



Research Article

**ATTITUDES OF PEDIATRIC NURSES AND TEACHERS TOWARDS CHILDREN'S RIGHTS AND THEIR PARENTAL ATTITUDES**

**Esra Tural BÜYÜK<sup>1</sup>** **Emel ODABAŞOĞLU<sup>2</sup>** **Hatice UZŞEN<sup>1</sup>** **Merve KOYUN<sup>1</sup>**

<sup>1</sup>Department of Child Health Nursing, Faculty of Health Sciences, Ondokuz Mayıs University, Samsun, Turkey

<sup>2</sup>Department of Child Health Nursing, Fac. of Florence Nightingale, İstanbul Cerrahpaşa Uni., İstanbul, Turkey

\*Corresponding Author: esratural55@gmail.com

**Abstract:** *All professional disciplines working with children have important responsibilities for raising healthy generations. Nurses and teachers have responsibilities in the healthy growth and development of children within the family and society in physical, cognitive, emotional, and social aspects. The study aims to determine the attitudes of pediatric nurses and elementary school teachers working in the northern part of Turkey towards children's rights and their parental attitudes. This was a descriptive and cross-sectional study that was completed with a total of 258 individuals including 135 nurses and 123 teachers. 'Personal Information Form', "Children's Rights Attitude Scale (CRAS)" and "Parental Attitude Scale (PAS)" were used to evaluate sociodemographic characteristics of the nurses and teachers and their parental attitudes and attitudes towards children's rights. The data obtained from the study were analyzed by SPSS 21.0 program. Of the individuals who participated, 52.1% were nurses and 47.9% were teachers. It was found that the mean CRAS score was 37.8±9 for nurses and 31.4±9 for teachers. A statistically significant difference was found between the mean CRAS scores of the nurses and teachers ( $p<0.05$ ). The mean PAS score was 22.0±5 for nurses and 18.8±5 for teachers, and a statistically significant difference was found between them ( $p<0.05$ ). In the correlation studies between mean CRAS and PAS scores of the nurses and teachers, mean CRAS scores were found to be negatively correlated with PAS-democratic attitude. It was found that nurses and teachers showed positive attitudes towards children's rights, most of them did not get any training on this subject, and nurses who took education on children's rights exhibited more positive attitudes. It was also found out the attitudes of the nurses and teachers, who thought that children's rights were violated, were more positive.*

**Keywords:** *child right, teacher, pediatric nurse, parental attitude*

Received: June 13, 2021

Accepted: November 5, 2021

## 1. Introduction

Children's rights can be described as the rights that foresee to protect children from harm and abuse, to give them a chance to be grown up in an emotionally appropriate manner, and to provide the basic needs such as health, housing, and education [1]. Children's rights refer to a childhood where every child develops to reach optimal potential, stays healthy, away from violence and poverty, and is raised in a safe environment [2-4]. Geneva Declaration of the Rights of the Child has stated that children have different physical, psychological, and behavioral characteristics than adults, their consciousness shows continuous growth and improvement, children's care is a social problem and everyone has to assume this responsibility by scientific approaches [1,5]. Today, the international document on children's rights is the United Nations Convention on the Rights of the Child, which was approved by the United Nations on November 20, 1989, and confirmed by 193 countries. Convention on the Rights of the Child emphasizes the philosophy of respect for children [6,7]. It is highly important to educate

professionals working with children in this field in generating a culture foreseeing respect to the rights of the children [8].

Parental attitudes constitute the set of behaviors resulting from the interaction between the child and the parents [9]. Parental attitudes are important for the psychological, physical, sexual, cognitive, and lingual development of children. They are a good tool for the transmission of cultural values during the socialization of the child [10-12]. The classification of parental attitudes emerges through behaviors. Previous studies addressed four attitudes including authoritarian, democratic, protective, and permissive. Each attitude has different effects on the lives of children. Parents having a democratic attitude enable their children to develop a free, self-standing and self-confident personality. Authoritarian parents, on the other hand, cause children to be more suppressed and withdrawn. In a permissive (overly tolerant) attitude, limits and rules are not clear for the child; and children raised with this attitude appear to be individuals who have not decided what to be and who are insatiable, incompilant with rules, and lacking skills such as sharing and collaboration. Moreover, parents give the child more control and care than necessary in a protective attitude; and as a result, the child becomes an emotionally sensitive and insecure individual who is heavily dependent on others [11,13]. In other words, parental attitudes play an important role in shaping children's lives in all aspects, their behaviors, and relationships with people.

All professional disciplines working with children have important responsibilities for raising healthy generations. Nurses and teachers have responsibilities in the healthy growth and development of children within the family and society in physical, cognitive, emotional, and social aspects. The physical, economic and social environment where children live has a significant effect on their well-being [14-16]. In this context, it is crucial to know own parenting attitudes of pediatric nurses and teachers and their attitudes towards children's rights. There is a limited number of studies conducted in our country regarding parental attitudes of the members of these two professions and their attitudes towards children's rights.

