



Investigation of Factors Affecting the Child-Rearing Attitudes of Mothers and Fathers with CHAID Analysis

Anne ve Babaların Çocuk Yetiştirme Tutumlarını Etkileyen Faktörlerin CHAID Analiziyle İncelenmesi

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ÖZ

Bu araştırma, annelerin ve babaların çocuk yetiştirme tutumları arasındaki ilişkinin ve anne-babaların çocuk yetiştirme tutumlarını etkileyen değişkenlerin incelenmesi amacıyla yapılmıştır. İlişkisel tarama modelindeki araştırmanın çalışma grubunu okul öncesi eğitim kurumlarına devam eden 36-72 aylık 324 çocuğun anne ve babaları oluşturmuştur. Araştırmada veri toplama aracı olarak Anne-Baba Çocuk Yetiştirme Tutumları Ölçeği (ABTÖ) A Formu kullanılmıştır. Verilerin analizinde Spearman Brown Korelasyon Katsayısı ve karar ağacı algoritmalarından CHAID algoritması kullanılmıştır. Araştırma sonucunda annelerin çocuklarına yönelik aşırı hoşgörülü tutumları arttıkça demokratik tutumlarının azaldığı ve baskıcı-otoriter tutumların arttığı; babaların çocuklarına yönelik aşırı hoşgörülü tutumları arttıkça demokratik tutumlarının azaldığı ve baskıcı-otoriter tutumları arttıkça demokratik tutumlarının arttığı belirlenmiştir. Yine anne ve babaların çocuk yetiştirme tutumları arasında pozitif yönlü manidar bir ilişki olduğu belirlenmiştir. Anne babaların çocuk yetiştirme tutumlarını etkileyen en önemli faktörlerin çocukların doğum sırası, anne öğrenim düzeyi, baba öğrenim düzeyi, anne çalışma durumu ve aile yapısı olduğu belirlenmiştir.

Anahtar kelimeler

Ebeveyn, çocuk yetiştirme tutumları, okul öncesi dönem, gelişim.

ABSTRACT

This research is on the relationship between mothers and fathers in child-rearing attitudes, and parents' child-rearing was conducted to examine the variables that affect attitudes. The research study group in the relational screening model consisted of the mothers and fathers of 324 children 36-72 months old children attending preschool education institutions. Parent Attitudes Scale (PAS) A Form was used as a data collection tool in the study. Spearman-Brown Correlation Coefficient and CHAID algorithm, one of the decision tree algorithms, were used to analyse the data. As a result of the research, it was determined that democratic attitudes of mothers decrease and repressive-authoritarian attitudes increase as their over-tolerant attitudes towards their children increase; democratic attitudes of fathers decrease as their over-tolerant attitudes towards their children rise, and their democratic attitudes increase as their repressive-authoritarian attitudes increase. Again, it was determined that there is a positive and significant relationship between parents' child-rearing attitudes. It has been determined that the most important factors affecting the parenting attitudes of the parents are the birth order of the children, the education level of the mother, the education level of the father, the working status of the mother and the family structure.

Keywords

Parent, childrearing attitudes, preschool term, development.

INTRODUCTION

The early childhood years are a critical period in a child's development. Conditions in the early stages of life affect not only the physical development of children but also their brain development and abilities, creating lasting effects. A child's family is the first and most crucial support unit that ensures healthy growth and development (Wodon, 2016). In the literature, it is pointed out that the essential factor in the lives of children is the parents, who form the closest environment of the children. Parents are preparing for the world they live in; laying the foundation for self-esteem, emotional intelligence, cognitive ability, resilience and social skills; supporting the development of children and ensuring cultural continuity; is an essential element in meeting the psychological and physical needs of children (Bornstein, 2015; Cohen, 2015; Vassi et al., 2009). In this context, parental child-rearing attitudes appear as an essential element in the impact on children's lives. Parental attitudes are a strong indicator of parenting function that predicts child well-being in various settings and societies. Both parental sensitivity and parental demands are essential components of good parenting (Darling, 1999). The changes in society's cultural values and social structure affect the parents' parenting while raising their children. Various factors bring about changes in the social structure. These changes also influence the roles of men and women. Changes in roles shape and differentiate motherhood and fatherhood roles (Yavuzer, 2019a). Demographic characteristics of children, the parent's education level, the mother's working status, the family structure, and the family's economic status can affect the role of parents in raising children (Altunok, 2019). Reasons such as the increase in the educational status of women and their involvement in business life, divorced men taking responsibility for the care and education of the child, the change in the traditional family structure, the differentiation of duties and responsibilities in the nuclear family have reshaped the parenting roles of parents (Yavuzer, 2019a). Differences in the social and cultural roles imposed on parents have led to diversity in their child-rearing styles.

