

The Relationship Between Parental Attitudes and Parent-Child Relationship¹

Ebeveyn Tutumları ile Ebeveyn Çocuk İlişkisi Arasındaki İlişki

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ABSTRACT

This study aims to investigate the relationship between parental attitudes and parent-child relationships of parents with 4-6-years-old children. A total of 289 parents, 245 mothers, and 44 fathers participated in the research. Data were collected using the Demographic Information Form, Child Parent Relationship Scale, and Parenting Attitude Scale. The data were found to have a normal distribution. Pearson correlation coefficient, t-test, and ANOVA test were used to analyze the data. The results showed that parents exhibited authoritative attitudes the most. A positive significant relationship was also determined between parents' authoritative and overprotective attitudes and their positive relationship with their children. In addition, while a negative significant relationship was found between the authoritarian attitude and the positive relationship established with the child, no significant relationship was found between the permissive attitude and the positive relationship established with the child. It was noteworthy that parental attitudes and parent-child relationships did not differ according to child's gender, but parental attitudes differed according to the parent's education level. Implications for future studies based on the results obtained were shared.

Keywords: Parental attitudes, mother, father, parent-child relationship.

ÖZ

Bu araştırmanın amacı 4-6 yaşlarında çocuğu olan anne babaların ebeveyn tutumları ile anne-baba-çocuk ilişkileri arasındaki ilişkinin incelenmesidir. Ebeveyn tutumu ve anne-baba-çocuk ilişkisinin çocuk cinsiyeti ve ebeveyn öğrenim düzeyine göre farklılık gösterip göstermediğinin araştırılması ise araştırmanın alt amaçları içerisinde yer almaktadır. Araştırmaya 245 anne ve 44 baba olmak üzere toplam 289 ebeveyn katılmıştır. Araştırmanın verileri Demografik Bilgi Formu, Ebeveyn Tutum Ölçeği ve Çocuk Anababa İlişki Ölçeği aracılığıyla toplanmıştır. Verilerin normal dağılım gösterdiği belirlenmiş ve verilerin analizinde Pearson korelasyon katsayısı, t testi ve ANOVA testi kullanılmıştır. Bulgular ebeveynlerin en çok demokratik tutum sergilediklerini göstermiştir. Araştırmada ebeveynlerin sergiledikleri demokratik tutum ve aşırı koruyucu tutum ile çocukları ile olan olumlu ilişki arasında pozitif yönde anlamlı ilişki görülmüştür. Otoriter tutum ve çocuk ile kurulan olumlu ilişki arasında ise

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negatif yönde anlamlı ilişki bulunurken, izin verici tutumu ile çocuk ile kurulan olumlu ilişki arasında anlamlı ilişki bulunmamıştır. Araştırmada dikkat çekici bir sonuç olarak, ebeveyn tutumları ve ebeveyn çocuk ilişkisinin çocuğun cinsiyetine göre farklılaşmadığı, ancak ebeveyn tutumlarının ebeveynin öğrenim düzeyine göre farklılaştığı ortaya konmuştur. Araştırmada ortaya çıkan sonuçlar üzerine alan yazın ışığında öneriler sunulmuştur.

Anahtar Kelimeler: Ebeveyn tutumları, anne, baba, ebeveyn-çocuk ilişkisi.

INTRODUCTION

The role of parents and their parental attitudes are of great importance for child development. In his Ecological System Approach, Bronfenbrenner (1986) emphasized the important functions of family and parenting in the microsystem and stated that the family has a strong direct influence on the development of children. Parenting is shaped by many factors related to parent, child, family, and social context, and parents' behaviors or parental attitudes towards their children can significantly affect children's personality, psychological health, and subsequent success (Luster & Okagaki, 2008). More clearly, parents' ability to effectively perform their parenting roles in the family varies with the role requirements, stresses, and supports provided by other environments. Parents' perspectives on their children are linked to external factors such as the flexibility of work schedules, the sufficiency of child care arrangements, the existence of social support components such as friends and neighbors, health and social services' quality and residential safety (Bronfenbrenner, 1979). Children are part of family systems, and families are part of broader social systems. Events within and among these systems directly and indirectly affect how children, their parents, and entire family behave and develop (Dunst, 2016).