### **1.1. The aim of the study**

This study was carried out to determine the attitudes of pediatric nurses and elementary school teachers working in the northern part of Turkey towards children's rights and their parental attitudes.

### **1.2. Following questions were seeking answers for this purpose**

- What are the attitudes of nurses and teachers towards children's rights?
- What are the parental attitudes of nurses and teachers?
- Is there a relationship between sociodemographic characteristics of nurses and teachers and their attitudes towards children's rights?
- Is there a relationship between sociodemographic characteristics of the nurses and teachers and their parental attitudes?
- 

## **2. Methods**

### **2.1. Sample and Design of the Study**

This was a descriptive and cross-sectional study. It was carried out with the nurses working in the pediatric clinics of a university hospital, a research and training hospital, and teachers working in the kindergarten and elementary schools located in a metropolitan city in the northern part of Turkey at March-May, 2021. Nurses and teachers who have been working in this field for more than at least one year, who had a child, and who approved to participate constituted the sample of the study. It was tried to attain the whole universe, but the study was completed with a total of 258 individuals including 135 nurses (the participation rate was 72%) and 123 teachers (the participation rate was 67%).

## **2.2. Research Instrument**

‘Personal Information Form’ which was generated by the researchers in line with the literature and evaluating sociodemographic characteristics of the nurses and teachers, “Children’s Rights Attitude Scale (CRAS)” which evaluate attitudes towards children’s rights, and “Parental Attitude Scale” which evaluate parental attitudes were used for data collection [6,11].

### **2.2.1 Personal Information Form**

This form included 11 questions regarding sociodemographic characteristics of the nurses and teachers (age, sex, education status, number of children), their professional characteristics (period of their professional experience, working department/school, their state of willingness in choosing their profession) and their thoughts about the attitudes adopted by their parents and for children’s rights (status of having any education concerning children’s rights, the status of thinking that children’s rights are violated in our country, child-rearing attitudes of the participants at home and their parents’ child-rearing attitudes) [6,11].

### **2.2.2 Children’s Rights Attitude Scale**

Children’s Rights Attitude Scale (CRAS), which was developed by Karaman Kepenekci in 2006 to determine the attitudes of nurses towards children’s rights, was used in the study [6]. There were 22 items in this 5-point Likert-type scale regarding the vital, developmental, protection, and participation rights of the children. The response options for these statements included “Totally agree”, “Agree”, “Neither agree nor disagree”, “Disagree”, and “Totally disagree”. Responses given to the statements were scored in the same order as 1, 2, 3, 4, and 5, respectively; and a high score taken from the scale indicated a negative attitude. On the scale, 19 statements were positive and 3 were negative. Responses given to the negative statements (items 2,14 and 15) were reverse scored. In the validity and reliability study by Karaman Kepenekci (2006), Cronbach Alpha internal consistency coefficient was found as 0.85. [6]. Cronbach Alpha internal consistency coefficient was found as 0.86 in this study.

### **2.2.3 The Parental Attitude Scale (PAS)**

The Parental Attitude Scale was developed by Karabulut Demir and Sendil (2008) to measure the child-rearing behaviors of the parents [11]. This Likert-type scale was composed of four subscales including “Democratic”, “Authoritarian”, “Permissive” and “Protective”; and consisted of 46 items. There were 17 items for democratic attitude, 11 items for authoritarian, 9 items for protective, and 9 items for permissive attitude. These items were as behavior styles, and there were “5” options across each behavior style varying depending on their frequencies. In scoring, scores and corresponding responses were 5 for “always”, 4 for “most of the time”, 3 for “sometimes”, 2 for “rarely” and 1 for “never”. There were no reverse-coded items. Scores obtained from each subscale were calculated separately, and a score was retrieved for each subscale. Having a high score meant to adopt the behavior style represented by that domain. At the end of reliability analyses conducted for PAS, Cronbach’s alpha values were found as 0.83 for “democratic attitude”, 0.76 for “authoritarian attitude”, 0.75 for “protective attitude” and 0.74 for “permissive attitude” [11]. Cronbach’s alpha values were found as 0.90 for “democratic attitude”, 0.80 for “authoritarian attitude”, 0.71 for “protective attitude” and 0.54 for “permissive attitude”

## **2.3. Data Collection**

Since the study was conducted during the COVID-19 pandemic, the authors decided to collect data online. Data collection instruments were designed as an online survey tool from Google Forms; thus, it became possible to complete them not only from a computer but also from any other electronic devices having internet access. The researcher informed the nurses and teachers about the aim and the scope of the study through e-mail and invited them to participate in the study. The tools were sent as an online link to the volunteer nurses and teachers. The scales lasted for approximately 10 minutes.

