



RELATIONSHIP BETWEEN BEHAVIORAL PROBLEMS IN EARLY CHILDHOOD AND MATERNAL CHILD REARING ATTITUDES

MATERNAL ÇOCUK YETİŞTİRME TUTUMU VE ERKEN ÇOCUKLUK DÖNEMİNDEKİ DAVRANIŞ PROBLEMLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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ABSTRACT

Objective: This study was conducted to investigate the relationship between maternal child rearing attitude and behavioral problems in early childhood.

Method: The study is a descriptive research type. The sample of the study consisted of 756 mothers with children enrolled in preschool education in public schools within the borders of city center in the 2022-2023 academic year. The data were collected with the Personal Information Form, Preschool Behavioral Problems Screening Scale (PBPSS) and Child Raising Attitude Scale (CRAS). The data were transferred to the SPSS 22.0 program and evaluated using descriptive statistical analyses and Pearson Correlation Analysis.

Results: 66.7% of the mothers and 45.6% of the fathers were between the ages of 26-35, 54.4% of the mothers and 55.6% of the fathers had undergraduate/graduate education. The mean age (months) of the children was 63.70 (5.59). The mean total score of the PBPSS was 11.63 (5.78). The scores of the mothers on the democratic, authoritarian, protective, and overly tolerant sub-dimensions of the CRAS were 10.51 (2.71); 20.01 (2.15); 21.51 (2.73); and 19.63 (2.44), respectively. In this study, it was determined that mothers with democratic parental attitudes decreased behavioral problems in children, while mothers with authoritarian, protective and overly tolerant attitudes increased behavioral problems in children ($p<0.05$). According to the data, the frequency of problematic behaviors in children increased as the age of the mother and father decreased, the age of the child decreased and the number of siblings increased ($p<0.05$).

Conclusion: Detection of behavioral problems in the preschool period enables the development and treatment of early interventions. At this point, knowing the effects of parental attitudes on behavioral problems and including parents, especially mothers, in training programs serve to raise healthy children and improve public health.

Key Words: Mother, Child, Attitude, Behavior

ÖZ

Amaç: Bu çalışma, maternal çocuk yetiştirme tutumu ve erken çocukluk döneminde sık görülen davranış problemleri arasındaki ilişkinin incelenmesi amacıyla yapıldı.

Yöntem: Araştırma, tanımlayıcı araştırma türündedir. Araştırmanın örneklemini, 2022-2023 eğitim-öğretim yılında il merkez sınırları içerisinde devlet okullarında okul öncesi eğitime kayıtlı çocuğu bulunan 756 anne oluşturdu. Veriler, Kişisel Bilgi Formu, Okul Öncesi Davranış Sorunları Tarama Ölçeği (OÖDSTÖ) ve Çocuk Yetiştirme Tutum Ölçeği (ÇYTÖ) ile toplandı. Veriler SPSS 22.0 programına aktarıldı, tanımlayıcı istatistiksel analizler ve Pearson Korelasyon Analizi kullanılarak değerlendirildi.

Bulgular: Çalışmamıza katılan annelerin %66.7'si, babaların %45.6'sı 26-35 yaşlar arasındaydı. Annelerin %54.4'ü, babaların %55.6'sı lisans/lisansüstü eğitim düzeyine sahipti. Çocukların yaş ortalaması 63.70 (5.59) aydı. OÖDSTÖ toplam puan ortalaması 11.63 (5.78) idi. Annelerin, ÇYTÖ'nün alt boyutlarından aldığı puanlar sırasıyla demokratik 10.51 (2.71); otoriter 20.01 (2.15); koruyucu 21.51 (2.73); aşırı hoşgörülü 19.63 (2.44) dü. Bu çalışmada, demokratik ebeveyn tutumuna sahip annelerin çocuklarında davranış sorunlarının azaldığı; otoriter, koruyucu, aşırı hoşgörülü tutuma sahip annelerin çocuklarında davranış sorunlarının arttığı belirlendi ($p<0.05$). Verilere göre anne ve baba yaşı azaldıkça, çocuğun yaşı küçüldükçe ve kardeş sayısı arttıkça çocuklarda problemlerli davranış görülme sıklığı artmaktadır ($p<0.05$).

