

The Effects of Parental Attitudes on Emotion Regulation Skills of 36-72 Month-Old Children (Example of Three Centers in Menteře District of Muęla Province)

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Abstract

The purpose of this study is to explore the relationship between parental attitudes and the emotion regulation skills of 36-72 month-old children. The correlational research design was adopted for the study. The sample included the parents of 205 children aged 36-72 months attending private nurseries and daycare centers in Menteře, Muęla during 2020-2021 school year. Simple random sampling was used for the selection of research population. Parents individually filled out the "Demographic Information Form" and "The Assessment of Parenting Attitudes of Couples (APAC)", and the teachers completed the "Emotion Regulation Checklist (ERC)". SPSS 25.0 was used for the analysis of the research data. The results revealed that mother-rated paternal attitudes and father-rated-maternal attitudes both positively predicted the emotion regulation. There was a strong, positive significant relationship between the APAC mother scores for father's authoritative parenting and the ERC emotion regulation scores, and a positive significant relationship was found between other parenting styles of fathers, as rated by mothers, and children's lability/negativity scores. In addition, a moderate positive significant relationship was found between the APAC father scores for mother's authoritative parenting and the ERC emotion regulation scores.

Key Words: Parent Attitudes, Parenting, Emotion Regulation Skills

Ana Baba Tutumlarının 36-72 Aylık Çocukların Duygu Düzenleme Becerileri Üzerindeki Etkisi (Muęla ili Menteře ilçesindeki Üç Merkez Örneęi)

Özet

Bu arařtırmanın amacı 36-72 aylık çocukların duygu düzenleme becerileri ile ana baba tutumları arasındaki ilişkinin incelenmesidir. İlişkisel tarama modelinde desenlenen arařtırmanın çalışma grubu 2020-2021 eğitim-öęretim yılı yaz döneminde Muęla ili Menteře ilçesinde özel kreř ve gündüz bakımevlerine devam eden 36-72 aylık 205 çocuęun anne ve babasından olmaktadır. Örneklem, basit seçkisiz örnekleme yöntemiyle random (tesadüf) olarak belirlenmiştir. Arařtırmada anneler ve babalar ayrı ayrı olmak üzere "Genel Bilgi Formu" ve "Eřlerin Çocuk Yetiřtirme Tutumlarını Deęerlendirme Ölçeęi" formunu doldururken; öęretmenler "Duygu Düzenleme Ölçeęi" formunu doldurmuşlardır. Arařtırmada verilerin analizinde SPSS 25.0 paket programından yararlanılmıştır. Elde edilen bulgulara göre, hem anne görüşlerine göre baba tutumları hem de baba görüşlerine göre anne tutumları duygu düzenlemeyi pozitif yönde yordamaktadır. Ayrıca eřlerin çocuk yetiřtirme tutumlarını deęerlendirme ölçeęi anne puanları alt boyutlarından demokratik tutum ile duygu düzenleme alt boyutu puanları arasında yüksek düzeyde pozitif yönde anlamlı bir ilişki olduęu, anne görüşlerine babaların dięer tutumları ile çocukların deęişkenlik/olumsuzluk puanları arasında da pozitif yönde anlamlı bir ilişki olduęu tespit edilmiştir. Eřlerin çocuk yetiřtirme tutumlarını deęerlendirme ölçeęi baba puanları alt boyutlarından demokratik tutum ile duygu düzenleme alt boyutu puanları arasında orta düzeyde pozitif yönde anlamlı bir ilişki olduęu tespit edilmiştir.

Anahtar Kelimeler: Ana Baba Tutumları, Çocuk Yetiřtirme, Duygu Düzenleme Becerileri

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Introduction

Emotions known to facilitate our life can make it difficult if not expressed at the appropriate intensity at the right time and right place (Gross and Thompson, 2007, p. 5). Given the everyday life of human beings, it is seen that a wide variety of emotions can be experienced at any time, but emotions sometimes cannot be experienced in their natural course to maintain social relations (Bozkurt Yürkçü and Demircioğlu, 2017, p. 443). As individuals are in constant interactions with their environment during the day, they need to find ways to regulate their emotions (Denollet, Nykliček and Vingerhoets, 2008, p. 4). In this sense, emotion regulation skill, which means recognizing and understanding the emotions of oneself and others and making appropriate emotional responses, is a critical skill for individuals in their daily life. Emotion regulation can be described as increasing or reducing the positive and negative emotional experiences and emotional expression, whether consciously or unconsciously, through behavioral or mental control (Mutlu, 2020, p. 15). The ability to regulate emotions - a very effective skill in regulating the quality of children's social relationships and mood swings - develops in line with children's emotional development during preschool years (Şen, 2021, p. 35). To manage negative moods, children develop coping mechanisms in their own way, such as self-calming, blocking emotional arousal, and directing their attention to other factors (Bilge and Sezgin, 2020, p. 311).

The ability to regulate emotions develops over time throughout childhood and progresses with the acquisition of many emotional skills (Mutlu, 2020, p. 17). Gains in emotional skills related to emotional competence make very significant progress between the ages of 2-6, namely during the period of early childhood (Berk, 2018, p. 367). Though the development of emotion regulation skills begins in infancy, the most critical period refers to the preschool years that correspond to the early childhood period (Durmuşoğlu Saltalı and Deniz, 2010, p. 2106). During this period, children find themselves in various group environments outside the home, and they have to act by the expectations required by this environment, such as balancing between their wills and the expectations of others, and waiting for their turn (Hyson, 2004, p. 141). According to Hyson (2004, p. 141), children with emotion regulation skills are likely to be more competent in the areas such as being aware of their own emotions and emotional reactions, avoiding inappropriate behaviors, and using self-calming strategies in the face of intense emotional situations, modulating their emotional reactions using various methods, regulating their feelings, thoughts and behaviors in line with their goals, using their own emotions in a manner to affect the emotions and attitudes of others, and conforming to social expectations.

Parents are one of the most influential factors in children's development of emotional regulation. Morris et al. (2007, p. 364) created a tripartite model regarding the effect of family on children's emotion regulation and adjustment. The model suggests that family context affects the development of emotion regulation via three mechanisms: observation of the parental emotion regulation by children (e.g., modelling, social referencing, emotion contagion), parenting practices related to the emotion (e.g., emotion coaching), and emotional climate of the family (e.g., attachment, parenting style, expressivity, marital relations) (Morris et al., 2017, p. 233). The observation aspect of the model suggests that emotional profiles and interactions of parents indirectly teach their children which emotions are acceptable and expected in the family environment, and how to manage these emotions. Children understand that certain situations provoke emotions and they observe the reactions of others to know how they should react in similar situations. In emotion-related parenting practices, the family's positive emotional expressivity, their discourse about emotions, and acceptance of emotional displays are all associated with higher levels of emotion understanding and emotional competence (Denham et al., 2003, p. 243). The emotional climate that children experience daily has an important impact on overall emotional development and emotion regulation. If a child's emotional climate is negative, coercive, or unpredictable, children run the risk of becoming highly emotionally reactive, due to frequent, unexpected emotional displays or emotional manipulations. In such environments, they not only observe emotion dysregulation in their parents, but they also feel less emotionally secure (Cummings and Davies, 1996, p. 125). In contrast, when they live in a responsive, consistent environment where they feel accepted and nurtured, children feel emotionally secure and free to express emotions, as they are certain that their emotional needs will be fulfilled. Children also feel secure emotionally once they know what behaviours are expected and what the consequences will be if they misbehave (Eisenberg et al., 1998, p. 245). Generally speaking, these three models seem to explain the effects of parental attitudes on emotion regulation (Morris et al., 2007, p. 365).

Parental attitudes and their specific behaviors toward children are regarded as the quality of their approach (Ogelman et al., 2013, p. 145). Child-rearing attitudes of parents can be addressed under two

headings as positive and negative attitudes (Ogelman and Özyürek, 2021, p. 3). In reviewing the literature, it is seen that there is a variety of classifications relative to parental attitudes such as authoritative, authoritarian, permissive, neglectful, inconsistent, and protective (Santrock, 2011, p. 260).