## **2.4. Statistical Analysis**

The data obtained from the study were analyzed by SPSS 21.0 program (SPSS Inc, ChicagoII, USA). The frequencies and percentages of nurses and teachers were used to analyze their sociodemographic characteristics during data analysis. Firstly, the Shapiro-Wilk test was used to determine whether the data were distributed normally or not. Number, percentage, mean, standard deviation, and median values were used as descriptive statistics; and parametric tests (such as independent samples t-test and one-way analysis of variance (ANOVA)) were used to analyze data with normal distribution. Besides, the Mann Whitney U test and Kruskal Wallis test were used to analyze the data with the abnormal distribution. Spearman correlation analysis was performed to investigate possible correlations between CRAS and PAS. For all the analyses,  $p < 0.05$  was considered statistically significant.

## **Ethical Consideration**

Ethics approval to conduct the study was taken from the Ondokuz Mayıs University Ethics Committee of Social Sciences and Humanities Research and Publication (Decision no: 2020/127, Date: 28.02.2020). Before starting the research, written permission (Google survey) was obtained from the nurses who agreed to participate in the study.

## **3. Results**

Sociodemographic characteristics of the nurses and teachers were shown in Table 1. Among the individuals who participated, 52.1% were nurses and 47.9% were teachers. 61.9% of the nurses and 64.2% of the teachers were between 41-60 years old. 93.3% of the nurses and 70.7% of the teachers were females. In addition, 91.8% of the nurses and 89.4% of the teachers included in the study had an undergraduate degree. It was again found that 75.4% of the nurses and 62.6% of the teachers have not taken any education on children's rights. 65.7% of the nurses and 85.4% of the teachers stated that children's rights were violated.

**Table 1.** Sociodemographic Characteristics of the Nurses and Teachers

Sociodemographic Data		Nurse		Teacher	
		n	(%)	n	(%)
Age	20-40	51	38.1	44	35.8
	41-60	83	61.9	79	64.2
Sex	Female	129	96.3	87	70.7
	Male	5	3.7	36	29.3
Education	Undergraduate	125	93.3	110	89.4
	Graduate	9	9.7	13	10.6
Working years	1-10 years	36	26.9	16	13.0
	11-20 years	43	32.1	46	37.4
	20 years and more	55	41.1	61	49.6
Status of having an education on children's rights	Yes	33	24.6	46	37.4
	No	101	75.4	77	62.6
Status of thinking that children's rights are violated	Yes	88	65.7	106	85.4
	No	46	34.3	18	14.6
The attitudes of their parents towards the participants	Democratic	11	8.2	22	17.9
	Authoritarian	44	32.8	46	37.4
	Protective	72	53.7	45	36.6
	Permissive	7	5.2	10	8.1
<b>Total</b>		130	100	123	100

Mean scores of the nurses and teachers from the scales and their statistical comparisons were given in Table 2. It was found that the mean CRAS score was  $37.8 \pm 9$  for nurses and  $31.4 \pm 9$  for teachers. A statistically significant difference was found between the mean CRAS scores of the nurses and teachers ( $p < 0.05$ ). The mean PAS- authoritarian score was  $22.0 \pm 5$  for nurses and  $18.8 \pm 5$  for teachers, and a statistically significant difference was found between them ( $p < 0.05$ ).

**Table 2.** Mean CRAS and PAS Scores of The Nurses and Teachers

Mean Scale scores	Nurse		Teacher		Statistical Analysis
	X $\pm$ SD	Min-Max	X $\pm$ SD	Min-Max	
CRAS <sup>b</sup>	37.8 $\pm$ 9	22-78	31.4 $\pm$ 9	22-80	u=4609.00 Z=-6.109 p=0.00
PAS-democratic <sup>b</sup>	71.3 $\pm$ 8	50-85	73.1 $\pm$ 7	47-85	u=7333.50 Z=-1.526 p=0.127
PAS-protective <sup>a</sup>	31.0 $\pm$ 4	19-42	30.2 $\pm$ 5	19-44	t=1.231 p= 0.219
PAS-permissive <sup>a</sup>	22.4 $\pm$ 4	11-35	21.0 $\pm$ 4	9-33	t=2.500 p= 0.013
PAS-authoritarian <sup>b</sup>	22.0 $\pm$ 5	11-43	18.8 $\pm$ 5	11-43	u=5601.50 Z=-4.44 p=0.00

<sup>a</sup>Independent Samples t-test <sup>b</sup>Mann Whitney U test

When mean CRAS scores of the nurses were compared based on their sociodemographic characteristics, a statistically significant difference was detected between their states of having an education on children's rights and thinking that children's rights are violated ( $p < 0.05$ ). The mean CRAS score was  $39.0 \pm 10$  for the ones who had training on children's rights and  $34.2 \pm 7$  for those who did not. Besides, the mean CRAS score was found to be  $36.3 \pm 13$  among the ones who thought that children's rights were violated and  $38.6 \pm 7$  among the ones who did not (Table 3).