Investigating the relationship between children's behaviors and parenting models became the subject of studies in the 1960s, and Baumrind (1966; 1971), one of the most influential names in parenting studies, discussed parenting styles in three categories by focusing on certain parenting practices that parents constantly use while raising their children. These are authoritarian (oppressive), authoritative (moderate-authoritarian), and permissive (overly tolerant) parenting styles (as cited in Hale, 2008). According to Baumrind (1966; 1971), the authoritarian parenting style is the style in which parents are less sensitive to their children but have high expectations. Parents exhibiting this parenting style tend to use tight control and severe punishment. They do not explain the rules to their children or do not communicate verbally with their children when the rules are not followed. Another category, authoritative parenting, is a style in which parents are sensitive and highly controlling. Authoritative parents not only provide support and warmth to their children, but they also enforce consistent discipline with clearly defined rules. In the permissive parenting style, parents use little control in their interactions with their children. In this parenting style, parents are very sensitive to their children's wishes and needs but have low control over their behaviors. They show complete acceptance of the child's behavior, do not use punishment, and defer to the child's wishes and requests. Because they do not believe in family hierarchy, they tend to avoid conflict and encourage children's responsibility for their own actions (cited in Hale, 2008). Maccoby and Martin (1983) transformed Baumrind's classification and included neglectful (disinterested) parenting style in this classification. The neglectful parenting style is characterized by low involvement. They do not provide their children with a structured environment, do not supervise their children's behavior, and do not support their children. While indulgent parents are devoted to their children, neglectful parents are busy with their own problems and neglect their parental responsibilities. Another parenting style outside the scope of Baumrind's classification is the overprotective attitude. This attitude is often observed in families with only one child or no other children. These families that are overly controlling and attentive to their children do not really allow the child to develop his or her own strengths (Ungar, 2009).

The attitude of parents is a crucial part of the family system, and the family system is a key component of relationship between children and parents (Özada & Duyan, 2018). In short, parent-child relationship is shaped by common elements of the family environment and parental attitudes (Bush & Peterson, 2013). Parent-child's relationship quality is related to the support that parents and children offer each other. Whether this support is mutual or not affects their relationship. The balance between the support received from parents and the support provided to them increases parent-child relationship quality and positive emotions felt by the child (Schwarz et al., 2005). Positive parenting can help develop healthy parent-child relationships (Morris et al., 2007). Thus, parental attitudes and parent-child relationship are in mutual interaction (Hwang & Jung, 2021; Schuiring et al., 2015; September et al., 2015).

Studies conducted with different age groups in the literature demonstrate that parents' child-rearing attitudes affect the relationships they establish with their children. Eisenberg et al. (1998) reported that authoritarian parental attitudes may lead to conflicting parent-child relationships. In a study conducted by Shahzad et al. (2023), it was found that primary school children with parents with authoritative attitudes had positive parent-child relationships. Another study conducted with children attending primary school concluded that parent-child conflict was associated with authoritarian parenting (Acar et al., 2019). Studies involving adolescents demonstrated that parents who exhibited authoritative parental attitudes had more harmonious relationships with their children (Nelson et al., 2011) and experienced fewer conflicts with their children. In contrast, it was determined that parents with authoritarian attitudes had more incompatible relationships with their children and experienced more conflict (McKinney & Renk, 2011). Relevant research for the preschool period, indicates a relationship between parental attitudes and various factors such as children's behavioral problems (Han & Lee, 2018), social competence behaviors (Uygun & Kozikoğlu, 2019), self-regulation skills (Uykan & Akkaynak, 2019) and school maturity (Kozan, 2020). In addition to this, research on parent-child relationship indicates that this relationship has an impact on children's school adaptation (Pianta et al., 1997), social competence (Saral & Acar, 2021) and developing self-concept (Benham et al., 2000), which will have a huge impact on their future lives.

Although many studies have examined parental attitudes and parent-child relationships during preschool years (Alabay, 2017; Dereli & Dereli, 2017; Driscoll & Pianta, 2011; Ferreira et al., 2016), only a few studies have directly addressed this question (He, 2022). In a study conducted by He (2022) with parents of preschool children, it was revealed that the positive parent-child relationship was positively correlated to the authoritative parenting style, and the conflictive parent-child relationship was positively correlated to the authoritarian parenting style.

It is thought that researching parental attitudes and parent-child relationships becomes even more important in the pre-school period, which is called the critical years of life, when all developmental areas of children develop, and their personalities begin to develop. Therefore, this study aimed to investigate the relationship between parenting attitudes of parents of children aged 4-6 years and parent-child relationship. This research is considered important because it addresses a gap in the literature and guides parents to adopt parenting behaviors that support their relationships with their children. For this purpose, the following research questions were adopted:

1. What are the parental attitudes of the parents contributing in the study?
2. Is there a significant relationship between parents' parental attitudes and parent-child relationship?
3. Do the parents' parental attitudes differ significantly by child gender?
4. Do the parents' parental attitudes differ significantly by parents' educational level?
5. Does the parent-child relationship differ significantly by child gender?
6. Does the parent-child relationship differ significantly by parents' educational level?

METHOD

The relational screening model is used in quantitative studies designed to investigate relationship between certain features of a group (Büyüköztürk et al., 2016). This research intends to explore the relationship between parents' attitudes of 4-6-year-old children and mother-father-child relationship, and relational screening model was preferred according to the research purpose.

289 parents with 4-6-year-old children, reached through the random sampling method, constituted the sample group. Participation was voluntary and parents were requested to fill out the voluntary participation form. In the voluntary participation form, parents were asked about their voluntary participation in the study and the given survey. Parents who filled out the voluntary participation form were requested to answer the data collection instruments to be used.

