al., 2013). It is considered that these different results observed in studies might be due to cultural differences (Gafoor & Kurukkan, 2014). Current study findings suggest that female children are raised with a more protective attitude, which is similar to the Eastern Culture that cares about traditionalism.

Inanc et al. (2017) found that the excessive protective parental traits were the result of the actions of the fathers and mothers who had a high sense of responsibility (Clarke et al., 2013). Parents may also experience emotional imbalance in this parental model (Inanç et al., 2017). In addition, the parents who are in an overprotective attitude damages the child's social development and agreement. Excessive love and excessive protection reflex to the child can cause that the child becomes an ego-centric personality. The child may show unwanted and rebellious actions in peer interactions to make himself/herself into the group (Kaya, 1997).

It was concluded based on the study findings that the median child was under the supervision of more overprotective parents than his/her siblings. In their study, Clarke et al. (2013) examined the behaviors of 90 mothers and children who showed overprotective attitudes, and found that the mothers of children aged 5-7 were more protective. The finding of our study that more over protective parental attitude is shown to median child was different from the findings of Clarke et al. In the interpretation of this different finding regarding the median siblings, it is necessary to evaluate the age differences between the siblings. However, since these results were not predicted in the study, the age differences between siblings were not collected as data. It is recommended that those who want to conduct studies on this subject pay attention to this issue. The ages of the parents and each child can also be obtained in detail in the data to help explain the attitude towards the child of this median age. Perhaps, the older age of parents, or the contrary, small age, may have caused this attitude.

It was determined that the parental attitude scale scores differed at significant levels in authoritarian direction according to parental togetherness. It is considered that both parents are trying to discipline the child more in cases where parents live in separate places. Especially when the parent child relation in separated families are not managed effectively, this can cause permanent damage to the child's bio-psychosocial development.

It was also found in the study that the parent's being primary school graduate caused a difference in the attitude towards the child, and that the overprotective attitude increased with the decrease in the educational level. Sak et al. (2015) examined 258 parents with children aged four and below. In their study, they measured the parental attitudes with different variables, and concluded that overprotective attitudes differed significantly among parents

with primary school degrees and high-school and university graduates. The results show that parents' educational status is effective in shaping and developing the behaviors of the child.

The frequency at which parents preferred overprotective attitudes in those who were at and below 30 was more than in other age groups. In their study, the results of Sak et al. (2015) were found to be parallel to the results between parental educational status and overprotective attitudes; however, it was also determined that the age variable of parents did not differ in terms of overprotective attitude. Similarly, in the study of Aydođdu and Dilekmen (2016), parents' attitudes were examined to determine the effects of gender, age, parents' working and educational status on parental attitudes, and it was found that age and gender did not cause differences in attitudes. However, they also found that authoritarian and overprotective attitudes were used by individuals with similar working and educational status. Based on similar results, it was concluded that overprotective instinct was in the forefront more in families with low educational levels than others.

Although it was found in the study that excessive protective parental attitudes were mostly applied to girls ($p=0.043$), the tendency of girls to behave in requested pattern in all sub-dimensions on the scale filled with teacher evaluations was at significantly higher levels compared to males ($p<0.05$). In their study, in which Dirik et al. (2015) evaluated the behaviors of mothers and fathers separately, they argued that overprotective parental attitudes affected child psychology negatively. In their results, they reported that the overprotective attitudes of both parents caused high anxiety and depression levels, and negative self-perception. These results were not supported by our study results. It is considered that different results can be achieved with future studies evaluating the behaviors of both parents.

It was found that there were significant differences in the SEPRS sub-item and total scores according to the gender variable ($p<0.05$). The high total scores in aggressiveness sub-items in the SEPRS scale resulted in low timid behaviors in children. Similarly, the elevated timidity behavior score shows that the effect of timid behaviors on the child is less. The finding that females had higher scores in all sub-items was interpreted as less timid behaviors in females than males ($p<0.05$). However, based on the finding that social acceptance, problem-solving and social behavior scores were higher in girls, it can be argued that girls are the successful group in communication with peers. Altay and Gure (2012)'s study findings support the study. Kiuru et al. (2012) found that the child's social skills development was shaped by the parental behaviors. They reported in their study results that if children were supported by their parents with love, increases would be observed in the skills and learning motivations of children (Kiuru et al., 2012). Acar et al. (2018) examined children at risk of behavior regulation. In this study, in which the effect of the relation between mother and teacher and child on behavioral regulation was investigated, the result was found to be higher in favor of girls at a significant level ($p<0.05$). It was found in the same study that parental intimacy improved the ability to regulate behaviors in children ($p<0.05$).