**Table 3.** Mean CRAS and PAS Scores of The Nurses Based on Their Sociodemographic Characteristics

Sociodemographic Data		CRAS	PAS Protective	PAS Permissive	PAS Authoritarian	PAS Democratic
Age	20-40	37.5±11	31.3±4	22.7±4	21.6±5	72.3±8
	41-60	38.0±9	30.7±4	22.2±4	22.3±6	70.7±8
	<b>p</b>	0.48 <sup>b</sup>	0.49 <sup>b</sup>	0.57 <sup>a</sup>	0.53 <sup>b</sup>	0.28 <sup>b</sup>
Sex	Female	37.8±9	30.9±4	22.3±4	21.8±5	71.3±8
	Male	38.4±10	31.2±4	23.8±4	27.2±8	70.8±8
	<b>p</b>	0.43 <sup>b</sup>	0.91 <sup>a</sup>	0.52 <sup>a</sup>	0.10 <sup>b</sup>	0.65 <sup>b</sup>
Education	Undergraduate	38.1±9	30.9±4	22.2±4	21.9±5	71.1±8
	Graduate	33.4±9	31.5±4	25.3±5	23.5±7	74.4±7
	<b>p</b>	0.17 <sup>b</sup>	0.95 <sup>b</sup>	0.12 <sup>a</sup>	0.61 <sup>b</sup>	0.37 <sup>b</sup>
Working years	1-10 years	38.5±11	31.1±4	22.7±3	22.3±5	70.5±9
	11-20 years	38.1±8	31.4±4	22.4±4	22.3±5	71.7±8
	>20 years	37.6±9	30.4±4	22.3±4	21.8±6	71.4±8
<b>p</b>	0.66 <sup>c</sup>	0.54 <sup>d</sup>	0.90 <sup>d</sup>	0.90 <sup>d</sup>	0.92 <sup>c</sup>	
Status of having an education on children's rights	Yes	34.2±7	30.9±4	22.5±4	22.3±6	71.0±8
	No	39.0±10	31.1±4	22.0±3	21.2±4	72.3±8
	<b>p</b>	0.00 <sup>b</sup>	0.80 <sup>a</sup>	0.53 <sup>a</sup>	0.41 <sup>b</sup>	0.45 <sup>b</sup>
Status of thinking that children's rights are violated	Yes	36.3±13	31.3±4	22.8±4	22.7±5	70.6±9
	No	38.6±7	30.8±4	22.2±4	21.6±5	71.7±8
	<b>p</b>	0.00 <sup>b</sup>	0.56 <sup>a</sup>	0.40 <sup>a</sup>	0.32 <sup>b</sup>	0.86 <sup>b</sup>
The attitudes of their own parents' towards the participants	Democratic	38.8±9	31.4±4	22.4±4	22.9±4	68.2±10
	Authoritarian	37.2±9	30.2±4	22.1±4	22.1±6	72.6±9
	Protective	38.1±10	31.6±4	22.4±3	21.7±5	71.2±8
	Permissive	37.5±10	28.2±3	23.8±5	23.0±4	69.0±7
	<b>p</b>	0.96 <sup>c</sup>	0.15 <sup>c</sup>	0.62 <sup>c</sup>	0.64 <sup>c</sup>	0.36 <sup>c</sup>

<sup>a</sup>Independent samples t-test; <sup>b</sup>Mann Whitney U test; <sup>c</sup>Kruskal Wallis Test; <sup>d</sup>One-way Anova test

When mean CRAS scores of the teachers were compared based on their sociodemographic characteristics, a statistically significant difference was found between their states of thinking that children's rights were violated ( $p < 0.05$ ). The mean CRAS score of the ones who thought that they were violated was 30.9±8, and it was 35.6±9 for the ones who did not (Table 4).

**Table 4.** Mean CRAS and PAS Scores of the Teachers Based on Their Sociodemographic Characteristics

Sociodemographic Data		CRAS	PAS Protective	PAS Permissive	PAS Authoritarian	PAS Democratic
Age	20-40	29.8±6	29.8±5	20.4±4	18.2±4	74.8±7
	41-60	32.4±9	30.4±5	21.4±4	19.1±5	72.2±8
	<b>p</b>	0.19 <sup>b</sup>	0.58 <sup>a</sup>	0.19 <sup>b</sup>	0.65 <sup>b</sup>	0.08 <sup>b</sup>
Sex	Female	31.1±9	30.0±5	21.1±4	18.6±5	74.0±7
	Male	32.3±8	30.6±5	20.9±4	19.0±5	71.1±8
	<b>p</b>	0.32 <sup>b</sup>	0.57 <sup>a</sup>	0.84 <sup>a</sup>	0.69 <sup>b</sup>	0.07 <sup>b</sup>