Sonuç: Okul öncesi dönemde davranış problemlerinin saptanması, erken müdahalelerin geliştirilmesini ve tedavisini sağlamaktadır. Bu noktada, ebeveyn tutumlarının davranış sorunları üzerine etkilerini bilmenin, ebeveynleri özellikle anneleri eğitim programlarına dahil etmenin sağlıklı çocuklar yetiştirilmesine ve toplum sağlığının geliştirilmesine hizmet edeceği düşünülmektedir.

Anahtar Kelimeler: Anne, Çocuk, Tutum, Davranış

INTRODUCTION

Attitude is a positive or negative pre-reaction and evaluation tendency that an individual develops based on his/her own knowledge, motivation and experience in the face of the symbol he/she perceives. Attitude has a direct effect on behavior, emotions and thoughts. Therefore, it has 3 dimensions: behavioral, cognitive

and emotional. These dimensions are not strictly separated from each other; on the contrary, they are in a constant relationship and interaction with each other. Therefore, it has 3 dimensions: behavioral, cognitive and emotional. These dimensions are not strictly separated from each other; on the contrary, they are in a constant relationship and interaction with each other. At the same time, these dimensions, which are consistent with each other, are defined as the elements of attitude. Therefore, it

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has 3 dimensions: behavioral, cognitive and emotional. These dimensions are not strictly separated from each other; on the contrary, they are in a constant relationship and interaction with each other. At the same time, these dimensions, which are consistent with each other, are defined as the elements of attitude. The cognitive dimension is the knowledge aspect of attitude; the behavioral dimension is the expression of attitude through behavior or words; and the emotional dimension is the aspect of attitude that is expressed through feelings rather than facts. People can develop attitudes towards anything that psychologically exists for them [1-2]. Attitudes towards child rearing can also be evaluated in this context. Child-rearing attitude is a pre-reaction and evaluation tendency that predisposes the individual to behave positively or negatively towards the child [3]. Child-rearing attitude can also be defined as the tactics and behavior patterns used by parents in the socialization process of children. There are many factors (society's value judgments, beliefs, cultural and traditional teachings, parents' age, education level, income level, family type, spouse compatibility, relationships with their own parents) that directly affect parents' attitudes towards child rearing [4]. The attitudes of parents in the child-rearing process since birth are considered as one of the basic building blocks that affect the personality development, socialization processes and behaviors of children. Consistent or inconsistent behaviors of the parents towards the child affect the child's personality positively or negatively as the child takes the parent as a model, and at the same time shapes his/her behaviors [5]. While a loving attitude and parental guidance contribute to the child's acquisition of empathy, development of social skills and adaptation to community life, overly intrusive, coercive, authoritarian and indifferent parental attitudes may prevent the development of social skills and lead to the emergence of problematic behaviors in the child [6,7].

Behavior problems are adaptation problems that occur in the child's observable or measurable behaviors and usually occur as a result of negative social interactions between the child and the family. The child develops certain behaviors as a reaction to the natural difficulties brought about by the stages of development, together with the negative effects of the immediate environment. There are two types of behavior problems in children. While aggression and hyperactivity are more common in children with externalized behavior problems, anxiety, fear and attention problems are observed in children with internalized behavior problems [6-8]. Children with behavior problems are often stigmatized in society with various labels such as maladaptive, antisocial, and abnormal. If behavioral problems are not diagnosed and intervened in the early period, they may bring problems that significantly affect the child, family and society, such as tendency to crime, substance abuse at an early age, and risky sexual behaviors [9]. As in many societies, attitudes towards child rearing in Turkish society are influenced by cultural and traditional factors. When the Turkish family structure is examined, it is seen that an authoritarian, restrictive, overprotective and controlling structure emerges in general. It is noticeable that children's passive, obedient, respectful personality structures and behaviors in accordance with the rules are rewarded, but active and assertive behaviors are punished. In our society, it is generally observed that passive and obedient children develop more positive relationships with their parents, while active and assertive children experience conflicts with their families. In addition, although it has changed in recent years with the effect of living conditions, in our society, child care and child upbringing are accepted as "the mother's duty" and meeting the material needs of the house as "the father's duty" [9-11]. This shows that maternal attitudes have a great importance on the behaviors of the child in general. Studies conducted on children with behavioral problems, especially in the preschool period, reveal that mothers have inconsistent and negative attitudes in their interactions with their children [12].