2.1. Sample Group

The sample group comprised of a total of 289 parents, 245 mothers, and 44 fathers. Nearly half of the parents (48.4%) were 31-35 years old. Considering their educational background, it was determined that 38.1% were undergraduate and postgraduate, 35.3% were high school graduates, and 26.6% were primary and middle school graduates. In terms of participants' occupations, the sample group was 56.1% housewives, 22.5% private sector employees (engineers, accountants, workers, and other private sector employees), and 21.4% civil servants (teachers, healthcare workers, and other public personnel). Considering the demographic information of the children, 41.2% of the parents had a 4-year-old child, 32.9% had a 5-year-old child, and 25.9% had a 6-year-old child. 54.7% of the children were female and 45.3% were male.

2.2. Data Collection Tools

Demographic Information Form, Child Parent Relationship Scale (Akgün & Yeşilyaprak, 2010), and the Parenting Attitude Scale (Karabulut Demir & Şendil, 2008) were used for data collection. Demographic Information Form contained questions regarding gender, age, education level, occupation variables of the parents, and the age and gender variables of their children.

The Child-Parent Relationship Scale was also used in the study which was adapted into Turkish. It was a 5-point Likert scale with a total of 24 items. The scale had two subscales: conflict and positive relationship. A high score indicated a negative relationship between parent and child, while a low score indicated a positive relationship. The construct validity of the scale was indicated by the KMO value (.79), its reliability was indicated by the test-retest reliability coefficient (.96), and its Cronbach's alpha coefficient was determined to be (.73) (Akgün & Yeşilyaprak, 2010).

The Parenting Attitude Scale (PAS), was developed to identify parental attitudes. This scale had 4 sub-dimensions: authoritative, authoritarian, overprotective, and permissive. There were 46 items on a 5-point Likert scale. The score obtained from each dimension was calculated separately and a high score indicated that the parental attitude in that dimension was adopted. The construct validity of the scale was indicated by the KMO value (.80). The Cronbach's alpha reliability coefficients of the subdimensions were reported as (authoritative; .83, authoritarian; .76, overprotective; .75 and permissive dimension; .74) (Karabulut Demir & Şendil, 2008).

2.3. Data Collection Process

Before conducting the study, the ethics committee approval dated 25/11/2022 and numbered E-35853172-900-00002534927 was obtained from the Senate Ethics Committee of Hacettepe University, Türkiye. Then, a Google form link containing the volunteer participation form, which introduced the purpose and data collection tools, was delivered to the sample group. Parents who approved the voluntary participation form online filled out the Demographic Information Form, Child Parent Relationship Scale, and Parenting Attitude Scale.

2.4. Data Analysis

Statistical methods appropriate to the relational screening model were used for data analysis. Cronbach's alpha values were calculated as (.84) for the Parenting Attitude Scale and (.77) for the Child-Parent Relationship Scale. To verify normality, skewness and kurtosis values of the total scores of authoritarian, democratic, permissive, and overprotective parental attitudes and the parent-child relationship scale in the data set were examined. Skewness and kurtosis of total scores were (-1.5) to (+1.5). Thus, the data were concluded to be normally distributed (Tabachnick and Fidell, 2013) and analyzed using Pearson's correlation coefficient, t-test, and ANOVA test. The results are calculated with a confidence interval of 95% and a significance level of 5%.

RESULTS

The results obtained were presented in tables in this section. Table 1 contains the descriptive statistical results regarding the parental attitudes exhibited by the parents included in the research.

Table 1

Descriptive Statistics of Parental Attitudes

Parental Attitude	n	\bar{x}	sd
Authoritative attitude	289	71.59	10.67
Overprotective attitude	289	34.01	6.47
Permissive attitude	289	21.11	5.34
Authoritarian attitude	289	20.50	5.95

The findings in Table 1 demonstrated that parents mostly exhibited authoritative parental attitudes ($\bar{x}=71.59$). The average scores obtained by parents from other sub-dimensions were respectively ($\bar{x}=34.01$) for the overprotective dimension, ($\bar{x}=21.11$) for the permissive dimension, and ($\bar{x}=20.50$) for the authoritarian dimension.

Pearson correlation test conducted to identify the relationship between parental attitudes and the parent-child relationship and the results were shown in Table 2.

Table 2*Pearson Correlation Test Results of Parental Attitudes and Parent-Child Relationship*

Parental Attitudes	Parent-child relationship		
	n	r	p
Authoritative attitude	289	.63	.00*
Overprotective attitude	289	.40	.00*
Authoritarian attitude	289	-.24	.00*
Permissive attitude	289	.02	.62

*p<.01

According to Table 2, a significant moderate positive relationship was found between the authoritative attitude of parents and the positive relationship they established with their children ($r=.63$; $p<.01$) and a positive weak relationship was found between the overprotective attitude of parents and the positive relationship they established with their children ($r=.40$; $p<.01$). Moreover, there was a significant negative relationship between the authoritarian attitude of parents and the positive and weak relationship they established with their children ($r=-.24$; $p<.01$). Finally, no significant relationship was determined between the permissive attitude of parents and the positive relationship they established with their children ($p>.05$).