Children feel loved and respected unconditionally in a democratic family environment. In such families, parents are always a constructive role model for their children and guide them through problem situations. These parents, who always care about their children, are also sensitive to the interests and needs of their children. (Kaya et al., 2012, p. 211). In families where an authoritarian attitude dominates, there is no respect for the individuality of children, and a strict disciplinary environment is built against the child, resulting in a loss of trust (Mutallimova, 2014, p. 32). In such a family environment, parents set strict rules and demand for absolute obedience to these rules. Children's interests and needs are not taken into consideration (Bolattekin, 2014, p. 15). In families where the protective parenting style is adopted, parents cannot resist overprotecting their children and take too much care of them, and they keep treating their children just like a baby. No matter how old the child is, parents try to shoulder all the responsibilities of the child; they rather set the child all free from responsibilities (Akday Postođlu, 2020, p. 24). In these families, parents ignore their children and leave them all alone. Authoritarian parents do not particularly show enough love and affection toward their children. They are blind to the moral and material needs of the children, which would even be regarded as child neglect (Özdemir, 2019, p. 24). In families with prevailing over-permissive attitudes, parents fulfill all kinds of desires of children. This parenting style allows children a great deal of freedom. There is an exaggerated display of affection. Parents do not set any specific rules or limits for their kids. (Yılmaz, 2020, p. 32). In the inconsistent parenting style, there is no consistency between the attitudes of the parents. In such families, the child most of the time cannot differentiate between what is right and what is wrong (Özyürek, 2017a, p. 27).

Used as a theoretical framework in this study, the socio-cultural historical theory reveals that the qualified interactions and communications that children establish with their social environment are consequential for them to pick up high-level mental skills such as attention, emotion, and behavior regulation (Berk, Mann and Ogan, 2006, p. 76). According to Vygotsky's sociocultural theory, the child's socio-cultural environment provides the child with a kind of material box to facilitate the development of emotion-regulation skills and the process of adaptation to the environment. This material box guides and supports the child in this process. Although the child struggles to develop his or her own emotion-regulation skills, he or she may not be able to do so alone. In this respect, the development of emotion regulation cannot be deemed independent of the social environment (Goldstein, 2007, p. 84). Parental attitudes towards children and the way parents communicate with them during the child's development process become role models for their children in using emotion regulation strategies (Huberty, 2012, p. 80). Children create their own way of emotion regulation by combining the models they get from their parents and from their social environment (Cole, Martin and Dennis, 2004, p. 322). Therefore, different parental attitudes that emerge in the family environment allow the development of different emotion regulation styles in children (Türküler Aka, 2011, p. 4). The supportive attitude of the caregivers will positively affect the child's emotional regulation process in the future, especially in cases where the child is emotionally frustrated or distressed.

A review of the literature revealed that studies carried out in Turkey on the relationship between parental attitudes and children's emotion regulation skills have received considerable attention in recent years, but these studies are limited to the ages of the participating children (Cantekin and Gültekin Akduman, 2020; Gözün Kahraman and Gökşen, 2021; Yaman, 2018). The results of these studies showed that authoritative parenting has a positive effect on children's emotion regulation skills while authoritarian parenting has a negative one; democratic parenting attitudes contribute to children's emotion regulation skills, and the authoritarian attitudes of mothers with higher levels of education are likely to decrease. A search of the literature revealed few studies conducted internationally on the current topic (Ramsden and Hubbard, 2002; Morris et al., 2017; Morris et al., 2007; Scammell 2019; Agbaria et al., 2021; Chang et al., 2003) and it was seen that no research has been done in Turkey to explore whether parental attitudes predict emotion regulation.

Having an awareness that children's emotion regulation skills are very likely to be influenced by parental attitudes is believed to guide parents and affect their child-raising practices. Identifying the parental attitudes that negatively affect the emotion regulation skills of preschoolers might help solve the problems that children have experienced in this regard. In addition, determining the relationship between parental attitudes and children's emotion regulation skills, and revealing the effect of parental attitudes on

emotion regulation skills are thought to be significant in terms of their contribution to studies focusing on how emotion regulation skills develop and which factors are effective in this development process. Therefore, it is hoped that this research will contribute to the existing literature by investigating the relationship between children's emotion regulation skills and parental attitudes.

Purpose of the Research

The main aim of this study is to examine the relationship between parental attitudes and emotion regulation skills of 36-72-month-old children. In line with this general purpose, the study sought to answer the following specific research questions:

Research Questions

1. Do the APAC mother scores differ in terms of child's age, child's gender, duration of preschool attendance, number of children in the family, mother's education, and mother's employment status?
2. Do the APAC father scores differ in terms of the child's age, child's gender, duration of preschool attendance, number of children in the family, father's education, and father's employment status?
3. Do the ERC scores differ in terms of child's age, child's gender, duration of preschool attendance, number of children in the family, parental education, and parental employment status?
4. Do the mother-rated paternal attitudes predict the emotion regulation skills and the lability/negativity levels of 36-72-month-old children?
5. Do the father-rated maternal attitudes predict the emotion regulation skills and the lability/negativity levels of 36-72-month-old children?
6. Is there a significant relationship between the mother-rated paternal attitudes and the emotion regulation and lability/negativity levels of 36-72-month-old children?
7. Is there a significant relationship between the father-rated maternal attitudes and the emotion regulation and lability/negativity levels of 36-72-month-old children?

Method

Research Design

In the present study, a correlational survey method was used to examine the relationship between parental attitudes and emotion regulation skills of 36-72-month-old children. Surveys are the research approaches that aim to describe a past or present situation in its existing condition. The event, individual, or object in question is defined within its own conditions excluding an intervention. In this research method, analyses are performed through correlational relationships and comparisons to measure the existence or degree of covariance between two or more variables (Karasar, 2017). In the current study, therefore, the relationship between parental attitudes and emotion regulation skills of 36-72 month-old children was analyzed within the framework of the correlational survey method.

Participants

The research population included the 250 children aged 36-72 months attending private nurseries and daycare centers in Menteşe, Muğla during the 2020-2021 school year. Simple random sampling was used in the selection of research population, and the measures described below were administered to the children from three schools. Given that the sample is not homogeneous, the sample size was determined as 152 children and 304 parents based on a 95% confidence interval and 5% margin of error. Though the sample size determined was sufficient to carry out the study, the measures were planned to be administered to the entire population. However, the study was conducted with 205 children and 410 parents who completed the measurement tools, since the APAC, due to its structure, should be administered to both parents of the same child. In addition, since the ERC used in the research was filled by the teachers of the participating children, a total of 16 teachers who worked in 3 institutions and were the teachers of the children participating in the study were also included in the research.

The frequency (f) and percentage (%) distribution of the sample demographics is presented in Table 1.

Table 1. *The Frequency (f) and Percentage (%) Distribution of the Participant Demographics*

<i>Demographics</i>		n	%
Child's gender	Girl	85	41,5
	Boy	120	58,5
Child's age	36-48 months	48	23,4
	48-60 months	82	40
	60-72 months	75	36,6
Duration of preschool attendance	One year	95	46,3
	Two years	75	36,6
	Three years or more	35	17,1
Number of children in the family	One	86	42
	Two	79	38,5
	Three or more	40	19,5
Mother's education	Primary	16	7,8
	Secondary	42	20,5
	High School	48	23,4
	University	95	46,3
	MA/PhD	4	2
Maternal employment	Employed	138	67,3
	Unemployed	67	32,7
Father's education	Primary	6	2,9
	Secondary	29	14,1
	High School	67	32,7
	University	99	48,3
	Postgraduate (MA/PhD)	4	2
Paternal employment	Employed	196	95,6
	Unemployed	9	4,4

As seen in Table 1, 85 (41.5%) of the participating children were girls and 120 (58.5%) were boys. Of the children, 48 (23.4%) were between 36-48 months, 82 (40%) were between 48-60 months and 75 (36.6%) were between 60-72 months old. The majority of children were 48 months or older. In terms of the duration of preschool attendance, it was the first year of 95 (46.3%) children and the second year of 75 (36.6%) children; 35 children (17.1%) received a preschool education for three years or more. The majority of the children attended a preschool for one or two years. In addition, 86 (42%) of the parents had one child, 79 (38.5%) had two children and 40 (19.5%) had three or more children. Most of the parents in the sample had one or two children.

16 mothers (7.8%) reported that they had primary school education, while 42 (20.5%) held a secondary school diploma and 48 (23.4%) held a high school diploma. 95 (46.3%) mothers were university graduates and only four mothers (2%) completed an advanced degree such as a master's degree or Ph.D. It is seen that majority of the sampled mothers had a bachelor's degree. Regarding employment status, the number of working mothers (n=138, 67.3%) roughly doubled the number of those who were unemployed (n=67, 32.7%).