Since parents' attitudes, especially mothers' attitudes towards child rearing are acquired tendencies through learning, they can be changed if they are identified like other learned characteristics [13]. If

behavioral problems caused by negative child-rearing attitudes can be recognized at an early stage, if the relationship between problematic behaviors and parental attitudes can be identified, it may be possible to prevent these behaviors from settling in children's lives with the necessary interventions or early treatment may be possible to solve many problems that may be experienced in the future [8]. Based on this idea, this study aimed to determine the effect of mothers' attitudes towards child rearing on the problematic behaviors of children with preschool children. This research aims to examine the impact of mothers' parenting attitudes on common behavioral problems in early childhood. The study seeks to fill an important gap by helping us understand the contribution of family interactions to children's behavioral development. Data obtained from this study can be utilized in various ways; for example, early childhood behavioral problems can lead to long-term societal issues. Understanding the etiology of behavioral problems is crucial for intervention development and improving societal well-being. A mother's parenting attitude significantly influences the social and emotional development of children. This study aims to make a valuable contribution in understanding how the mother-child relationship takes shape. The results of this research are believed to assist professionals in the fields of child psychology and family therapy in developing more effective strategies to address behavioral problems in children.

METHOD

Purpose and Type of Research

The aim of this descriptive study was to examine the relationship between maternal child rearing attitude and behavioral problems commonly seen in early childhood.

Place and Time of the Research

The study was conducted between October-December 2022 in a province in the Central Anatolia Region in official preschool education institutions affiliated to the Provincial Directorate of National Education.

Population and Sampling

The population of the study consisted of mothers with children enrolled in official preschool education institutions within the borders of the Sivas provincial center in the 2022-2023 academic year. According to the data of the Provincial Directorate of National Education; there are 11 kindergartens in the city center between the specified dates. The total number of students enrolled in these schools is 1984. When the population is known, the number of samples was calculated as 654 with 95% reliability (with $\alpha=0.05$ error) with the help of the formula used to examine the frequency of the event.

$$n = \frac{Nt^2pq}{d^2(N-1) + t^2pq}$$

Stratification were determined based on the number of kindergartens located in the city center as the stratification criterion. After stratification, disproportionate stratified sampling was performed by selecting samples from each stratum using a simple random method with varying proportions. A total of 756 mothers participated in the study, forming the sample.

Data Collection Tools

The data of the study were collected with three separate data collection tools: "Personal Information Form", "Preschool Behavioral Problems Screening Scale" and "Child Raising Attitude Scale".

Personal Information Form: In the form developed by the researchers, there are 11 questions to define the sociodemographic characteristics of children and families (child's gender, age, family's economic status, number of siblings, parents' age, parents' education level, parents' occupation, etc.).

Preschool Behavioral Problems Screening Scale (PBPS): The scale was developed by Behar (1974) to determine behavioral problems of preschool children [14] and adapted into Turkish by Kanlıklıçer (2005) [8]. The scale consists of 30 items and 3 sub-dimensions (Brawler / Aggressive, Being Anxious / Tearful, Being Overactive / Inattentive). Each item is evaluated as "Not Applicable" 0 points, "Sometimes Applicable" 1 point and "Definitely Applicable" 2 points. The total score of each individual is obtained by summing these scores. The 30th item, which requires expressing an opinion about whether the child has a behavior problem, is excluded from the 3 factors. The Cronbach Alpha internal consistency of the scale is 0.92. In this study, the Cronbach Alpha internal consistency of the scale was 0.82.

Child Raising Attitude Scale (CRAS): The scale was developed by Kılınç and Aral (2015) to determine the parenting attitudes of parents while raising their children in the early years [5]. The measurement tool, which can be applied individually or in groups, is organized as a four-step rating scale. Scoring of the scale is between one and four. Each item is evaluated with a score of "always" four, "often" three, "sometimes" two and "never" one. The scale consists of four sub-dimensions, namely "democratic", "authoritarian", "protective" and "overly tolerant" attitudes, and the higher the score to be obtained from each sub-dimension indicates that the characteristics contained in that dimension are also high. As a result of the analysis, it was determined that the Child Raising Attitude Scale is a valid and reliable measurement tool consisting of 25 items.