Independent sample t-test was conducted to determine whether the parental attitudes of the parents differed significantly by their children's gender (Table 3).

Table 3*Independent Samples t-Test Results of Parental Attitudes and Child Gender*

Parental attitudes	Child's gender	n	\bar{x}	sd	df	t	p
Authoritative attitude	Female	158	71.85	9.92	287	.44	.65
	Male	131	71.29	11.55			
Overprotective attitude	Female	158	34.53	5.84	287	1.52	.12
	Male	131	34.37	7.12			
Authoritarian attitude	Female	158	19.96	5.49	287	-1.70	.08
	Male	131	21.16	6.42			
Permissive attitude	Female	158	21.52	5.01	287	1.43	.15
	Male	131	20.61	5.69			

p>.05

Findings in the table revealed that the parents' parental attitudes did not differ significantly by their children's gender ($p>.05$).

Descriptive statistical results of parental attitudes and parental education level are presented in Table 4.

Table 4

Descriptive Statistics of Parental Attitudes and Parental Education Level

Parental attitudes	Education levels of the parents	n	\bar{x}	sd
Authoritative attitude	Primary school - Middle school	67	68.29	12.96
	High school	102	71.76	9.85
	Undergraduate - Graduate	120	73.30	9.54
Overprotective attitude	Primary school - Middle school	67	36.20	7.62
	High school	102	34.72	6.13
	Undergraduate - Graduate	120	32.17	5.54
Authoritarian attitude	Primary school - Middle school	67	21.77	7.26
	High school	102	20.44	6.24
	Undergraduate - Graduate	120	19.85	4.71
Permissive attitude	Primary school - Middle school	67	20.83	5.70
	High school	102	21.01	5.25
	Undergraduate - Graduate	120	21.35	5.24

Considering Table 4, it was found that the mean authoritative attitude score of parents with undergraduate and graduate education was higher than the mean authoritative attitude score of parents with primary school, middle school, and high school education ($\bar{x}=73.30$). The findings revealed that the mean scores of overprotective attitudes ($\bar{x}=36.20$) and authoritarian attitudes ($\bar{x}=21.77$) of parents with primary school and middle school degrees were higher than the mean scores of overprotective attitudes ($\bar{x}=34.72$; $\bar{x}=32.17$) and authoritarian attitudes ($\bar{x}=20.44$; $\bar{x}=19.85$) of parents with high school and undergraduate-graduate degrees. It was also noteworthy that the mean score of parents with a bachelor's degree or a graduate degree ($\bar{x}=21.35$) in the permissive attitude subdimension was higher than the mean score of parents with primary school-middle school ($\bar{x}=20.83$) and high school degrees ($\bar{x}=21.05$). In order to analyze the significance of the difference between the means, ANOVA test was carried out (Table 5).

Table 5*ANOVA Test Results of Parental Attitudes and Parental Education Level*

Sub-Dimensions	Variance Source	SS	df	MS	F	p	Significant Difference
Authoritative attitude	Intergroups	1079.85	2	539.92	4.86	.00*	A-B, A-C
	Intragroup	31745.58	286	110.99			
	Total	32825.43	288				
Overprotective attitude	Intergroups	780.25	2	390.12	9.88	.00*	A-C, B-C
	Intragroup	11290.71	286	39.47			
	Total	12070.96	288				
Authoritarian attitude	Intergroups	160.15	2	80.07	2.27	.10	-
	Intragroup	10060.08	286	35.17			
	Total	10220.24	288				
Permissive attitude	Intergroups	12.77	2	6.38	.22	.80	-
	Intragroup	8210.45	286	28.70			
	Total	8223.23	288				

*p<.01 Primary school- Middle School = A, High School = B, Undergraduate-Graduate = C

According to the table, it was determined that the authoritative attitudes of parents differed significantly by their educational level. It was also determined that parents with undergraduate or postgraduate degrees adopted more authoritative attitudes than those with primary or middle school degrees while parents with high school degrees adopted more authoritative attitudes than those with primary or secondary school degrees. Similarly, the findings demonstrated that parents' overprotective attitudes differed significantly by their education levels and that parents with undergraduate or postgraduate degrees adopted less overprotective attitudes than those with primary school, middle school, and high school degrees. There were no significant differences in parents' authoritarian and permissive attitudes as a function of their education levels.

Independent samples t-test was used to determine whether the parent-child relationship differed by child gender (Table 6).

Table 6*Independent Samples t-Test Results of Parent-Child Relationship and Child Gender*

Variable	Child's gender	n	\bar{x}	sd	df	t	p
Parent-child relationship	Female	158	20.23	3.93	287	-1.76	.07
	Male	131	21.11	4.51			

p>.05

Results in Table 6 suggested that parents' relationship with their children did not differ significantly by child's gender.

Table 7 shows the descriptive statistical results regarding positive parent-child relationships and education levels of parents.