Regarding the demographics of fathers, 6 fathers (2.9%) reported that they had primary school education, while 29 (14.1%) held a secondary school diploma and 67 (32.7%) held a high school diploma. 99 (48.3%) fathers were university graduates and only four of them (2%) completed a master's degree or Ph.D. It was seen that majority of the fathers were university graduates. Regarding employment status, almost all of the fathers (n= 196; 95.3%) were employed while just nine of them were out of work (4.4%).

Data Collection Tools

Data on parental demographics were collected using a "Demographic Information Form". "The Assessment of Parenting Attitudes of Couples (APAC)" was applied to evaluate the parenting attitudes of the participating parents, and children's emotional regulation skills were assessed by the "Emotion Regulation Checklist (ERC)".

Demographic Information Form. The Demographic Information Form developed by the researcher consists of questions relative to seven areas (child's gender, child's age, number of children in the family, year in preschool, parental education, and employment status) to determine the demographic characteristics of children and parents.

The Assessment of Parenting Attitudes of Couples (APAC). The APAC was developed by Özyürek (2017b) to explore the child-rearing attitudes of parents with preschool children. The APAC requires couples to

rate parenting attitudes of each other. It includes three forms: Preschool (Form A), Elementary School (Form B), and Secondary School (Form C). In the present study, Form A was used in line with the purpose of the study. This 50-item scale is made up of four subscales: Authoritative, Authoritarian, Protective, and Permissive. The validity and reliability of the APAC was established with the participation of 549 parents. The Cronbach's alpha coefficient was found to be 0.98 for the Authoritative parenting style, 0.81 for the Authoritarian parenting style, and 0.79 for the Protective, and Permissive parenting styles. Test-retest correlations were 0.97, 0.75, 0.78 and 0.76, respectively. Five-point Likert-type scales are rated as "strongly agree-5 points" and strongly disagree-1 point". Higher scores denote greater attitudes in the relevant domain (Özyürek, 2017b).

The Emotion Regulation Checklist (ERC). The cross-cultural adaptation of the ERC (Shields and Cicchetti, 1997) for the Turkish reality was performed by Batum and Yağmurlu (2007). Consisting of 24 items and two dimensions-Emotion Regulation (ER) and Lability/Negativity (L/N), the ERC measures the emotional reactivity of preschoolers and school-age children, and the regulation and expression of emotions based on the environmental conditions. L/N measures the negative emotions and mood lability, while ER assesses the appropriateness of emotional reactions to a certain event or situation. The Cronbach Alpha coefficients were found to be .73 for the ER and .75 for the L/N. Teachers or parents can answer this 4-Point Likert-type instrument. In the present research, it was completed by preschool teachers.

Data Collection

Permissions were obtained from Özyürek (2017b), and Batum and Yağmurlu (2007) to use the data collection tools (APAC and ERC) in our study. Permissions were also received from the kindergartens and day care homes and then presented to the ethics committee. After obtaining permission from the ethics committee, the researcher visited the institutions and briefed about the purpose of the research process. Later on, the ERC was delivered to 12 teachers to evaluate the children chosen by the institution administrators, and the APAC was sent to the parents via Google forms and completed by 410 parents in an 8-week period between August 15 and October 15, 2021.

Data Analysis

The research data was analyzed using SPSS 25.0. The normality of the data was firstly checked by the Kolmogorov-Smirnov test, and it was observed that the subscale scores of both tools did not show a normal distribution. Then, the skewness-kurtosis coefficients of the subscales were computed and the normality of the distribution was tested. This analysis demonstrated normal distribution. It is acceptable that the data collected from large groups show a distribution close to the normal distribution, and parametric statistics can be selected accordingly. A sample size with 30 or more subjects is required to propose a hypothesis that the distribution does not deviate excessively from the normal distribution (Büyükoztürk, 2013).

Then, after calculating the frequency and percentage distributions of the demographics, the arithmetic means and standard deviations of the parental attitudes and the emotion regulation levels of the children were determined, and "Multiple Linear Regression Analysis" was carried out to determine the impact of the parenting attitudes on children's emotion regulation skills. Four parenting styles (i.e., Authoritative, Authoritarian, Protective, and Permissive) were taken as independent variables, and emotion regulation and lability/negativity were included as dependent variables. "Independent samples t-test" was conducted to find out whether the APAC and the ERC subscale scores differ based on the gender and employment status of parents. Subsequently, the "ANOVA test" was used to determine whether the scores differ in connection with the age of the child, the number of children in the family, the duration of preschool attendance, and education of parents. Pearson product-of-moment correlation was computed to assess the relationship between the APAC and the ERC subscale scores (emotion regulation and lability/negativity).

Results

The research findings are presented under three headings: a) findings on the differentiation of research variables according to demographic characteristics; b) findings on the prediction of children's emotion regulation skills by the attitudes of mothers and fathers; and c) the relationship between the attitudes of mothers and fathers and the children's emotion regulation skills.

a. Findings on the differentiation of research variables according to demographic characteristics

Regarding the first sub-purpose of the research, when the mothers' scores on the scale of evaluation of spouses' child-rearing attitudes were analyzed according to the variables of the child's gender and the mother's employment status, it was found that the children's gender did not cause a significant difference in the fathers' authoritative, authoritarian, protective and permissive attitudes according to the mothers' views. However, according to the mothers' views, a statistically significant difference was found in favor of working mothers between the mothers' employment status and only the fathers' overprotective attitude ($p = .010$) ($p < .001$). Accordingly, it can be said that the fathers' protective attitudes differ statistically according to the mothers' employment status variable. Again, in line with the first sub-purpose of the research, the mothers' scores on the scale of evaluation of spouses' child-rearing attitudes were analyzed by the variables of the child's age, duration of pre-school attendance, the number of children in the family, the mother's age, and the mother's educational status using the ANOVA test. The results showed that the child's age, the number of children in the family, the mother's age, and the mother's educational status did not cause a statistically significant difference in the fathers' authoritative, authoritarian, protective and permissive attitudes. However, it was determined that the duration of the child's attendance at a preschool institution was statistically significant in terms of fathers having a protective attitude ($p = .006$) according to the mothers' views. Based on the results of the Tukey multiple comparison test, it was concluded that there was a significant difference between the means of all the other groups, except for the group means of one and two years of school attendance. Therefore, according to the mothers' views, the fathers' protective attitudes show a statistical significance by the variable of the duration of the child's pre-school attendance.

Regarding the second sub-purpose of the research, the fathers' scores on the scale of evaluation of spouses' child-rearing attitudes were analyzed according to the variables of the child's gender and the mother's employment status using an independent sample t-test. According to the results, it was found that the child's gender and the mother's employment status did not have a significant difference in the mothers' authoritative, authoritarian, protective and permissive attitudes based on the fathers' views. When the ANOVA results of the fathers' scores on the scale of evaluation of spouses' child-rearing attitudes were examined according to the variables of the age of the child, the duration of pre-school attendance, the number of children in the family, the father's age and his educational status, it was determined that the child age was statistically significant in mothers' permissive ($p = .01$) attitudes according to the father's views. According to the Tukey multiple comparison test results, it was concluded that there was a significant difference between the means of the 36-48-month and 60-72-month groups. Accordingly, it can be said that mothers' permissive attitudes statistically differ by the child's age variable, according to fathers' views. Additionally, it was determined that the number of children in the family, the duration of the child's pre-school attendance, and the father's age did not cause a statistically significant difference in the mothers' authoritative, authoritarian, protective and permissive attitudes, according to the fathers' views. On the other hand, it was determined that the father's educational status was statistically significant in the mothers' authoritarian attitudes ($p = .050$) according to the fathers' views. The results of the Tukey multiple comparison test showed that there was a significant difference in the means between the middle school and university groups. Accordingly, it can be said that the mothers' authoritarian attitudes differ by the variable of the father's educational status, according to the fathers' views.

In line with the third sub-purpose of the research, when the ERC scores were analyzed according to the variables of the child's gender, and the mother's and father's employment status using the independent samples t-test, it was found that the gender of the children and the father's employment status did not cause a significant difference in the emotional regulation and variability/negativity levels of the children. It was also found that the mother's employment status did not cause a significant difference in children's levels of emotion regulation. On the other hand, a statistically significant difference was found between the mother's employment status and the children's instability/negativity levels ($p = .017$) in favor of working mothers. Therefore, it can be said that the children's instability/negativity levels statistically differ according to the mother's employment status.