**Table 4.** continued

Sociodemographic Data		CRAS	PAS Protective	PAS Permissive	PAS Authoritarian	PAS Democratic
<b>Education</b>	Undergraduate	31.6±9	30.4±5	20.8±4	18.6±5	73.1±7
	Graduate	30.1±7	28.2±4	22.8±5	20.2±4	73.3±6
	<b>p</b>	0.63 <sup>b</sup>	0.14 <sup>a</sup>	0.21 <sup>a</sup>	0.16 <sup>b</sup>	0.94 <sup>b</sup>
<b>Working years</b>	1-10 years	30.2±5	28.8±4	20.2±4	17.7±3	72.8±7
	11-20 years	30.0±7	30.3±5	20.6±4	19.1±5	74.4±7
	>20 years	32.8±10	30.5±5	21.6±4	18.7±5	72.2±7
	<b>p</b>	0.45 <sup>c</sup>	0.56 <sup>d</sup>	0.39 <sup>d</sup>	0.63 <sup>c</sup>	0.25 <sup>c</sup>
<b>Status of having an education on children's rights</b>	Yes	30.7±6	29.4±4	21.8±4	18.4±5	73.3±7
	No	32.0±10	30.5±5	20.6±4	19.0±5	72.9±7
	<b>p</b>	0.90 <sup>b</sup>	0.27 <sup>a</sup>	0.16 <sup>a</sup>	0.40 <sup>b</sup>	0.84 <sup>b</sup>
<b>Status of thinking that children's rights are violated</b>	Yes	30.9±8	30.2±5	21.4±4	18.8±5	73.3±7
	No	35.6±9	29.9±6	19.0±4	18.4±5	71.8±9
	<b>p</b>	<b>0.02<sup>b</sup></b>	0.59 <sup>b</sup>	0.06 <sup>a</sup>	0.64 <sup>b</sup>	0.76 <sup>b</sup>
<b>The attitudes of their own parents' towards the participants</b>	Democratic	31.2±6	29.8±7	20.0±4	17.6±3	75.2±7
	Authoritarian	30.8±7	29.4±5	21.1±4	19.5±5	72.7±8
	Protective	32.7±11	30.5±4	20.7±4	18.2±4	72.9±7
	Permissive	29.2±9	33.0±6	24.5±3	20.8±9	71.4±10
	<b>p</b>	0.57 <sup>c</sup>	0.33 <sup>d</sup>	0.06 <sup>d</sup>	0.55 <sup>c</sup>	0.51 <sup>d</sup>

<sup>a</sup>Independent samples t-test; <sup>b</sup>Mann Whitney U test; <sup>c</sup>Kruskal Wallis Test; <sup>d</sup>One-way Anova test

In the correlation studies between mean CRAS and PAS scores of the nurses, mean CRAS scores were found to be negatively correlated with PAS-democratic attitude and PAS-protective attitude, respectively, and it was found to be positively correlated with PAS-authoritarian attitude ( $r=-0.392$   $p=0.000$ ;  $r=-0.247$   $p=0.004$ ;  $r=0.250$   $p=0.004$ ) (at a significance level of  $p<0.01$ ) (Table 5).

**Table 5.** Correlation Between Mean CRAS And PAS Scores Of The Nurses

For Nurses		CRAS	PAS Protective	PAS Permissive	PAS Authoritarian	PAS Democratic
<b>CRAS</b>	<b>r</b>	1.000	-.247	.102	.250	-.392
	<b>p</b>	.	<b>.004</b>	.240	<b>.004</b>	<b>.000</b>
	<b>z</b>	134	134	.134	134	134
<b>PAS Protective</b>	<b>r</b>	-.247	1.000	.143	-.170	.450
	<b>p</b>	<b>.004</b>	.	.099	.050	.000
	<b>z</b>	134	134	.134	134	134
<b>PAS Permissive</b>	<b>r</b>	.102	.143	1.000	.283	-.080
	<b>p</b>	.240	.099	.	.001	.359
	<b>z</b>	134	134	.134	134	134
<b>PAS Authoritarian</b>	<b>r</b>	.250	-.170	.283	1.000	-.529
	<b>p</b>	<b>.004</b>	.050	0.001	.	.000
	<b>z</b>	134	134	.134	134	134
<b>PAS Democratic</b>	<b>r</b>	-.392	.450	-.080	-.529	1.000
	<b>p</b>	<b>.000</b>	.000	.359	.000	.
	<b>z</b>	134	134	.134	134	134

In the correlation analysis between mean CRAS and PAS scores of the teachers, the mean CRAS score was found to be negatively correlated with PAS-democratic attitude and positively correlated with

PAS-authoritarian attitude ( $r=-0.394$   $p=0.000$ ,  $r=0.308$   $p=0.001$ ) (at a significance level of  $p<0.01$ ) (Table 6).