Table 7*Descriptive Statistics of Parent-Child Relationship and Parental Education Level*

Variable	Education levels of the parents	n	\bar{x}	sd
Positive relationship	Primary school - Middle school	67	21.22	4.69
	High school	102	20.77	4.21
	Undergraduate - Graduate	120	20.18	3.93

The findings showed that the mean score of parents with primary school or middle school degrees ($X=21.22$) was higher than the mean score of parents with high school degrees ($X=20.77$), and those with undergraduate or postgraduate degrees ($X=20.18$). ANOVA test was used to analyze the significance of the difference between the means (Table 8).

Table 8*ANOVA Results of Parent-Child Relationship and Parental Education Level*

Variable	Variance Source	SS	df	MS	F	p	Significant Difference
Positive relationship	Intergroups	49.69	2	24.84	1.39	.24	-
	Intragroup	5093.42	286	17.80			
	Total	5143.12	288				

$p>.05$

As in the ANOVA test results in Table 8, it was determined that the relationship that parents established with their children did not differ significantly according to parents' education level.

DISCUSSION, CONCLUSION & SUGGESTIONS

It was concluded that the parents participating in this study mostly exhibited authoritative parental attitudes, followed by overprotective attitudes, permissive attitudes, and authoritarian attitudes. Similarly, in studies conducted with preschool parents where the Parenting Attitude Scale (PAS) was used, it was concluded that parents exhibited the most authoritative attitudes (Alabay, 2017; Durmuşoğlu Saltalı & Arslan, 2012; Sak et al., 2015; Uygun & Kozikoğlu, 2020). In the past years, raising a child by developing an independent personality was considered a danger for the family, as it might cause the individual to prioritize his/her own needs over the family's needs. Therefore, children were raised to be respectful and dependent on their parents (Kağıtçıbaşı, 1984). In a study investigating the family structure of Turkey, it was reported that parents' perspectives on children changed, their tendency to punish them decreased, and the forms of punishment became softer (Ministry of Family & Social Services, 2006). The fact that the education levels of parents increase day by day, technology advances,

information becomes more accessible, and information sharing increases also increase the efforts of parents to change their negative attitudes by reconsidering their attitudes towards their children. In addition to these, studies have shown that parents' attitudes toward their children vary by socioeconomic and educational levels, but this difference decreased compared to previous years (Cevher & Tezel Şahin, 2007). Another study revealed that the display of authoritative attitudes among parenting attitudes increased, and the display of other attitudes decreased when mothers were informed about child rearing and felt competent (Karakoç Demirkaya & Abalı, 2012). The finding that the parents participating in this study exhibited authoritative attitudes the most may reflect the fact that today's parents are more and more informed about child development and education, they become more aware and try to put their new knowledge into practice. In other words, the attitude of parents in Turkey has changed from what used to be.

Another striking result was that the authoritative attitude was followed by an overprotective attitude which is consistent with other published studies (Alabay, 2017; Uygun & Kozikoğlu, 2020). This is because some parents in Turkish society take on even the responsibilities that their children are capable of and control their children more than necessary. So much so that helicopter parenting, which has similar characteristics to overprotective attitudes, is frequently mentioned in the literature. The reasons for these attitudes are excessive anxiety and fear about the child's physical, academic, social, and emotional life, distrust towards the outside world, concerns about the world, and environmental pressure from other parents (Hesse et al., 2018; Odenweller et al., 2014; Yılmaz, 2020). In light of the findings of this specific study and the literature, it can be interpreted that developing technology makes parents knowledgeable about child development and education but also makes them more fearful of the outside world.

The study also concluded that as the authoritative attitude of parents increased, the level of positive relationships they established with their children increased, and as the authoritarian attitude of parents increased, the level of positive relationships they established with their children decreased. This finding is in line with the results of similar studies (He, 2022; McKinney & Renk, 2011; Nelson et al., 2011; Shahzad et al., 2023). Parental attitudes, a vital part of the family system, affect the family system and parent-child relationship (Özada & Duyan, 2018). A healthy parent-child relationship depends on a positive parent-child relationship (Morris et al., 2007). Parental attitudes have a significant impact on children's behavior. Studies conducted so far emphasize that the authoritarian parenting style does not help children's behavioral development, and an overly oppressive environment can lead to defiant behavior in children (He, 2022). Therefore, it can be interpreted that children feel loved, can access the support and guidance they need, and can also develop positive relationships with parents who exhibit attitudes that confirm their independence as individuals.

The study revealed that as parents' overprotective attitudes increased, the level of positive relationships they established with their children also increased. This finding suggests that parents with overprotective attitudes have more positive relationships with their children. Parents with an overprotective attitude are attentive and caring toward their children. They make decisions for the child and do many things that the child should be doing (Tuzcuoğlu, 2003). For these reasons, it is supposed that there will be fewer conflict between parents with this attitude and their children, and their relationships will be positive. Furthermore, the effects of overprotective parenting on the parent-child relationship may be associated to the age and the child's developmental stage; for instance, for a preschooler, parental overinvolvement in the child's life may have fewer negative effects on the relationship with the parent than for an adolescent.