In line with the third sub-purpose of the research, when the ANOVA test results of the ERC scores were evaluated by the child's age, duration of pre-school attendance, the number of children in the family, the parents' age, and the mother's and father's educational status, it was found that there was a statistically significant difference between the child's age and the children's emotion regulation skills ($p = .000$). Based on the results of the Tukey multiple comparison test, it was concluded that there was a significant

difference between the means of the 36-48-month, 48-60-month, and 60-72-month groups. Accordingly, it can be said that the children's emotion regulation skills statistically differ according to the child's age variable. On the other hand, it was found that the duration of preschool attendance causes a statistically significant difference in children's emotion regulation levels ($p=.035$). The Tukey multiple comparison test showed a significant difference between the means of the two-year group and the three-year and above groups. Thus, it can be said that the children's levels of emotion regulation statistically differ by the duration of preschool attendance. Additionally, it was found that the duration of pre-school attendance does not cause a significant difference in the children's instability/negativity levels. It was also determined that the number of children in the family, the parents' age, and the mother's educational status do not cause a statistically significant difference in the children's emotion regulation and instability/negativity levels. Furthermore, there was a statistically significant difference between the father's educational status and the children's emotion regulation levels ($p=.023$). The Tukey multiple comparison test showed a significant difference between the means of the middle school and university groups. Therefore, it can be stated that the children's levels of emotion regulation statistically differ according to the father's educational status. However, no statistically significant difference was found between the father's educational status and the children's instability/negativity levels.

b. Findings related to the predictor of children's emotion regulation skills by mother and father attitudes

The results of the multiple regression analysis for the fourth research question are given in Table 5.

Table 5. *The Results of the Multiple Regression Analysis Regarding the Relationship between the Paternal Attitudes Rated by Mothers and the Emotion Regulation and Lability/Negativity*

<i>Model</i>	<i>Independent Variables</i>	<i>B</i>	<i>Standard Error</i>	<i>β</i>	<i>t</i>	<i>F</i>	<i>p</i>	<i>R</i>	<i>R²</i>	<i>Δ R²</i>
ERC- Emotion Regulation (Constant)		5,452	1,093		4,991	149,628	,000*	,866	,75	,745
Paternal Attitudes Rated by Mothers	Authoritative	,403	,017	,87	24,363					
	Authoritarian	,025	,02	,058	1,216					
	Protective	-,095	,027	-,174	-3,547					
	Permissive	,063	,026	,109	2,435					
ERC/Negativity (Constant)		2,728	1,704		1,6	172,79	,000*	,881	,776	,771
Paternal Attitudes Rated by Mothers	Authoritative	-,026	,026	-,035	-1,021					
	Authoritarian	,109	,032	,156	3,44					
	Protective	,568	,042	,633	13,645					
	Permissive	,201	,04	,21	4,974					

* $p<.001$

The statistical data in Table 5 shows that there is a positive, strong, and significant relationship between mother-rated father attitudes (authoritative, authoritarian, protective, and permissive attitude) and emotion regulation ($R=.866$, $\Delta R^2=.745$, $p<.001$). A correlation coefficient of 1.00 indicates a perfect positive relationship: -1.00 indicates a perfectly negative relationship and .00 indicates no relationship. As an absolute value, a correlation coefficient between .70–1.00 indicates a high relationship while .70–0.30 indicates a moderate relationship and .30–.00 a low relationship (Büyüköztürk, 2013). As seen in Table 5, the explanatory degree of the variables involved in the regression analysis (father attitudes as the independent variable and emotion regulation as the dependent variable) is statistically significant ($R=.866$, $\Delta R^2=.745$, $p<.001$). According to the findings, the predictive power of paternal attitudes for children's emotion regulation skills is 74%.

According to the standardized regression coefficients, the relative importance of the predictor variables in emotion regulation is ($\beta=.870$) for the authoritative attitude, ($\beta=-.174$) for the protective attitude, ($\beta=.109$) for the permissive attitude, and ($\beta=.058$) for the authoritarian attitude. Considering the significance tests of the regression coefficients, it is seen that the predictive variables of authoritative attitude ($p<.001$), protective attitude ($p<.001$), and permissive attitude ($p<.05$) are significant predictors of emotion regulation.

It can be seen from the data in Table 5 that there is a positive, strong and significant relationship between mother-rated father attitudes (authoritative, authoritarian, protective, and permissive attitude) and

the lability/negativity ($R=.881$, $\Delta R^2= .771$, $p<.001$). The explanatory degree of the variables involved in the regression analysis (father attitudes as the independent variable and lability/negativity as the dependent variable) is statistically significant ($R=.881$, $\Delta R^2= .771$, $p<.001$). As evident by the findings presented, the predictive power of paternal attitudes for lability/negativity is 77%.

According to the standardized regression coefficients, the relative importance of the predictor variables in lability/negativity is ($\beta=.633$) for the protective attitude, ($\beta=-.210$) for the permissive attitude, ($\beta=.156$) for the authoritarian attitude, and ($\beta=.035$) for the authoritative attitude. Given the significance tests of the regression coefficients, it is seen that the predictive variables of protective ($p<.001$), permissive ($p<.001$), and authoritarian attitude are significant predictors of emotion regulation.

The results of the multiple regression analysis for the fifth research question are presented in Table 6.

Table 6. *The Results of the Multiple Regression Analysis Regarding the Relationship Between the Maternal Attitudes Rated by Fathers and the Emotion Regulation and Lability/Negativity*

Model	Independent Variables	B	Standard Error	β	t	F	p	R	R ²	ΔR^2
ERC- Emotion Regulation (Constant)		16,25	2,295		7,081	22,41	,000*	,556	,309	,296
Maternal Attitudes Rated by Fathers	Authoritative	,247	,028	,527	8,88					
	Authoritarian	,013	,045	,022	,29					
	Protective	-,11	,042	-,157	-2,638					
	Permissive	,004	,044	,008	,1					
ERC- Negativity (Constant)		-4,11	1,195		-3,44	675,7	,000*	,965	,931	,93
Maternal Attitudes Rated by Fathers	Authoritative	,021	,014	,028	1,469					
	Authoritarian	,9	,023	,904	38,42					
	Protective	-,007	,022	-,006	-,331					
	Permissive	,087	,023	,091	3,812					

* $p<.001$

It is seen from the statistical data in Table 6 that there is a positive, moderate, and significant relationship between father-rated mother attitudes (authoritative, authoritarian, protective, and permissive attitude) and emotion regulation ($R=.556$, $\Delta R^2= .296$, $p<.001$). As seen in Table 6, the explanatory degree of the variables involved in the regression analysis (mother attitudes as the independent variable and emotion regulation as the dependent variable) is statistically significant ($R=.556$, $\Delta R^2= .296$, $p<.001$). According to the findings, the predictive power of maternal attitudes for children's emotion regulation skills is 29.6%. Based on the standardized regression coefficients, the relative importance of the predictor variables in emotion regulation is ($\beta=.527$) for the authoritative attitude, ($\beta=-.157$) for the protective attitude, ($\beta=.022$) for the authoritarian attitude, and ($\beta=.008$) for the permissive attitude. Given the significance tests of the regression coefficients, it is seen that, among the predictive variables, only authoritative attitude ($p<.001$) and protective attitude ($p<.001$) are significant predictors of emotion regulation.

In addition, a positive, strong, and significant relationship was found between father-rated mother attitudes (authoritative, authoritarian, protective, and permissive attitude) and the lability/negativity ($R=.965$, $\Delta R^2= .930$, $p<.001$). The explanatory degree of the variables involved in the regression analysis (mother attitudes as the independent variable and lability/negativity as the dependent variable) is statistically significant ($R=.965$, $\Delta R^2= .930$, $p<.001$). As evident by the findings presented, the predictive power of maternal attitudes for emotion regulation skills of children is 93%. According to the standardized regression coefficients, the relative importance of the predictor variables in emotion regulation is ($\beta=.904$) for the authoritarian attitude, ($\beta=-.091$) for the permissive attitude, ($\beta=.028$) for the authoritative attitude, and ($\beta=.006$) for the protective attitude. Regarding the significance tests of the regression coefficients, it is seen that only authoritarian ($p<.001$) and permissive ($p<.001$) attitudes are significant predictors of lability/negativity.

c. Findings on the relationship between parental attitudes and children's emotion regulation skills

The Pearson product-moment correlation coefficients for the sixth research question can be seen in Table 7.