Parents display various styles when raising their children. Baumrind's (1966, 1968, 1971) studies on parenting styles are considered pioneering in the literature. Baumrind (1966) grouped parenting styles into three groups descriptive authoritarian (perfectionist), authoritarian and permissive. Maccoby and Martin (1983) expanded this grouping of Baumrind in a two-dimensional framework they called sensitivity and demanding and categorized them into four groups explanatory authoritarian (perfectionist), authoritarian, tolerant, and liberal attitudes. In Darling and Steinberg's (1993) integrative parenting style model, the quality of parenting is divided into two groups practice and style. Parenting practices refer to behaviors towards specific socialization and content goals. Parenting style, on the other hand, is the attitude towards children, including parenting practices, in which parental behaviors are communicated to the child, influenced by the goals and values of the parents, and creating an emotional climate. In the parenting style model, it was stated that parenting style and practices stem from the goals and values of parents and that parenting practices directly support children in reaching their socialization goals (Darling & Steinberg, 1993). In various sources, it is seen that parenting styles are classified as descriptive authoritarian (democratic or authoritarian), overly oppressive (authoritarian), over-tolerant, free (indifferent), overprotective, permissive, indecisive and unstable, reassuring, perfectionist and repulsive (Alabay, 2017; Kalaylı, Özaslan & Gültekin Akduman, 2021; Santrock, 2014; Yavuzer, 2019b). Parents' child-rearing styles may differ, and they may also be influenced by

each other. For example, while the father is authoritarian, the mother may show a protective style to her child, or the father may tend to be tolerant in a situation where the mother is tolerant.

In democratic parenting, children are given protection, active listening, positive attention and clear instructions in a way that will not harm them; there are clear anticipations and reasonable limitations from children, emotional sensitivity and the child's independence are recognized, and warm and caring communication with children takes place; There is an approach that encourages children's individuality and independence with consistent, clear and reasonable standards (Berg, 2011; Darling, 1999; Santrock, 2014; Smetana, 2011). Repressive/authoritarian attitudes, arbitrary discipline practices, psychological control, hostile verbal criticism, severe physical punishments and unqualified use of force, prohibitions are imposed without explanation and the child's reasoning, children are tried, and prejudgments are given to children, unconditional obedience is expected from children, and parents' own rules it is a parental attitude that includes punishments and limitations when not obeyed (Baumrind et al., 2010; Demiriz & İlkir, 2007; Yavuzer, 2019a). In a permissive/over-tolerant attitude, there is a high sensitivity and over-tolerant towards children, and there is no expectation or demand from the child (Simons & Conger, 2007; Smetana, 2011; Şahin Zeteroğlu, 2014). Since over-tolerant parents believe that their children should grow up in their natural course, they do not have any expectations from their children and do not want to set a limit for them (Markham, 2012). There is too much control and effort in the overprotective attitude, which prevents the child from learning by himself, gaining self-confidence and acting independently (Navaro, 1989). Children who grow up with an overprotective attitude may be dependent, have difficulty making their own decisions, and have an insecure and underdeveloped structure. In the overly indifferent/free parenting attitude, parents do not adopt their roles and are uninterested in supporting their children's development, and the energy and time they devote to their children are limited (Bornstein & Zlotnik, 2008). This parenting attitude is associated with children's social inadequacies, neglect and especially lack of self-control (Santrock, 2014). In the indecisive/inconsistent parent child-rearing attitude, there is a difference in the thoughts and behaviours of the parents. It is common for parents to negatively criticise each other about raising children and show opposite reactions to their children in the environment where their children are present (Yavuzer, 2019b).