Ethical Approval

Before starting the study, the necessary permissions for the use of the scales, ethics committee approval (2022-202978) and implementation permission (2022-64412911) were obtained from the Provincial Directorate of National Education. During the data collection process, school administrators were first contacted. Through the school administrators, the mothers of the children attending preschool education were reached. The data collection tools created using Google Form were delivered to the mothers online. Mothers who read and approved the information page about the subject and purpose of the study accessed the data collection tools.

Statistical Analysis

SPSS for Windows 22.0 (IBM Corp. 2013) computer statistical package was used for all statistical procedures. In addition to descriptive statistical analysis (Mean, Standard Deviation, Frequency, Minimum, Maximum), Pearson Correlation Analysis was used to evaluate the relationships between parameters. The results were evaluated bidirectionally at 95% confidence interval and significance level $p < 0.05$.

RESULTS

66.7% of the mothers and 45.6% of the fathers were between the ages of 26-35, 54.4% of the mothers and 55.6% of the fathers had undergraduate/graduate education. 29.8% of mothers and 94.4% of fathers were employed in an income-generating job. 89.3% of the families were nuclear families and 86.9% had a medium economic status. The mean age of the children was 63.70 ± 5.59 months and 52% were male.

The mothers' scores on the total, being brawler/aggressive, being anxious/tearful, being overactive/inattentive sub-dimensions of the PBPS were 11.63 (5.78); 4.11 (3.03); 4.12 (2.69); 3.39 (1.64) respectively. The scores obtained by the mothers from the democratic, authoritarian, protective, and overly tolerant sub-dimensions of the CRAS were 10.51 (2.71); 20.01 (2.15); 21.51 (2.73); and 19.63 (2.44), respectively (Table 1).

There was a statistically significant negative correlation between the mean score of the democratic sub-dimension of the CRAS and the mean scores of the total and being brawler/aggressive sub-dimensions of the PBPS ($p < 0.05$). There was a statistically significant positive

Table 1. Total and sub-dimension mean scores of the PBPS and the CRAS

Scale total and sub-dimensions		Scale Min-Max	Study Min-Max	M±SD
PBPS	Brawler /Aggressive	0-24	0-17	4.11±3.03
	Anxious /Tearful	0-26	0-15	4.12±2.69
	Overactive/Inattentive	0-8	0-8	3.39±1.64
	Total	0-58	1-29	11.63±5.78
CRAS	Democratic	6-24	6-19	10.51±2.71
	Authoritarian	7-28	10-24	20.01±2.15
	Protective	6-24	13-28	21.51±2.73
	Overly Tolerant	6-24	8-24	19.63±2.44

PBPS: Preschool Behavioral Problems Screening Scale; CRAS: Child Raising Attitude Scale; M: Mean; SD: Standard deviation

correlation between the mean scores of the authoritarian sub-dimension of the CRAS and the mean scores of the total, being brawler/aggressive, and being anxious/tearful, sub-dimensions of the PBPS, and a statistically significant negative correlation between the mean scores of the overactive/inattentive sub-dimension ($p < 0.05$). There was a statistically significant negative correlation between the mean scores of the protective sub-dimension of the CRAS and the mean scores of the brawler/aggressive, hyperactive/inattentive sub-dimensions of the PBPS, and a statistically significant positive correlation between the mean scores of the total and anxious/tearful sub-dimensions ($p < 0.05$). A statistically significant positive correlation was found between the mean score of the over-tolerant sub-dimension of the CRAS and the total, being brawler/aggressive, and being overactive / inattentive sub-dimensions of the PBPS ($p < 0.05$) (Table 2).

Table 2. Correlation of total and sub-dimension scale scores

CRAS	PBPS							
	Brawler/Aggressive		Anxious/Tearful		Overactive/Inattentive		Total	
	r	p	R	p	r	p	r	p
Democratic	-.124	.001	.032	.376	.065	.074	-.299	.006
Authoritarian	.283	.000	.252	.000	-.177	.000	.316	.000
Protective	-.142	.053	.175	.000	-.095	.009	.183	.000
Overly Tolerant	.284	.000	-.230	.080	.139	.000	.296	.000

PBPS: Preschool Behavioral Problems Screening Scale; CRAS: Child Raising Attitude Scale; r: Pearson's correlation coefficient.