**Table 6.** Correlation Between Mean CRAS And PAS Scores Of The Teachers

For Teachers		CRAS	PAS Protective	PAS Permissive	PAS Authoritarian	PAS Democratic
CRAS	r	1.00	-.037	.057	.308	-.394
	p	.	.681	.534	<b>.001</b>	<b>.000</b>
	z	123	123	123	123	123
PAS Protective	r	-.037	1.00	.269	.059	.007
	p	.681	.	.003	.516	.943
	z	123	123	123	123	123
PAS Permissive	r	.057	.269	1.00	.270	-.185
	p	.534	.003	.	.003	0.41
	z	123	123	123	123	123
PAS Authoritarian	r	.308	.059	.270	1.00	-.563
	p	<b>.001</b>	.516	.003	.	.000
	z	123	123	123	123	123
PAS Democratic	r	-.394	.007	-.185	-.569	1.00
	p	<b>.000</b>	.943	.041	.000	.
	z	123	123	123	123	123

#### 4. Discussion

In this study, most of the nurses and teachers were observed to show positive attitudes towards children’s rights although they did not have any education on them; and teachers were found to exhibit more positive attitudes (Table 3 and 4). No relevant study was found in the literature addressing nurses and teachers together, but attitudes of both professions towards children's rights were found to be positive in the previous studies in general [2,4,7,17-21]. Again, in the study, age, sex, professional experience periods, and education levels of the nurses and teachers were not found to affect their attitudes towards children’s rights. In the previous studies, the attitudes of the individuals towards children’s rights were determined to be more positive and they were found to give children more freedom as their education levels increased [20,22]. Moreover, the sex of the participants was not found to affect their attitudes towards the rights of the children. In some studies conducted with teachers and candidate teachers, it was determined that women exhibited more positive attitudes compared to men [23-25]. In some other studies with nurses, sex was not found to affect attitudes towards children's rights [20-26]. Moreover, female students were found to show more positive behaviors compared to the males in a study that was carried out with nursing students [4].

In this study, it was determined that attitudes towards children’s rights among the nurses, who have taken education on children’s rights and thought that they were violated, were positive (Table 3). It was found to be in the same manner in the studies which were carried out with the nurses and nursing students who were thinking in the same way [2,4,27]. In the study, it was also observed that the status of having an education on children’s rights did not affect the attitudes of teachers; but, attitudes of the teachers, who thought that children’s rights were violated, were found to be positively affected. Among the other relevant studies conducted with teachers, some reported an effect of prior education on children’s rights on the attitudes [6,7,25] whereas others reported no effect [2,23,24,28].

In the study, it was determined that nurses exhibited more authoritarian and permissive attitudes compared to the teachers (Table 2). Previous studies have shown various results, and studies addressed both occupations separately. While some studies reported democratic attitudes within the families mostly [29,30], some others mostly reported authoritarian attitudes [31,32].



No correlation was found between the sociodemographic characteristics of the nurses and their parental attitudes (Table 5 and 6). In the literature, it has been reported that parental attitudes are influenced by many factors such as age, sex, education level, and income level of the parents [9,10,13,33]. Also, some studies determined that families were tended to show more protective attitudes as their education levels increased [30,31,33]. Again in another study, it was determined that families became more authoritarian or more permissive as their ages increased [13].

It was also determined in this study that teachers, who thought that children's rights were violated and stated that their families showed a permissive attitude to themselves, presented a permissive attitude. Parents indicated that the factors affecting their parenting attitudes were their upbringing and their psychological states [13]. Therefore, the results of our study suggest that parents showing a permissive attitude may also have been raised within such an environment.

Nurses were found to show more democratic and permissive attitudes and less authoritarian attitudes as their positive attitudes were enhanced towards children's rights. Moreover, it was seen that teachers showed more democratic and less authoritarian attitudes as their positive attitudes towards children's rights increased. Democratic attitude involves accepting the child as an individual, taking his/her opinions in family decisions, and valuing the emotions and ideas of the child. Thus, it is possible for the families exhibiting this attitude to show more positive attitudes towards children's rights. There may be an inadequacy in limiting or controlling the child in a permissive attitude. Their sensitivity to children's rights might have been associated with their inability to limit their children. In a previous study, it was observed that parental authority types were effective on the attitudes towards children's rights; free and authoritative (perfectionist) parents exhibited attitudes in favor of "care and protection" whereas democratic parents showed attitudes favoring "self-decision" [34]. In the study by Ozcan Saglamer and Kose (2020), it was determined that nurses presented more democratic attitudes as their child liking levels increased [29]. Also, Acary et al. (2020) found in their study that special education teachers, who took a special education law course, had more positive opinions regarding children's rights and democratic tendencies [28].

#### **4.1. Study limitations**

There are two limitations to the current study. Firstly, only people with children were included in the study. Secondly, only those who teach in kindergarten and primary school were recruited from the teachers. Finally; the study sample included only the Northern Anatolia region of Turkey; therefore, study findings cannot be generalized in terms of pediatric nursing in other regions.

#### **5. Conclusion and Suggestions**

In the study, it was found that nurses and teachers showed positive attitudes towards children's rights, most of them did not get any training on this subject, and nurses who took education on children's rights exhibited more positive attitudes. It was also found out the attitudes of the nurses and teachers, who thought that children's rights were violated, were more positive.

Nurses were found to show more authoritarian and permissive attitudes compared to the teachers in the study. It was also pointed out that teachers, who thought that children's rights were violated and who were raised with permissive attitudes, showed a permissive parental attitude. It was determined that teachers' democratic attitudes and nurses' democratic and permissive attitudes were increased as their positive attitudes towards children's rights increased. In addition, sociodemographic characteristics of the nurses and teachers were not found to affect their attitudes towards children's rights and their parental attitudes.