Another finding was that parents' attitudes didn't vary based on their children's gender. Baumrind (1966) reported that parental attitudes and gender were weakly related, and parental

attitudes did not differ by child gender (as cited in Hale, 2008). Similarly, Uykan and Akkaynak (2019) concluded that parents' attitudes did not change by the child's gender. On the other hand, some studies concluded that parents of male children had more authoritarian attitudes than parents of female children (Alabay, 2017; Vyas et al., 2016). Parental attitudes differ by both the gender of the child and the gender of the parent. A meta-analysis of parental attitudes found that fathers were more likely than mothers to differentiate between boys and girls (Lytton and Romney, 1991). In this study, 85% of the participants were mothers and they are thought to have similar parental attitudes toward their sons and daughters. Therefore, conflicting results in the literature may also be due to the gender of the parents who participated in the studies.

The results showed that parents with undergraduate or postgraduate degrees exhibited more authoritative attitudes than those with primary or middle school degrees, and those with high school degrees exhibited more authoritative attitudes than those with primary or middle school degrees. In other words, it was concluded that as parents' education level increased, they exhibited authoritative parental attitudes. Moreover, it was found that parents with an undergraduate or postgraduate degree were less overprotective than those with an elementary, middle, or high school degree. It was determined that the relationship that parents established with their children did not differ significantly according to their level of education. Other studies supporting this finding have found no relationship between parents' education level and their relationship with their children (Dereli & Dereli, 2017; Gözübüyük & Özbey, 2020). This suggests that factors such as parents' work-family dynamics, attachment styles and temperament characteristics of parents and children may be more effective in parent-child relationship than the parents' education level (Özkan & Bartan, 2020; Wamboldt & Wamboldt, 2000; Vieira et al., 2016). In parallel with the study results, Karakoç Demirkaya and Abalı (2012) reported that overprotective and strict disciplinary attitudes were more common in mothers with low education levels and young age and that overprotective and strict disciplinary attitudes increased in mothers who were young, had low education level, and were not working. As the educational levels of parents increased, their authoritative attitudes towards their children increased, pressure and disciplinary behaviors decreased, and their attitudes towards democracy and equality increased (Eroğlu, 2014; Şanlı & Öztürk, 2012; Şendoğdu, 2000; Tezel Şahin & Özyürek, 2008). Studies in the international literature indicated that mothers with lower education levels used more physical punishment to discipline their children, while parents with higher education levels adopted a more democratic, supportive, and child-centered parenting attitude (Bornstein & Zlotnik, 2008).

Parents should be informed to increase their awareness about the importance of parental attitudes in the formation of the child's personality and in the upbringing of the child and how they affect the parent-child relationship. In this context, some public institutions such as the Ministry of Health, the Ministry of Family and Social Services and the Ministry of National Education can work in cooperation to increase the awareness of parents on how to improve parents' relationships with their children. Central decisions and policies can be put into practice throughout the country through joint efforts with local governments. For example, informative meetings, seminars and workshops can be organized by experts working with parents at Family Health Centers, Public Education Centers and workplaces on parental attitudes, things to be considered when raising children, building quality parent-child relationships, etc. In addition, elective courses on family education can be added to all undergraduate programs at universities to educate potential parents.

In preschool education institutions, parents can be informed about their parental attitudes and training can be organized about the possible negative effects of overprotective parental attitudes, permissive parental attitudes, and authoritarian parental attitudes on the child's development and future life. In future studies on parental attitudes and parent-child relationships, the effects of gender and age of parents, family size, number of children, parental personality and communication between parents on parental attitudes and parent-child

relationships can also be investigated. In addition to these, within the scope of this subject, data diversification can be achieved by adding a qualitative dimension to the study through mixed-design studies.

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GENİŞLETİLMİŞ ÖZ

Giriş

Ebeveyn tutumları aile sisteminin önemli bir parçasıdır ve aile sistemi ebeveyn-çocuk ilişkisinin önemli bileşenlerinden biridir (Özada & Duyan, 2018). Başka bir ifade ile ebeveyn-çocuk ilişkisi, aile ortamının ortak unsurları ve ebeveyn tutumları tarafından şekillenir (Bush & Peterson, 2013). Ebeveyn-çocuk ilişkisinin kalitesi, ebeveynlerin ve çocukların birbirlerine sunduğu destek ile ilişkilidir. Bu desteğin karşılıklı olması veya olmaması ilişkinin kalitesini etkilemektedir. Ebeveynlerden alınan destek ile onlara sunulan destek arasındaki denge, çocuğun hissettiği olumlu duyguları ve ebeveyn-çocuk ilişkisinin kalitesini artırır (Schwarz vd., 2005). Olumlu ebeveynlik sağlıklı ebeveyn-çocuk ilişkisinin gelişmesine yardımcı olabilir (Morris vd., 2007). Başka bir ifade ile ebeveyn tutumları ebeveyn-çocuk ilişkisi karşılıklı etkileşim içindedir (Hwang & Jung, 2021; Schuiringa vd., 2015; September vd., 2015).