There was a statistically negative correlation between mother's age and the mean scores of the total, being brawler/aggressive, being anxious / tearful sub-dimensions of the PBPS, and between the mean scores of the protective, over-tolerant sub-dimensions of the CRAS ($p < 0.05$). There was a statistically negative correlation ($p < 0.05$) between father's age and the mean scores of the total and being anxious / tearful sub-dimensions of the PBPS; and a statistically positive correlation ($p < 0.05$) between the mean scores of the authoritarian sub-dimension of the CRAS.

There was a statistically negative correlation between child age and the mean scores of total, anxious/tearful, overactive/inattentive sub-dimension of the PBPS ($p < 0.05$); there was a statistically negative correlation between the mean scores of the overly tolerant sub-dimension of the CRAS ($p < 0.05$). It was found that there was a statistically positive relationship between the number of siblings and the mean total score of the PBPS, and a statistically negative relationship between the mean scores of the democratic and over-tolerant sub-dimensions of the CRAS ($p < 0.05$) (Table 3).

Table 3. Correlation of scale total and sub-dimension scale scores according to some characteristics

Scales	Characteristics								
	Maternal age		Paternal age		Child age (month)		Number of siblings		
	r	p	r	p	R	p	r	p	
PBPS	Brawler /Aggressive	-.099	.000	-.043	.241	.000	.895	.059	.106
	Anxious /Tearful	-.143	.000	-.091	.013	-.105	.004	.054	.137
	Overactive/Inattentive	-.033	.363	-.036	.321	-.085	.020	-.102	.005
	Total	-.128	.000	-.075	.039	-.075	.038	.027	.045
CRAS	Democratic	-.061	.093	.057	.116	.044	.223	-.171	.000
	Authoritarian	.204	.086	.204	.000	-.056	.126	-.066	.069
	Protective	-.145	.000	.216	.062	.004	.916	-.096	.008
	Overly Tolerant	-.115	.002	.096	.080	-.081	.026	-.069	.057

PBPS: Preschool Behavioral Problems Screening Scale; CRAS: Child Raising Attitude Scale; r: Pearson's correlation coefficient.

DISCUSSION

Parenting attitudes refer to the behavioral patterns and attitudes of primary caregivers when raising children. Parenting attitudes have been categorized in various ways. [15-18]. Baumrind suggested that there are three different parenting styles and named these styles as "authoritarian", "democratic" and "permissive" [19]. Over the years, different researchers have developed Baumrind's parenting styles to include four parenting styles by dividing the "permissive parenting attitude" in Baumrind's typology into two: "authoritarian", "democratic", "permissive-tolerant", "permissive-neglectful" [20]. Since the scale used in this study measured four parental attitudes, parental attitudes were limited to democratic, authoritarian, overprotective and permissive sub-dimensions. Studies on parent-child relationships generally focus on mother-child relationships. The positive attitudes adopted by mothers are very important for the emotional and behavioral development of children [21]. In this study, the relationship between mothers' parental attitudes and behavioral problems in children was examined.

In this study, it was found that mothers' parental attitudes were associated with some behavioral problems of children. For example; it was found that in families where the mother had a democratic parental attitude, the child's brawler/aggressive behavior decreased; in families where the mother had an authoritarian parental attitude, children were more likely to be brawler/aggressive and anxious/tearful; in families where the mother had an over-indulgent parental attitude, the child's behaviors of being brawler/aggressive and being overactive/inattentive increased; in families where the mother had an overprotective parental attitude, children's brawler/aggressive, overactive/inattentive behavior decreased. Democratic parental attitude is an important factor in terms of its impact on children's behavior. In many studies it has been found that socialization levels of children raised by mothers who adopted democratic parenting style were increased [22-26]. Similarly, it was observed that children of families with democratic parenting style had the highest psychosocial adjustment scores and unconditional acceptance and respect of the parent contributed to the psychosocial development of the child [26-28]. Overly tolerant parental attitude is another negative attitude that parents adopt in the process of child rearing. Overindulgent parenting is also associated with some adolescent behavioral problems such as conduct problems, delinquency, and aggressive-destructive behaviors [28,29].