Table 7. *The Pearson Product-Moment Correlation Coefficients Indicating the Relationship between The APAC Mother Scores and the ERC subscales*

ERC	The APAC Mother Scores				
	Authoritative	Authoritarian	Protective	Permissive	
Lability/Negativity	r	,035	,670	,846	,650
	p	,622	,000*	,000*	,000*
	n	205	205	205	205
Emotion Regulation	r	,855	,002	,013	,066
	p	,000*	,981	,855	,345
	N	205	205	205	205

*p<.001

As can be seen in Table 7, there is a positive significant relationship between authoritative attitude and emotion regulation (n=205 r=.855, p<.001), suggesting that an increase in authoritative paternal attitudes is associated with increased emotion regulation skills in children. Similarly, a positive significant relationship was also found between fathers' authoritarian (n=205 r=.670, p<.001), protective (n=205 r=.846, p<.001) and permissive attitudes (n=205 r=.650 p<.001) and the children's lability/negativity scores (n=205 r=.670, p<.001). These findings indicate that children's lability/negativity level increases as fathers display more authoritarian, protective, or permissive attitudes towards their children.

The Pearson product-moment correlation coefficients for the sixth research question can be seen in Table 8.

Table 8. *The Pearson Product-Moment Correlation Coefficients Indicating the Relationship between The APAC Father Scores and the ERC subscales*

ERC	The APAC Father Scores				
	Authoritative	Authoritarian	Protective	Permissive	
Lability/Negativity	r	,094	,962	,086	,047
	p	,182	,000*	,218	,502
	n	205	205	205	205
Emotion Regulation	r	,534	,044	-,168	-,088
	p	,000*	,533	,016**	,211
	n	205	205	205	205

*p<.001 ** p<.05

The data from Table 8 indicates a positive significant relationship between maternal authoritative attitude and emotion regulation (n=205 r=.534, p<.001). According to this finding, an increase in authoritative maternal attitudes is associated with increased emotion regulation skills in children. Besides, a positive significant relationship was also found between mothers' authoritarian attitudes and children's lability/negativity scores (n=205 r=.962, p<.001), suggesting that children's lability/negativity levels rise along with the increased authoritarian attitudes of mothers. Father-rated maternal attitudes also revealed a negative, significant relationship between protective maternal attitudes and children's emotion regulation scores (n=205 r= -.168, p<.05). A conclusion can therefore be drawn that children's skills in regulating their emotions weaken as mothers adopt more protective attitudes.

Discussion

This study examined the relationship between parental attitudes and emotion regulation skills of 36-72 months old children. In the study, the assessments of parental attitudes provided by one parent for the other were taken as the predictors, while children's emotion regulation skills and their levels of lability/negativity were the predicted variables. Findings showed that father attitudes rated by mothers positively predicted the emotion regulation. A positive, strong, and significant relationship was found between authoritative, protective and permissive paternal attitudes and children's emotion regulation skills. The independent variable (mother-rated paternal attitudes) explained approximately 74% of the total variance in emotion regulation skills. It was seen that authoritative, protective and permissive attitudes were significant predictors of emotion regulation. Accordingly, both positive and negative attitudes of fathers played a part in emotion regulation scores. In their study on this subject, Havighurst et al., (2010) reported that the parents' negative attitudes towards their children cause low emotion regulation in children, which in turn negatively affects their social-emotional development. In addition, they also stated

that positive parental attitudes, conversely, increase children's awareness of emotions and thus contribute to the development of socio-emotional competences including emotion regulation.

According to the mothers' opinions, paternal attitudes also positively predict the children's lability/negativity levels. Our findings indicated a positive, strong, and significant relationship between authoritarian, protective and permissive paternal attitudes and lability/negativity. The independent variable (paternal attitudes) explained approximately 77% of the total variance in the lability/negativity level. It was seen that protective and permissive attitudes were significant predictors of lability/negativity. Negative paternal attitudes therefore are influential in lability/negativity scores.

In a similar way, father-rated maternal attitudes positively predicted the emotion regulation skills in children. A moderate, positive and significant relationship was observed between authoritative maternal attitudes and children's emotion regulation skills. The independent variable (father-rated maternal attitudes) explained approximately 29.6% of the total variance in emotion regulation skills. It was seen that authoritative attitudes were significant predictors of emotion regulation. Accordingly, mothers' positive attitudes had an impact on emotion regulation scores.

From the paternal point of view, maternal attitudes also positively predict the children's lability/negativity levels. Our findings indicated that there was a strong, positive and significant relationship between authoritarian and permissive maternal attitudes and lability/negativity. The independent variable (maternal attitudes) explained approximately 93% of the total variance in the lability/negativity level. It was seen that authoritarian and permissive attitudes were significant predictors of lability/negativity. Negative paternal attitudes therefore are influential in lability/negativity scores. In a study conducted by Ural et al. (2015), it is emphasized that the mothers' oppressive, punitive, disciplinary, impatient and angry attitudes towards their children negatively affect the children's psychological development and prevent them from expressing their feelings.

The present study also examined whether the parental attitudes and the children's emotion regulation skills differed significantly depending on the demographic characteristics, and it was concluded that paternal attitudes assessed by mothers did not differ based on the gender variable. One reason for this may be that parents experienced similar attitudes from their own parents, or that parents may display the opposite attitudes towards their children because they were mostly raised under gender-based social pressure in their childhood. Studies conducted on this subject have reported similar results. Yılmaz (2020), in her study examining the relationship between the self-regulation skills of 5-6-year-old children and parental attitudes, similarly found that parental attitudes do not depend on gender. A recent study by akırlı (2017) found no statistically significant relationship between the attitudes of parents with children aged 5-6 years and the children's gender. Considering all of this evidence, it seems that parental attitudes do not differ based on the children's gender.

Another important finding was that protective paternal attitudes differed in terms of mother's employment status, which suggests that husbands of working mothers adopt a protective attitude to their children. This might be due to their concerns about the future of their children since they think their wives will fail to maintain interest in their children as they work.

The results of the analysis of whether paternal attitudes differed depending on the child's age indicated that age is not a determining factor in how fathers behave towards their children. The most likely explanation might be that fathers take less care of their children than mothers and therefore do not discriminate on the grounds of age. Ogelman and zyürek (2021) in their research reported that the child-rearing attitudes of spouses were not significantly affected by their children's age. A study by İnci and Deniz (2015) compared fathers of preschool-age children to those of first-graders and reached a different conclusion, finding higher attitudinal scores in the former group.

Another finding from our study showed that paternal attitudes rated by mothers did not differ with respect to the number of children in the family. In Turkish society, children generally share with their mothers what they cannot tell to their fathers, and in some families, the father is perceived as a symbol of authority, discipline, or punishment. This causes fathers to stay a little more in the background than mothers. For this reason, the involvement of fathers in childcare seems not to change regardless of the number of children.

In line with this finding, Akyol's study (2021) found no significant difference in parental attitudes in relation to the number of children. However, unlike this finding, Albukrek (2002) reported that as the

number of children in the family increases, the father becomes psychologically distant from his child and the warmth in his behavior towards his child decreases. Children in families with many children perceive themselves as more rejected. Also, Sak et al. (2015) found that parents with two children display more democratic attitudes than parents with four or more children, and parents with four or more children adopt a more authoritarian attitude than parents with one, two, or three children.

In addition, our results showed that the protective attitudes of the fathers differ based on the variable of the child's duration of preschool attendance. According to this result, children attend their schools more often and more regularly in families where fathers display more protective attitudes. While preschool education provides children with new experiences and prepares them for life, it also brings some environmental risks in terms of children's development. For this reason, fathers of the children who have just started preschool may adopt a more protective attitude towards their children. Similar to this finding of the study, Yıldızbaş (2019) reported that parents whose children received preschool education for two years or longer are more permissive than those whose children have attended pre-school just for one year.

We also found that the fathers' attitudes did not differ in terms of the educational background of mothers. Fathers exchange ideas from time to time with their wives regarding their attitudes towards their children. Educated mothers help their spouses in this regard and educated fathers similarly support their undereducated spouses. For that reason, it is very likely that the educational status of the mother does not have an impact on the attitudes of fathers towards their children.