Bu araştırmanın amacı 4-6 yaşlarındaki çocukların ebeveynlerinin ebeveyn tutumları ile ebeveyn-çocuk ilişkisi arasındaki ilişkinin incelenmesidir. Araştırmanın, alan yazındaki boşluğun doldurulması ve ebeveynlere çocukları ile ilişkilerini destekleyen ebeveynlik tutumlarını benimsemeleri konusunda yol gösterici olması açısından önemli olduğu düşünülmektedir. Bu doğrultuda araştırmanın soruları şu şekilde belirlenmiştir:

- 4-6 yaşlarındaki çocukların ebeveyn tutumları ile ebeveyn-çocuk ilişkisi arasında anlamlı bir ilişki var mıdır?
- 4-6 yaşlarındaki çocukların anne ve babalarının ebeveyn tutumları; çocukların cinsiyetine ve ebeveynlerin öğrenim düzeyine göre anlamlı bir şekilde farklılaşmakta mıdır?
- 4-6 yaşlarındaki çocukların anne ve babaları ile ilişkileri; çocukların cinsiyetine ve ebeveynlerin öğrenim düzeyine göre anlamlı bir şekilde farklılaşmakta mıdır?

Yöntem

Bu çalışmada, nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Uygun örnekleme yöntemi ile ulaşılan 4-6 yaş arasında çocuğu olan 289 ebeveyn (245 anne, 44 baba) araştırmanın örneklemini oluşturmaktadır. Araştırmanın verileri araştırmacılar tarafından oluşturulan Demografik Bilgi Formu, Çocuk Anababa İlişki Ölçeği (Akgün ve Yeşilyaprak, 2010) ve Ebeveyn Tutum Ölçeği (Karabulut Demir ve Şendil, 2008) aracılığıyla toplanmıştır. Verilerin analizinde ilişkisel tarama modeline uygun istatistiksel yöntemler kullanılmıştır. Bu çalışma kapsamında ETÖ ölçeği için hesaplanan Cronbach alfa değeri (,84), Çocuk Anababa İlişki Ölçeği için hesaplanan Cronbach alfa değeri ise (,77) olarak bulunmuştur. Araştırmanın verileri normal dağılım gösterdiği için Pearson korelasyon katsayısı, t testi ve ANOVA testi ile analiz edilmiştir.

Bulgular ve Tartışma

Ebeveyn tutumları ile ebeveyn-çocuk ilişkisi arasındaki ilişkiyi incelemek amacıyla yapılan Pearson korelasyon testi sonuçları incelendiğinde, ebeveynlerin demokratik tutumu ile çocukları ile kurdukları olumlu ilişki arasında pozitif yönde anlamlı ilişki bulunduğu görülmektedir ($r=,638$; $p<,01$). Bulgular, ebeveynlerin aşırı koruyucu tutumu ile çocukları ile kurdukları olumlu ilişki arasında da pozitif yönde anlamlı bir ilişki olduğunu ortaya koymaktadır ($r=,400$; $p<,01$). Ebeveynlerin otoriter tutumu ile çocukları ile kurdukları olumlu ilişki arasında ise negatif yönde anlamlı ilişki bulunmuştur ($r=-,244$; $p<,01$). Son olarak, ebeveynlerin izin verici tutumu ile çocukları ile kurdukları olumlu ilişki arasında anlamlı bir

ilişki tespit edilmemiştir ($p>.05$). Araştırmada elde edilen bu sonuç alan yazında yapılan diğer çalışmaların sonuçları ile örtüşmektedir (He, 2022; McKinney ve Renk, 2011; Nelson vd., 2011; Shahzad vd., 2023). Aile sisteminin önemli bir parçası olan ebeveyn tutumları, aile sistemini ve ebeveyn-çocuk ilişkisini etkilemektedir (Özada & Duyan, 2018). Sağlıklı bir ebeveyn-çocuk ilişkisi, olumlu ebeveyn-çocuk ilişkisine bağlıdır (Morris vd., 2007). Ebeveyn tutumları, çocukların davranışları üzerinde önemli bir etkiye sahiptir. Yapılan çalışmalar, otoriter ebeveynlik stiline çocukların davranışsal gelişimine yardımcı olmadığını, aşırı baskıcı bir ortamın çocuklarda karşı gelme davranışlarına yol açabileceğini göstermektedir (He, 2022). Dolayısıyla çocukların sevildiklerini hissettikleri, ihtiyaçları olan destek ve rehberliğe ulaşabildikleri, aynı zamanda birey olarak bağımsızlıklarının onaylandığı tutumlar sergileyen ebeveynler ile olumlu ilişkiler geliştirebildikleri ifade edilebilir.