Salı (2014), who examined the aggressiveness behavior towards children's peers, fear-anxiety status, being not wanted by peers, hyperactivity and being exposed to peer violence, concluded as a result of his study which included 243 children between the ages of 5-6 that the gender variable was effective in aggressive behavior. Although aggression, being rejected and excessive mobility were observed in males, girls were found to have more helping their peers behaviors. Similarly, most of the children exposed to peer violence was male. The social skill levels of children who had behavioral problems was below the average. For this reason, they cannot express their feelings and apply violence (Mihic et al., 2016). When the sub-causes of violent behaviors in males were examined, it was concluded that children who faced

a negative example in parental behaviors applied more violence than others (Aydoğan & Özyürek, 2013).

Aydoğan and Özyürek (2013) conducted a study with 216 children in different cities and the preschool teachers filled the forms for the children. According to the results of the study, which aimed to measure children's behavior, which involved a tendency to violence at school, the most common violence type was physical violence among children, and violence was in the form of pushing and shaking peers. In the same study, it was also found that children used resentment in their emotional violence practices at a rate of 56.9%. Males were at the forefront in terms of applying violence.

It was determined in this study that the child's moderate peer acceptance, social behaviors, and the ability to address problems showed an increase with the decrease in timid behaviors. In a previous study associated behaviors of parents with timid behaviors seen in children, and the findings support the results of this study. It is considered that timidity is the result of parent's oppressive, over-protective behavior or the child's individual characteristics (Seven, 2007). In this behavior, which is included in social behavior problems, it was reported that the child experiences problems with internalization (Gulay, 2010). Another study addressed game therapy and timid behavior. In this study, which was conducted by Koçkaya and Siyez (2016), there were initiatives to reduce the timidity behavior with game therapy applied in six sessions. As a result of graphical analysis, positive changes were observed in the social behaviors of the child who interacted with peers through games. Prosocial behaviors increased, and signs of timidity reduced.

Based on the study findings, it was concluded that peer acceptance predicted child's "social behavior" and "problem-solving ability" and timidity (at moderate levels). It is considered that the behavior of helping children's peers voluntarily and finding solutions to the problems has a positive effect on his/her being loved by peers.

It was found in the study, that there was a significant relation between the number of siblings and SEPRS timidity scores. It was concluded that the increase in the number of siblings supported the child's outgoing attitude.

The results of the comparison made between parental attitudes and SEPRS revealed that the parent's repressive and restrictive attitudes increased the probability of problematic behaviors in children. Kuppens and Ceulemans (2019), who reported similar results, examined the parenting models with surveys applied to Dutch children between the ages of 8 and 10 and their families (n=527), identified by random sampling. They determined that authoritarian parental behavior reinforced problematic behaviors. They also found that internalization or externalization of a behavior varied with the age of the child (Avcı et al., 2018). They also reported that behavioral preventions in early childhood caused anxiety disorders, especially social phobia, as the child's grew up (Rubin & Coplan, 2010). However, authoritarian parents consider absolute obedience as the requirement of being moral. If the behaviors of the child does not meet the expectations, the parent warns the child with a variety of penalties, which can create an environment that can damage the child's social behaviors, as reported in the findings of the study of Carapito et al. (2020).

Avcı et al. (2018) examined the violent behaviors of children between the ages of 4 and below. The data of the 391 children, who participated in the study, were collected with the answers given by his families and teachers. It was found that children's violence and exposure to violence by their peers had a strong and significant relation ($p < 0.001$). In children who applied peer violence, differences were detected between characteristics like gender, parents' educational status, family income levels, family structures and parental attitudes. The mean violence score in children raised in authoritarian families (4.48 ± 0.69) was found to be

statistically significant ($p < 0.05$), which suggests that authoritarian parental attitudes trigger negative behaviors in the child.