Our results also revealed that the children's gender was also not a determining factor in father-rated maternal attitudes. In other words, mothers display similar attitudes to their children regardless of their gender. Traditionally, in Turkish culture, fathers are more likely to overvalue their sons compared to their daughters, and this might make them discriminate between their children. However, the lack of such pressure on mothers will enable them to be more neutral in their attitudes towards their children. This finding matches those observed in earlier studies. For example, Garip (2010), Özyürek and Tezel Şahin (2005) in their research on 5-6-year-old children, and Arabacı and Ömeroğlu (2013) on 4-6 year old children, found no significant relationship between maternal attitudes and the gender of the child. In the study conducted by Akbay Postoğlu (2020), no statistically significant relationship was found between the parental attitudes of the five-year-old preschoolers and the gender of the children.

The current study also showed that maternal attitudes were free from the impact of father's employment status. It is an undeniable fact that fathers today have a busy working life and they cannot take care of their children as much as their partners do. As a result, it seems unlikely that father's employment status impacts mothers' attitudes to their children.

Another finding in our study showed that permissive maternal attitudes differed based on the child's age. Mothers tend to exhibit more permissive behaviors towards their younger children. Mothers of the preschoolers aged 36-48 months are very likely to fulfill their children's all wishes and allow them much more freedom than should be given, just because of their young age. The mothers of children aged 60-72 months may not take a permissive attitude due to the increased age and responsibilities of their children. However, Döker (2020) in her research reached a different conclusion that the authoritative attitude scores of the mothers with six-year-old children were higher than those of mothers with four-year-old children. Yet, no statistically significant differences were found between their permissive and protective scores on the basis of the child's age.

The number of children in the family did not cause a difference in the maternal attitudes. When parents have a single child, they can support their child materially and morally and cope with many factors (such as possible conflicts in the interaction between siblings) that affect their child-rearing practices. If there is more than one child, different attitudes of mothers towards their children may result in some negative conflicts (such as jealousy) between siblings. This can prevent them from adopting different attitudes towards their children. Moreover, though it is difficult for mothers in large families to try to offer equal opportunities to all their children without discriminating, the mother's positive attitude is important for the emergence and improvement of children's abilities and for the development of a healthy personality, including emotion regulation. Demir (2019), however, reported that the number of children is positively correlated with authoritarian attitude, and negatively with authoritative attitude.

Another finding indicated that maternal attitudes do not differ in relation to the duration of the child's preschool attendance. It is thought that mothers make an effort to increase their children's

adaptation to school, no matter how long they have attended the school, and endeavor to provide a better education for the children. This will ensure justice in their attitudes towards their children. Unlike this finding, Uykan (2019) reported that children with a longer duration of preschool education experienced more authoritative attitudes from their mothers.

Our analyses also demonstrated that the education level of fathers is an influential factor in the degree of authoritarian maternal attitudes. According to this finding, mothers with secondary school education have a more authoritarian attitude than those married to university-graduate fathers. An increased level of education can improve a father's ability to see and evaluate events from different perspectives. In this way, fathers can offer more support to their spouses in accordance with their knowledge and skills, thus allowing mothers to display a more neutral attitude toward their children. Compared to fathers with higher education levels, those with lower education levels will have a narrow point of view. In addition, the results of previous research showed that fathers with low educational levels have a more anxious attitude (Monteiro et al., 2017). The anxious attitude of these fathers may be reflected in the mothers, and the mothers may display a more authoritarian attitude towards their children due to academic and social concerns. Monteiro et al. (2017) in their study conducted with 465 families of preschool children in Portugal reported that the fathers' education level had a significant effect on authoritarian attitudes.

Child-rearing attitudes of parents are likely to be affected by variables such as relationships between spouses, the characteristics of the socio-cultural environment, and their own upbringing, as well as by each other's attitudes and behaviors (Güler Yıldız 2017; řanlı and Öztürk, 2015). In addition, children's behaviors, like the attitudes of parents, develop through modeling the environment and culture (Özbey, 2015). The attitudes of parents as role models are very important in providing behavioral development for children.

We examined whether there was a significant difference in regulation skills of children in connection with demographic characteristics, and found that their emotion regulation skills did not change depending on their gender. A study with a similar finding carried out by Özkan (2019) showed that the emotion regulation skills of 48-66-month-old preschoolers did not change depending on their gender. However, when we look at the cultural roles adopted for girls and boys, it is considered acceptable for girls to be emotional, while it is unusual for boys to show their emotions. Sayings such as "Men do not cry" demonstrate that the origin of this goes back to ancient times (Bozkurt Yükcü, 2017). In literature, there are also studies that reach different conclusions. In the study conducted by İlgar and Akbaba (2016), it was seen that there was a significant difference between the gender of children and their emotion regulation skills. In this study, it was found that the lability-negativity scores of the boys were higher than those of the girls. Accordingly, boys seem to have ambivalent moods compared to girls and tend to show more negative emotions.

Another noteworthy finding of our study showed that there was a significant difference between the employment status of the mother and the lability/negativity levels of the children in favor of working mothers. Accordingly, children of working mothers have difficulty regulating their emotions. In the study, the result that maternal employment status negatively affects the child's emotion regulation ability suggests that working mothers cannot spend quality time with their children due to their extra workload and the negative consequences of their work stress is felt in the home environment. Mothers who do not work in any job can have more quality time to spend with their children at home. It is thought that this contributes to a healthy communication between the child and the mother, a happier environment in the family, and therefore a better emotional development and regulation in children. Unlike this finding, Vardi (2021) reported that the children of working mothers express their feelings more easily than those of non-working mothers, and their mood swings are less frequent.

In addition, the current study showed that the emotion regulation skills of the children did not differ regarding father's employment status. We saw that as almost all of the participating fathers in our study had a busy working life, they cannot spare enough time for their children, and therefore have little or no impact on their children's development of positive or negative emotions.

A significant difference was found between the age and the emotion regulation skills of the children. A significant difference was particularly observed between the mean scores of 36-48 months, 48-60 months and 60-72 months old children. Accordingly, children's emotion regulation skills improve with age. Children can display more positive social behaviors as they grow up and express their feelings and

thoughts more easily. As a result, their social communications increase, and they can regulate their emotions more effectively. Thompson, Lewis and Calkins (2008) found that as children grow up, they can manage their self-control processes more effectively, contributing to gradual improvement of emotion regulation. This result agrees with the research finding reported by Bayındır, Güven, Sezer, Akşin Yavuz and Yılmaz (2017), showing that 6-year-old children's emotion regulation skills are better than those of 5-year-old children, that is, children's emotion regulation skills get better as they grow up.

The number of children in the family did not have an impact on children's emotion regulation skills. Behaviors and attitudes of the people around children are influential in the development of their emotion regulation skills. This has both positive and negative consequences. On one hand, being the only child might allow children to have more opportunities to express their own emotions in the family environment, and a large family with more than one child, on the other hand, provides a richness of experience and children can share positive-negative emotions with their siblings. Nevertheless, some previous studies demonstrated that single children have better and more improved emotion regulation skills than children with three siblings.

Our findings revealed that children's emotion regulation skills differed in terms of their duration of preschool attendance. Children with more preschool experience had better emotion regulation outcomes. A significant difference was particularly observed between the two-year and three-year groups. This finding suggests that children can express their feelings and thoughts accurately and adequately due to the adoption of a more child-centered approach in today's preschool programs. Preschool education supports children's social and emotional development as well as all other developmental areas. Thus, it can be thought that as the duration of school attendance increases, children's ability to regulate their emotions will be better.

Another finding in the present study indicated that mother's education level was not influential in children's emotion regulation skills. Working mothers might be one explanation for this. With the increase in their education level, more and more women today are joining working life, causing children to be raised by other caregivers other than their mothers, especially at young ages. As a consequence, the personal characteristics of mothers seem to affect their children's emotion regulation skills to a lesser extent. In line with our finding, Mehmetoğlu Yontar (2019) found that the education levels of mothers did not have a significant effect on the emotion regulation skills of their preschool children. Yet, in literature, there are studies with contrasting findings. For instance, Arslan Özkılıç (2021) found a positive correlation between the maternal education levels and the lability/negativity scores, and a negative correlation between the maternal education and the emotion regulation and total scale scores. In addition, Kale, Çağdaş, and Tepeli (2013) reported that the emotion regulation scores of the first graders who had mothers with higher levels of education were lower than those whose mothers were high school graduates.