Araştırmada, ebeveynlerin aşırı koruyucu tutumu arttıkça ile çocukları ile kurdukları olumlu ilişki düzeyinin de arttığı belirlenmiştir. Bu bulgu, aşırı korumacı tutuma sahip ebeveynlerin çocuklarıyla daha olumlu ilişkilere sahip olduğunu göstermektedir. Aşırı koruyucu tutuma sahip ebeveynler çocuklarına karşı özenli ve şefkatlidirler. Çocuk için kararlar alırlar ve çocuğun yapması gereken birçok şeyi yaparlar (Tuzcuoğlu, 2003). Bu nedenlerden dolayı, bu tutuma sahip ebeveynler ile çocukları arasında daha az çatışma yaşanacağı ve ilişkilerinin olumlu olacağı düşünülmektedir. Aşırı koruyucu ebeveynliğin ebeveyn-çocuk ilişkisi üzerindeki etkilerinin çocuğun yaşı ve gelişimsel evresiyle ilişkili olması da muhtemeldir. Örneğin okul öncesi dönemdeki bir çocuk için ebeveynin çocuğun hayatına aşırı müdahalesi, ergenlik dönemindeki bir çocuğa kıyasla ebeveyni ile olan ilişkisi üzerinde daha az olumsuz etkiye neden olabilir.

Ebeveyn tutumlarının çocuklarının cinsiyetine göre farklılık göstermediği araştırmadan elde edilen bir diğer sonuçtur. Baumrind (1966) ebeveyn tutumlarının çocukların cinsiyetlerine göre farklılaşmadığını, ebeveyn tutumları ile cinsiyet arasındaki ilişkinin oldukça zayıf olduğunu ifade etmiştir (akt. Hale, 2008). Araştırmanın bu sonucunu destekler nitelikte Uykan ve Akkaynak (2019) tarafından yapılan çalışmada da ebeveyn tutumunun çocuğun cinsiyetine göre farklılık göstermediği bulunurken; bazı çalışmalarda, erkek çocuğa sahip ebeveynlerin, kız çocuğa sahip olan ebeveynlere oranla daha otoriter bir tutum içinde olduğu sonucuna ulaşılmıştır (Alabay, 2017; Vyas vd., 2016). Alan yazında ebeveyn tutumları ve çocuğun cinsiyetini inceleyen çalışmalar incelendiğinde, ebeveyn tutumlarının hem çocuğun hem de ebeveynin cinsiyetine göre farklılaşabileceği görülmektedir (Atabey, 2017; Conrade & Ho, 2011; Sak vd., 2015; Vyas vd., 2016). Örneğin Alabay'ın (2017) çalışmasının yaklaşık %30'unu, Vyas ve arkadaşları (2016) tarafından yapılan çalışmanın %50'sini, Sak ve arkadaşları (2015) tarafından yapılan çalışmada ise katılımcıların yaklaşık %45'ini babalar oluşturmuştur. Bu araştırmada, katılımcıların %15'ini babalar oluştururken, Uykan ve Akkaynak (2019) tarafından yapılan araştırmada katılımcıların tamamı annelerden oluşmaktadır. Annelerin babalara kıyasla daha demokratik bir tutuma sahip oldukları da bilinmektedir (Sak vd., 2015). Dolayısıyla araştırmadan elde edilen bu sonucun, alan yazındaki diğer çalışmaların sonuçlarıyla farklılık göstermesinin sebebinin, ebeveynlerin cinsiyetlerinden kaynaklanabileceği düşünülmektedir.

Bu araştırmada, lisans-lisansüstü mezunu olan ebeveynlerin ilkökul-ortaokul mezunu olanlara ve lise mezunu olanların ilkökul-ortaokul mezunu olanlara göre daha fazla demokratik tutum sergilediği belirlenmiştir. Ayrıca, lisans-lisansüstü mezunu olan ebeveynlerin ilkökul-ortaokul ve lise mezunu olanlara göre daha az aşırı koruyucu tutum sergiledikleri de belirlenmiştir. Ebeveynlerin çocukları ile kurdukları ilişkinin öğrenim düzeylerine göre ise anlamlı bir fark göstermediği tespit edilmiştir. Araştırma sonuçlarını destekler nitelikte Karakoç Demirkaya ve Abalı (2012), aşırı koruyucu ve sıkı disiplin tutumlarına eğitim seviyesi düşük ve yaşı genç annelerde daha sık rastlandığını, küçük yaşta olan, eğitim düzeyi düşük olan ve çalışmayan annelerin aşırı koruyuculuk ve sıkı disiplin tutumlarının arttığını ifade etmişlerdir. Anne ve babaların öğrenim düzeyleri arttıkça çocuklarına karşı demokratik tutumları da

artmakta, baskı ve disiplin davranışları azalmakta, demokratiklik ve eşitlik tutumları ise artmaktadır (Erođlu, 2014; Őanlı & Öztürk, 2012; Őendođdu, 2000; Tezel Őahin ve Özyürek, 2008). Uluslararası alan yazında da alıřmalar, düşük eđitim seviyesindeki annelerin çocuklarını disipline edebilmek için daha ok fiziksel ceza uyguladıklarını; yüksek eđitim seviyesindeki anne babaların ise daha demokratik, destekleyici ve çocuk merkezli bir ebeveynlik tutumu benimsediklerini belirtmektedir (Bornstein ve Zlotnik, 2008).