Strict authoritarian disciplinary parenting attitudes can significantly affect the degree and rate of externalizing (e.g., hyperactivity, rule-breaking behaviors, and/or aggression) and internalizing (e.g., anxiety, deprivation, and/or depression) in children [30-33]. Another negative

attitude of parents is their overprotective behavior. Parental overprotection has been consistently associated with child anxiety symptoms and disorders [28,34]. The concept of over-parenting or helicopter parenting also originates from overprotective parenting attitudes. Research on parental overprotectiveness suggests that one of the potential causes of overparenting is parental anxiety. Parental anxiety has been shown to predict parental overprotectiveness [35]. Overprotective parental attitudes lead to the formation of children who cannot make their own decisions, do not have the necessary skills to take initiative, cry their requests and are stubborn. In addition, these children who do not develop manual dexterity may often have self-confidence problems and may be clumsy [28].

Parenting age may be associated with different parenting attitudes [36]. For example, younger parents are often more relaxed and friendlier with their children, while older parents may be more authoritarian and disciplined. Or, becoming a parent at an early age may cause parents to be more indifferent to their children and inadequate in meeting their children's needs. In this study determined that as the age of the mother decreased, children's brawler/aggressive and anxious/tearful behaviors increased, and mothers had protective and overly tolerant attitudes. In addition to this, it was determined that as the age of the father increased, being anxious/tearful in children decreased, however, fathers had authoritarian attitudes. In the study conducted by Aydođdu and Dilekmen, it was determined that the scores of democratic attitude, authoritarian attitude, overprotective attitude and permissive attitude did not differ significantly according to the age of the parents [37].

Mothers' attitudes may differentiate according to the developmental period or age of the child. In our study, it was determined that as the age (in months) of the preschool child decreased, the behaviors of being anxious/tearful, overactive/inattentive increased, and mothers had overly tolerant attitudes. However, Arslan and Öđretir Özçelik found that the age of the child did not cause any difference in the sub-dimensions of authoritarian, overprotective and indifferent-inconsistent attitudes, but it caused a significant difference in the democratic attitude sub-dimension [38]. From the data, it can be thought that parents generally have more positive attitudes to protect their younger children [39].

The number of children in the family is another factor that may affect parents' attitudes towards child rearing [40]. In this study, it was found that as the number of children in the household increased, behavioral problems in children increased and democratic and overly tolerant attitudes of mothers decreased. In the study conducted by Aydođdu and Dilekmen, it was found that there was no significant difference between the democratic attitude, authoritarian attitude and permissive attitude scores of the parents according to the number of children they had, while there was a significant difference between the

overprotective attitude scores in favor of those with only one child. Accordingly, it was determined that the overprotective attitudes of parents with one child were significantly higher than the overprotective attitudes of parents with two children [37]. Sak et al. found that parents with four or more children exhibited more authoritarian attitudes than parents with one, two and three children [11]. Özyürek and Tezel Şahin concluded that the number of children in the family did not affect parental attitudes [40]. Arslan and Öğretir Özçelik found that the number of children in the family caused significant differences in democratic, overprotective and indifferent-inconsistent attitudes, except for the authoritarian attitude [38]. In the study conducted by Altınkaynak, it was found that parents with four children had more democratic attitudes than parents with one child. [28].

Limitations

This study has some limitations. The research was conducted exclusively in public educational institutions, excluding private educational institutions. This limitation may restrict the generalizability of the findings. The study only addressed behavior problems that can be observed in preschool-aged children, not assessing similar effects of parenting attitudes on children in other age groups. The data in the study rely solely on mothers' views, which can be a subjective data source and may not provide a complete picture of children's behaviors.

CONCLUSION

In this study, it was determined that behavioral problems in children in families with democratic parental attitudes decreased, while behavioral problems in children in families with authoritarian, protective and overly tolerant attitudes increased. Based on the data, it can be said that increasing parents' awareness of the impact of their attitudes on behaviors in the process of raising children is important. Since the needs of each child vary, the dynamics of each family are also different. In this regard, it is recommended to develop intervention programs structured according to individual differences to instill positive parenting attitudes in parents. This way, behavior problems can be prevented before they arise, and existing issues can be resolved before they become more complicated. This study is aimed solely at determining mothers' attitudes towards child-rearing. It is recommended that different studies be conducted to assess fathers' attitudes towards child-rearing as well. Since this study focuses on a limited number of behavior problems that may occur in preschool-aged children, it is possible to explore research topics that include other behavior problems and examine the relationship between parenting attitudes. This study was conducted exclusively in public schools. Further research can be conducted on larger sample groups that also include private educational institutions.

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