Based on the results of the study, it was found that there was a weak relation between authoritarian and overprotective parental characteristics and the permitting attitude. In addition, unlike this, a weak relation was detected between democratic and authoritarian attitudes. When the effect of democratic attitudes on the emotional and behavioral skills of children was examined in studies, more positive results were found in children than in other parental attitudes (Daglar et al., 2011). Kuppens and Ceulomons (2018) conducted a study with randomly sampled 527 Flemish family, and found that authoritarian parenting caused the worst behavioral problems in children. They detected similarity in authoritarian and permitting parental results. The reason why children act contrary to democratic attitude might be that democratic parents have a more positive emotional and behavioral relation with children than in other attitudes. Children who grow up in families dominated by other attitudes might have problems in social, emotional, cognitive or academic lives (Carapito et al., 2020).

A positive, high-level and statistically significant relation was detected between the aggression score and the total score of SEPRS. Based on this result, the finding of timidity must be at lower levels to exhibit positive behavioral characteristics.

When the relations between attitudes are examined, it was found that there was a negative relation between democratic attitude score and authoritarian attitude ($r = -0.312$; $p = 0.000$), a positive relation between authoritarian attitude score and permitting attitude ($r = 0.214$; $p = 0.000$), and a positive relation between overprotective attitude score and permitting attitude ($r = 0.166$; $p = 0.007$). Based on these findings, it was concluded that authoritarian attitudes affected negatively the child's tendency to behave positively, to comply with his peers, and their relations. It was also determined that the permitting attitude was consistent with the consequences of authoritarian attitude behavior. The positive relation between overprotective attitude and permitting attitude shows that these parental attitudes also reinforce the negative behavioral characteristics of children.

When the frequency of parental attitudes in Public and Private schools was compared, it was determined that the permitting attitude sub-dimension scores of parents in private schools were significantly higher ($p = 0.008$). No significant differences were detected between democratic ($p = 0.861$), authoritarian (0.279) and overprotective (0.430) attitude scores.

Differences were detected in state and private pre-school education institutions in terms of evaluating the behavioral characteristics of children. It was found that social acceptance ($p = 0.032$), problem-solving ($p = 0.035$) and total scores ($p = 0.045$) were significantly higher in children in private schools. Although social behavior ($p > 0.05$) and aggression ($p > 0.05$) did not differ in both groups, the timidity ($p = 0.005$) sub-dimension scores of students studying at public schools were found to be significantly higher. Altay and Güre (2012) found that the students of private school had higher aggressive behavior trends. It was considered that the large number of students in state schools and the frequent use of restrictive behaviors caused this outcome. Higher rates of timidity behaviors in state schools might have occurred as a result of children encountering disciplinary practices more frequently in these schools. Miçözkadioğlu and Kazak (2003) found that regulating the educational settings of children will strengthen communication with peers. According to their study findings, a significant increase was detected in the size of the group in classes and the problems between students ($p < 0.05$). These results support study findings that prosocial behavior characteristics of students studying in positive conditions are high.

It was found in the results that increased parental authoritarian attitude would cause an increase in the child's timid attitude. Similarly, the decrease was associated with the decrease in the child's timidity.

Children are the ones who will guide the development of a society. If the problems faced by them are not solved during this period, this will have consequences that will affect the society negatively in the future. For this reason, it is necessary to strive more for improving children's development, education, social and emotional environment.

It was found that parental attitudes are effective in the development of a child's social acceptance and social behavior skills set. Based on the results, it was also found that the parent's authoritarian attitudes had negative effects on the child's peer acceptance. Similarly, a weak relation was detected between social behavior score and authoritarian attitude in the opposite direction. Authoritarian attitude will affect children's cohesion and acceptance negatively among peers by hindering the development of social behavior skills. In authoritarian attitude, since the expectation of the parents is absolute obedience, the child will only be loved when s/he acts in line with this expectation. The behaviors of the child will also develop in this direction in the society. The child whose emotions and thoughts are constantly suppressed and who is unable to reflect what s/he has been through can show timid or aggressive personality traits. It is expected that the child, who is acting only according to the expectation of the society without learning to express his/her feelings and thoughts, might face problems in initiating and maintaining relations.

The following are recommended in the light of the data obtained in the study;

- Informing parents about the of early childhood developmental stages by nurses working in pre-school educational institutions,
- Increasing the knowledge of families on the effects of problems in the family to the child with trainings,
- More detailed investigation of children's behaviors in the family and school environment by conducting studies in which teachers and parents can evaluate children separately and according to the answers of both groups in these studies,
- It is considered that evaluating parents separately might be more effective in detecting problems in future studies.

The study was supported by Cukurova University BAPKOM (ID: 11817)

No conflict interest

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