As far as whether children's emotion regulation skills differ significantly based on paternal education, a significant difference was only found in the area of emotion regulation, remarkably between secondary school and university graduates. Accordingly, children's emotion regulation skills are positively associated with father's educational attainment. This might result from the fact that fathers with a higher level of education set an example for their children thanks to their increased ability to express and control emotions. Goodman, Crouter, Lanza, Cox and Vernon-Feagans (2011) reported that fathers with higher levels of education approach their children more sensitively and more caringly, but the weakness in paternal responsibilities is associated with intense work stress. A search of the literature revealed several studies with findings similar to ours. For example, Ertürk Kara and Gönen (2015) found in their research that the children of fathers with a higher educational attainment have better emotion regulation skills.

The analysis of the correlation coefficients on the relationship between the APAC mother scores and the dimensions of the ERC indicated a strong, positive significant association between authoritative attitude and emotion regulation. This finding suggests that, according to mothers, children's levels of emotion regulation increase when their fathers adopt more authoritative attitudes. In addition, a moderate, positive significant relationship was found between authoritarian paternal attitudes and lability/negativity scores of children, a finding suggesting that authoritarian paternal attitudes lead to increased levels of lability/negativity in children. It was also seen that there was a strong positive and significant relationship between fathers' protective attitudes and children's lability/negativity scores. This result gives evidence that the lability/negativity levels of children increase as the overprotective attitudes of the fathers become

more intensified. Mothers' views also indicated a moderate, positive significant relationship between permissive paternal attitudes and lability/negativity scores of children, so permissive paternal attitudes seem to contribute to increased levels of lability/negativity in children. To summarize, it can be maintained that children whose fathers have authoritative attitudes have a higher level of emotion regulation while children with authoritarian fathers have a moderate level of lability/negativity; children with protective fathers have a high level of lability/negativity whereas children with permissive fathers have a moderate level of lability/negativity in emotion regulation skills.

As fathers take an authoritative attitude towards their children, children are better able to regulate their emotions. Children are able to express and control their emotions more freely and easily if they grow up in a family environment where a democratic attitude is adopted. Children of parents with democratic attitudes can achieve self-control, become self-confident individuals and develop a healthy personality (Yavuzer, 2016). In a recent study conducted with parents and teachers of 102 preschool children, Yaman (2018) found a positive relationship between the lack of emotional regulation and authoritarian parenting attitude, and between authoritative parenting attitude and emotion regulation skills. Also, Mathis and Bierman (2015) reported a positive relationship between parental attitudes and children's emotion regulation skills. Based on the results of these studies, it can be concluded that authoritative parental attitudes have a positive effect on the emotion regulation skills of children.

Nevertheless, when fathers adopt an authoritarian attitude towards their children, children's ideas are not taken into consideration and they cannot express their feelings easily and straightforwardly. In this case, they may have difficulty regulating their emotions. Besides, as fathers adopt a permissive attitude, they do not allow their children to build a sense of responsibility. This may prevent children from figuring out how to control their emotions, and children may have difficulty regulating their emotions. As fathers become overly permissive towards their children, the rules and boundaries for the child become quite flexible. In an environment with no boundaries or limits, the child may frequently experience positive or negative emotional swings, having difficulty expressing his or her emotions appropriately.

The analysis of the correlation coefficients on the relationship between the APAC father scores and the dimensions of the ERC indicated a moderate, positive significant association between authoritative attitude and emotion regulation. This finding suggests that, according to fathers, children's levels of emotion regulation tend to increase when their mothers display more authoritative attitudes. Moreover, a strong positive significant relationship was observed between authoritarian maternal attitudes and lability/negativity scores of children, a finding suggesting that authoritarian maternal attitudes lead to increased levels of lability/negativity in children. A weak, negative and significant relationship was also seen between protective maternal attitudes and children's emotion regulation scores. This result demonstrates that protective maternal attitudes and children's emotion regulation skills show opposite developmental trends.

In accordance with these results, it can be suggested that children whose mothers display authoritative attitudes have a moderate level of emotion regulation and those with authoritarian mothers have a higher level of lability/negativity in emotion regulation, and children with protective mothers have a lower level of emotion regulation skills. It is known that mothers are closer to their children socially and emotionally than fathers. For this reason, it can be assumed that children can control their emotions more easily in a free environment as mothers adopt a democratic attitude towards their children. Items in the "emotion regulation" dimension of the ERC are generally related to cheerful mood, responding positively to neutral stimuli, improved empathy skills, being aware of emotions, controlling emotions, and expressing emotions in an appropriate way. Though most of these characteristics are determined by genetic and biological factors, they are also thought to be affected by environmental stimuli. Parental attitudes and emotion regulation skills are mutually related. A child's success in emotion regulation skills can open the door for authoritative parental attitudes. On the current topic, Altan (2006) reported a positive association between parental attitudes and children's emotion regulation skills. However, as mothers become oppressive and authoritarian in their relationship with their children, children whose feelings and thoughts are constantly corrected and who are sometimes blamed cannot learn to express and share their feelings comfortably. As a result, they may have difficulty regulating their emotions. Chang et al. (2003) examined the effect of strict parental attitudes on the child's emotion regulation skills and anger control in a sample consisting of 325 parent-child dyads, and they found that as parents become stricter in their attitudes, children having difficulty in controlling their anger are very like to display aggressive behaviors. Items included in the "lability/negativity" dimension of the ERC are mostly related to hyperactivity, being

energetic, impulsiveness, disobedience, inability to control emotions, moods swings, lack of empathy skills, and negative reactions to friendly overtures and neutral stimuli. Authoritarian parental attitudes may also be a sort of coping reaction to such emotion regulation skills of children. On the other hand, the authoritarian attitude exerted in a strict discipline that is not proportional to the age and development of the children is very likely to worsen behavior and adaptation problems. Moreover, protective attitudes of mothers prevent their children from freely expressing and sharing their feelings and ideas. Children living in a family environment with no rules cannot learn to manage their desires and impulses. As a result, this might cause them to have a low self-esteem and experience emotional problems. Without self-regulation, children are unlikely to have control over their emotions and behaviors in different situations.

Conclusion And Implications

This study aimed to examine the relationship between parental attitudes and children's emotion regulation skills. The findings of the research suggest that authoritative parental attitudes have a positive impact on children's emotion regulation skills. This shows how important the attitudes of parents who can show their love to their children under all circumstances, who have flexible attitudes consistent with the developmental characteristics of their children, and who can manage to strike a balance with boundaries. On the other hand, authoritarian, permissive, and protective parental attitudes were found to be linked to hyperactivity, being energetic, impulsiveness, disobedience, inability to control emotions, changeable moods, lack of empathy skills, and negative reactions to friendly overtures and neutral stimuli. Although it is difficult to establish a cause-effect relationship, this suggests that negative parental attitudes negatively affect the child's emotion regulation, adjustment, and daily functioning. As adults, parents have a significant role to play in supporting the emotion regulation skills of their children. As role models, parents play a significant role in the development of children's ability to regulate their emotions. When parents spend quality time with their children, play games or read books together and participate in social events such as going to the cinema and theater, they will enhance the quality of the communication and interaction with their children, thus positively affecting the child's ability to regulate their emotions. Picture books are an effective tool for teaching emotional literacy to young children. Through stories, children will have the opportunity to recognize different emotions such as happiness, sadness, surprise, and anger. This study is limited to the preschool period. Therefore, studies including different age groups and larger samples are needed. Longitudinal studies may be useful in demonstrating the long-term effects of parental attitudes on children's emotion regulation skills. Although the data on the current subject is limited, it may be useful to undertake some other studies to improve the "authoritative attitude" skills of parents.

Research Ethics

The research included all parents and their children, regardless of their gender, ethnicity, disability, age, language, geographic location, and any other personal or social characteristics. Parents were informed in advance about the purpose of the research, its duration, the researcher, the research procedure, the risks of the process and the precautions taken against these risks, and the amount of the time the participant should allocate for the research. It was explained to the parents that the children would not undergo any experimentation or evaluation; instead, the demographics of the children would be collected from their teachers. Parents were free to leave the study at any time by informing the researcher beforehand. Following these explanations, the parents were requested to sign an "informed consent form" containing all the procedural details about the study. The documents completed by the parents were submitted to the Social and Human Sciences Research Ethics Committee of Muğla Sıtkı Koçman University and the ethics committee approval dated 07.08.2021 and numbered 313 was obtained from the committee. All the information about children and parents was stored digitally throughout the research process. Parents were told that their participation would be voluntarily. If they did not agree to participate, this would not change the attitudes of the teachers or administrators towards them. During the reporting process, all research data was obtained and presented following academic rules and ethical principles. In addition, all the references were cited properly, as required by these rules and principles.