Parents adopting democratic attitudes see the child as an individual. Besides, they care about and respect the emotions and thoughts of the children and they include them in the decision-making process. This situation gives children the opportunity to take responsibility and fulfill them. Thus, their

attitudes towards children's rights are affected positively. Pediatric nurses and elementary school teachers become role models for the children and their families with their attitudes and behaviors. Therefore, it is important for these two professions which may have significant effects on the children and parents to be aware of their parental attitudes. Moreover, it is recommended to include parents in the awareness activities and to provide necessary information about appropriate attitudes to enhance healthy parental attitudes of the members of these two professions. It is also thought to be important for the nurses and teachers to have an active role in the determination of parents having parental attitudes that may negatively affect the development of the child and in early intervention programs. Additionally, it is recommended to pay attention to include the subject of "Children's Rights" within in-service education programs for all occupations working in the pediatric field and to make these training common. It is also suggested to conduct similar studies with larger samples including different occupational groups since the number of studies concerning children's rights and parental attitudes are quite low in our country as well as worldwide.

### **Ethical Consideration**

Ethics approval to conduct the study was taken from the Ondokuzmayıs University Ethics Committee of Social Sciences and Humanities Research and Publication (Decision no: 2020/127, Date: 28.02.2020). Before starting the research, written permission (Google survey) was obtained from the nurses who agreed to participate in the study.

### **Conflict of Interest**

Authors have no conflicts of interest to declare.

### **Financial Disclosure**

The authors declared that this study received no financial support.

### **Acknowledgment**

The authors thank all nurses who helped them in performing this study.

### **The compliance to Research and Publication Ethics**

This work was carried out by obeying research and ethics rules.

### **Authors' Contributions**

Tural Büyük, Odabasoğlu: Conceptualization, Methodology, Software. Tural Büyük, Odabasoğlu, Uzsen, Koyun: Data curation, Writing-Original draft preparation. Tural Büyük, Odabasoğlu, Uzsen, Koyun: Visualization, Investigation. Tural Büyük: Supervision, Writing-Reviewing and Editing.

### **References**

- [1] Dağ, H., Doğan, M., Sazak, S., Kaçar, A., Yılmaz, B., Doğan, A., Arıca, V. "Current approach to child rights ", *Çukurova Medical Journal*, 40(1), 1-5, 2015. doi:10.17826/cutf.02147
- [2] Küçük Alemdar, D., Yılmaz, G. "Determining the attitudes of pediatric nurses towards children's rights", *Celal Bayar University-Health Sciences Institute Journal*, 6(2), 121-126, 2019. doi:10.34087/cbusbed.536679
- [3] Koran, N. "Child rights and violations of teachers a qualitative study on the evaluation of education", *Hacettepe University Faculty of Health Sciences Journal, Uluslararası Katılımlı III. Çocuk Gelişimi ve Eğitimi Kongresi "Erken Müdahale" Kongre Kitabı*, 1(2), 542-57, 2015.
- [4] Yıldız, İ., Tok Yıldız, F., Altun Yılmaz, E., Aras Doğan, Ş. "Attitudes of nursing students towards children's rights: A sample from Turkey", *International Journal of Caring Sciences*, 11(2), 1059-65, 2018.

- [5] Kozikoğlu, İ. "Investigation of pre-school education teachers' opinions concerning children's rights and children participation rights", *Cumhuriyet International Journal of Education*, 7(4), 408-427, 2018.
- [6] Karaman Kepenekci, Y. "A study of university students' attitudes towards children's rights in Turkey ", *The International Journal of Children's Rights*, 14, 307-319, 2006.  
doi:10.1163/157181806778458095
- [7] Doğan, Y., Torun, F., Akgün, İH. "Pre-school teacher candidates' attitudes towards children's rights in terms of some variables", *International Journal of Human Sciences*, 11(2), 503-516, 2014.
- [8] Ersoy, AF. "An area violated in citizenship education: Children's rights education at home and at school", *International Online Journal of Educational Sciences*, 4(2), 359-376, 2012.
- [9] Alabay, E. "Investigation of parenting attitudes of parents whose children are at preschool age", *Journal of Early Childhood Studies*, 1(2), 156-174, 2017. doi:10.24130/eccd-jecs.196720171234
- [10] Aydoğdu, F., Dilekmen, M. "Evaluation of parental attitudes in terms of various variables", *Bayburt Eğitim Fakültesi Dergisi*, 11(2), 569-585, 2016.
- [11] Karabulut Demir, E., Şendil, G. "Parenting attitude scale (PAS)", *Turkish Psychological Articles*, 11(21), 15-25, 2008.
- [12] Görücü, A., Karakuş, N. "The impact of maternal attitudes on preschool children's the problem solving skills", *Selçuk University The Journal of Institute of Social Sciences*, (37), 316-26, 2017.
- [13] Sak, R., Şahin Sak, İT. Atlı, S., Şahin, BK. "Preschool period: Parenting attitudes", *Mersin University Journal of the Faculty of Education*, 11(3), 972-991, 2015. doi: 10.17860/efd.33313
- [14] Lo, YL. "Hong Kong pre-service teachers' attitudes towards and knowledge of children's rights", *Education, Citizenship and Social Justice*, 1, 119-135, 2018.
- [15] Ozturk, A., Doganay, A. "Development of a scale for the attitude towards children's rights education", *Educational Process: International Journal*, 6(3), 26-41, 2017.  
doi:10.22521/edupij.2017.63.3
- [16] Yüksel, B. Yazıcı, Z. "Evaluating the awareness of child participation for pre-serves teachers" *Journal of Early Childhood Studies*, 3(2), 457-477, 2019.
- [17] Deb, S., Mathews, B. "Children's rights in India: Parents' and teachers' attitudes, knowledge and perceptions " *The International Journal of Children's Rights*, 20(2), 241-264, 2012.
- [18] Merey, Z. "Attitudes of social studies teacher candidates towards children's rights", *Journal of Theory and Practice in Education*, 9(3), 243-253, 2013.
- [19] Sadıkoğlu, İ., Topsakal, C. "A general overview of the child rights training studies in pre-school education", *Recep Tayyip Erdogan University Journal of Social Sciences*, 3(6), 219-244, 2017.
- [20] Mishal, L., Rizwan, AL., Iram, L., Raja, AS. "Assessment of child rights awareness among pediatric doctors and nurses in tertiary hospitals, Lahore", *International Journal of Caring Sciences*, 11(3), 1623-1630, 2018.