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TÜRKÇE GENİř ÖZET

Duygu düzenleme kiřinin bilinçli ya da bilinçsiz bir řekilde gerçekleřtirdiđi, davranıřsal veya zihinsel kontrol aracılıđı ile içinde bulunduđu olumlu, olumsuz duygusal deneyimleri ve duygusal ifadesini arttırması ya da azaltması olarak açıklanabilir (Mutlu 2020, s. 15). Duygu düzenleme becerisi çocukluk dönemi boyunca zaman içinde geliřen ve birçok duygusal becerinin edinimiyle ilerleyen bir yapıdadır (Mutlu, 2020, s. 17). Ana baba tutumları, ana-babanın çocuđa yönelik özel davranıř biçimleri, yaklařımlarının niteliđi olarak ifade edilmektedir (Ogelman vd., 2013, s. 145). Anne babaların çocuk yetiřtirme tutumları olumlu ve olumsuz tutumlar olmak üzere iki bařlıkta ele alınabilir (Ogelman ve Özyürek, 2021, s. 3). Alan yazında anne-baba tutumlarıyla ilgili olarak demokratik, otoriter, ařırı hořgörülü, ilgisiz-kayıtsız, tutarsız, ařırı koruyucu gibi çeřitli sınıflandırmalar yapıldıđı da görülmektedir (Santrock, 2011, s. 260).

Ebeveynler, çocuđun geliřim süreci içinde çocuklarına karřı tutumları, onlarla iletiřim řekilleri ve duđu düzenleme stratejilerini kullanmada çocuklarına rol model olurlar (Huberty, 2012, s. 80). Çocuklar, ebeveynlerinden aldıkları ve zamanla sosyal çevresinden edindikleri modelleri birleřtirerek kendi duđu düzenleme biçimini oluřtururlar (Cole, Martin ve Dennis, 2004, s. 322). Bu nedenle aile içinde ortaya çıkan farklı anne baba tutumları, çocuklarda farklı duđu düzenleme biçimlerinin geliřmesine zemin

hazırlamaktadır (Türküler Aka, 2011, s. 4). Özellikle çocuğun duygusal anlamda öfkeli veya üzüntülü olduğu durumlarda çocuğa bakım verenlerin destekleyici bir tutum sergilemeleri, ilerleyen süreçte çocuğun duygu düzenleme sürecini olumlu etkileyecektir. Alanyazında konuyla ilgili yapılan araştırmalar incelendiğinde, Türkiye’de anne baba tutumları ile çocukların duygu düzenleme becerileri arasındaki ilişkiye yönelik araştırmaların son yıllarda hız kazanmaya başladığı, ancak bu araştırmaların katılımcı çocukların yaş grupları açısından sınırlı kaldığı görülmüştür. Bununla birlikte Türkiye’de ana baba tutumlarının duygu düzenlemeyi yordamasına ilişkin bir çalışmanın olmadığı görülmüştür. Çocukların duygu düzenleme becerilerinin ana baba tutumları tarafından etkilenebileceğinin bilinmesinin ana babalara rehberlik yapacağı ve onların çocuk yetiştirmede sergilediği tutumları etkileyebileceği öngörülmektedir. Aynı zamanda çalışmanın alan yazına katkı sağlayacağı öngörülmektedir.

Bu araştırmanın amacı ana baba tutumları ile 36-72 aylık çocukların duygu düzenleme becerileri arasındaki ilişkinin incelenmesidir. Araştırmada, ilişkisel tarama modeli kullanılmıştır. Bu doğrultuda araştırmada, ana baba tutumları ile 36-72 aylık çocukların duygu düzenleme becerileri ile aralarındaki ilişki ilişkisel tarama modeli çerçevesinde analiz edilmiştir. Araştırmanın evrenini, 2020-2021 eğitim-öğretim yılı yaz döneminde Muğla ili Menteşe ilçesinde özel kreş ve gündüz bakımevlerine devam eden 36-72 aylık 250 çocuk oluşturmaktadır. Örneklem, basit seçkisiz örnekleme yöntemiyle random (tesadüfî) olarak belirlenmiş ve toplamda 3 kuruma devam eden çocuklara ilgili ölçekler uygulanmıştır. Araştırma evrenini 250 çocuk oluşturmaktadır. Ancak eşlerin çocuk yetiştirme tutumlarını değerlendirme ölçeğinin yapısı itibarıyla aynı çocuğun hem annesine hem de babasına uygulanması gerektiğinden araştırma 205 çocuk ve ölçeği tam olarak dolduran 410 ebeveynle yürütülmüştür.

Araştırma kapsamında; araştırmanın çalışma grubunu meydana getiren 36-72 aylık çocukların ve anne babalarının bazı demografik özelliklerinin belirlenebilmesi amacıyla; “Genel Bilgi Formu”, anne babaların çocuklarına karşı tutumlarını belirlemek amacıyla “Eşlerin Çocuk Yetiştirme Tutumlarını Değerlendirme Ölçeği (EŞTÖ)”, çocukların duygu düzenleme becerilerini belirleyebilmek amacıyla da “Duygu Düzenleme Ölçeği (DDÖ)” kullanılmıştır. Araştırma uygulamasına başlamadan önce Muğla Sıtkı Koçman Üniversitesi Sosyal ve Beşerî Bilimler Araştırmaları Etik Kuruluna başvurulmuş, kurulun 07.08.2021 tarih ve 313 nolu kararıyla etik kurul onayı alınmıştır. Araştırma sürecinde ölçme araçları yoluyla toplanan veriler, SPSS 25.0 istatistik paket programı aracılığıyla çözümlenmiştir. Araştırmadan elde edilen bulgulara göre, hem anne görüşlerine göre baba tutumları hem de baba görüşlerine göre anne tutumları duygu düzenlemeyi pozitif yönde yordamaktadır. Ayrıca eşlerin çocuk yetiştirme tutumlarını değerlendirme ölçeği anne puanları alt boyutlarından demokratik tutum ile duygu düzenleme alt boyutu puanları arasında yüksek düzeyde pozitif yönde anlamlı bir ilişki olduğu, anne görüşlerine babaların diğer tutumları ile çocukların değişkenlik/olumsuzluk puanları arasında da pozitif yönde anlamlı bir ilişki olduğu tespit edilmiştir. Eşlerin çocuk yetiştirme tutumlarını değerlendirme ölçeği baba puanları alt boyutlarından demokratik tutum ile duygu düzenleme alt boyutu puanları arasında orta düzeyde pozitif yönde anlamlı bir ilişki olduğu, baba görüşlerine göre annelerin baskıcı otoriter tutum puanları ile çocukların değişkenlik/olumsuzluk puanları arasında da yüksek düzeyde pozitif yönde anlamlı bir ilişki olduğu belirlenmiştir. Ayrıca babalara göre annelerin aşırı koruyucu tutum puanları ile çocukların duygu düzenleme puanları arasında ise düşük düzeyde negatif yönde anlamlı bir ilişki olduğu tespit edilmiştir.

Bu çalışmada, ana baba tutumu ile çocukların duygu düzenleme becerileri arasındaki ilişkinin incelenmesi amaçlanmıştır. Bu araştırma, demokratik ebeveyn tutumlarının, çocukların duygu düzenleme becerileri üzerine olumlu etkisinin olduğunu düşündürmektedir. Bu sonuç, çocuğuna her koşulda sevgisini gösterebilen, gelişim özelliklerine göre esnek tutumlar içinde olabilen, sınır koyma becerisini yeterli düzeyde tutabilen ana baba tutumlarının önemini göstermektedir. Aksine, bu çalışma, baskıcı-otoriter, aşırı hoşgörülü ve aşırı koruyucu ana baba tutumlarının, aşırı hareketlilik, enerjik olma, dürtüsellik, otoriteye karşı gelme, duygularını kontrol edememe, çabuk değişen ruh halinin olması, empati becerilerindeki yetersizlik, arkadaşça yaklaşımlara ve nötr uyarılara olumsuz tepkiler verme ile ilişkili olduğuna işaret etmektedir. Her ne kadar neden sonuç ilişkisi kurmak zor da olsa, bu durum olumsuz ana baba tutumlarının çocuğun duygu düzenleme, uyum ve günlük işlevselliğini olumsuz etkilediğini düşündürmektedir.