- [21] Yıldız, İ., Tok Yıldız, F. "Attitudes of the nurses working in pediatric clinics towards children's rights", *Cumhuriyet Medical Journal*, 41(2), 372- 378, 2019.
- [22] Şanlı, D., Öztürk, C. "An analysis of the factors affecting the child rearing attitudes of mothers", *Buca Eğitim Fakültesi Dergisi*, (32), 31-48, 2012.
- [23] Yaşar Ekici, F. "Examining prospective teachers' attitudes towards child rights in terms of some variables", *The Journal of Academic Social Science*, 2(8), 66-77, 2014.
- [24] Pilatin, G., Ahmetoğlu, E. "Okul öncesi öğretmen adaylarının çocuk haklarına ilişkin tutumlarının incelenmesi", *Ondokuz Mayıs University Journal of Education Faculty*, 39(3), 117-136, 2020.
- [25] Leblebicioğlu, H., Çeliköz, N. "Prospective teachers' attitudes towards children's rights" *International Journal of Social Sciences and Education Research*, 3(1), 307-318, 2017. doi:10.24289/ijsser.270584
- [26] Nejad, EM, Begjani, J., Abotalebi, G., Salari, A., Ehsani, SR. "Nurses awareness of patients' rights in a teaching hospital." *Journal of Medical Ethics and History of Medicine*, 4(2), 1-6, 2011.
- [27] Kahriman, İ., Topbaş, M., Çan, G., Göker, Z., Deryal, Y. "Thoughts about child patients' rights of nurses and midwives that provide health service to pediatric age group children", *Balıkesir Health Sciences Journal*, 5(1), 18-29, 2016. doi: 10.5505/bsbd.2016.54154
- [28] Acaray, G., Uslu, R., Yücesoy, Y., Bağlama, B., Demirok, MS. "Preservice Special Education Teachers' Democratic Tendencies and Attitudes towards Children Rights", *Revista Romaneasca pentru Educatie Multidimensionala*, 12(2), 335-347, 2020.
- [29] Özcan Sağlamer, M., Köse, S. "The relationship between nurses' level of liking for children and parenting attitudes", *Health and Society*, 20(1), 71-78, 2020.
- [30] Tural Büyük, E., Rızalar, S., Güdek Seferoğlu, E., Oğuzhan, H. "Analysing liking of children and parenting attitudes of nurses working in pediatric and adult clinics ", *The Journal of Pediatric Research*, 1(3), 130-137, 2014. doi: 10.4274/jpr.32032.
- [31] Akgün, H., Çetin, H. "A study on determination of parental attitudes and abuse awareness with 4-6-year-old child", *Journal of Social and Cultural Studies*, 5, 42-61, 2020.
- [32] Bahçeli Kahraman, P., Çubukçu, A. " The relation between the abuse levels of mothers, parental attitudes and behavioural problems of children". *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 10(17), 1304-1331, 2019. doi: 10.26466/opus.507909
- [33] Akgün Kostak, M., Semerci, R., Kocaaslan, EN. "Level of nurses liking children and attitudes of child rising", *Gümüşhane University Journal of Health Sciences*, 6(4), 146- 155, 2017.
- [34] Yurtsever, M. "Developing a parent-child rights attitude scale and examining parents' attitudes towards children's rights in terms of different variables". Doctoral Thesis, Marmara University, Istanbul, 2009.