The factors affecting the parenting attitudes of parents can be parent-based, as well as non-parental social environment, family structure and child-based variables. As a matter of fact, studies have revealed that variables such as the gender of the child (Akatlı & Tunçay, 2022; Orgiles et al., 2018), the number of children (Ceylan, 2017), the gender of the parent (Aydoğdu & Dilekmen, 2016; Sak, Şahin Sak, Atlı & Şahin, 2015), the education level of the parent (Şanlı & Öztürk, 2012), the working status of the parent, and the family structure (Kalaylı, Özasan & Gültekin Akduman, 2021; Özyürek & Tezel Şahin, 2005) cause differences in the parenting attitudes of the parents. Considering the researches, the interactions of parents with their children, and their child-rearing attitudes; It is seen that it affects many developmental areas and skills such as self-confidence (Güenalp, 2007), self-regulation (Yılmaz, 2020), behavioral problems (Anahar Delibalta, 2013; Hosokawa & Katsura, 2018; Köksal, 2016), social skills (Akbay Postoğlu, 2020; Özyürek, 2015), problem-solving skills (Bedge & Özyürek, 2016; Karakuş, 2017), emotion regulation (Cantekin & Gültekin Akduman, 2020; Zhang, Wang &

Ying, 2019), cognitive performance (Erşahin, 2019), school adaptation skills (Arabacıoğlu & Bağçeli Kahraman, 2021), school readiness (Xia, 2020), motor development (Kıvanç, 2020; Schary, Cardinal & Loprinzi, 2012), social development (Mensah & Kuranchie, 2013), self-development (Şenol & Karaca, 2020), and motivation (Jozsa, Kis & Barret, 2019; Wang, Morgan & Biringen, 2014). However, in these studies, no study was found in which CHAID examined the personal variables of parents' child-rearing styles analyzes and examined them in a multidimensional way. It is thought that this study, which aims to determine the child-rearing attitudes of parents who have children in the pre-school period and the factors affecting these attitudes, will contribute to the literature. The answers to the following subproblems were sought in the study.

1. Is there a significant relationship between the parenting attitudes of mothers and fathers?
2. What are the factors affecting the attitude of mothers to raising children?
3. What are the factors affecting the attitude of fathers to raising children?

METHOD

Model of the Research

The relational survey model, one of the quantitative research designs, was used in this study. The relational survey model is a research model that aims to reveal the relationship between two or more variables and determine their level (Karasar, 2016).

Research Group

The study group consisted of the parents of 324 children aged 36 months and over who attended the kindergartens of official independent kindergartens and primary schools in Afyonkarahisar city centre in the 2020-2021 academic year. Some personal information about the study group is presented in Table 1.

Table 1. *Distribution of Personal Information of the Studying Group*

Mother Education	f	%	Father Education	f	%
Elementary School	44	13.6	Elementary School	22	6.8
Secondary	72	22.2	Secondary	47	14.5
High School	81	25.0	High School	99	30.6
University	127	39.2	University	156	48.1
Total	324	100.0	Total	324	100.0
Working Status of Mother			Working Status of Father		
Unemployed	216	66.7	Unemployed	8	2.5
Employed	108	33.3	Employed	316	97.5
Total	324	100.0	Total	324	100.0

Parents' Gender of Children				Family structure		
Girl	159	49.1	Nuclear family	301	92.9	
Boy	165	50.9	Extended family	23	7.1	
Total	324	100.0	Total	324	100.0	

Parents' Birth Order	Children's		Parents' Number of Children		
First Child	135	41.7	One Child	47	14.5
Last Child	150	47.2	Two Children	167	51.5
Middle	39	12.0	Three Children	72	22.2
			Four or more	38	11.7
Total	324	100.0	Total	324	100.0

According to Table 1, 39.2% of the mothers in the study group are university graduates, 25% are high school graduates, 30.6% of the fathers are high school graduates, and 48.1% are university graduates. 33.3% of mothers and 97.5% of fathers are working. 49.1% of the children of the parents are girls, 50.9% are boys, 41.7% are the first and 47.2% are the last children. 92.9% of families are nuclear families, and 51.5% have two children.

Data Collection Tools

Child-Family General Information Form and Parent Attitudes Scale (PAS) A Form were used in the study. Below is information about these data collection tools.

Child-Family General Information Form was used to determine the demographic characteristics of children and parents. In the form, there are items about the gender of the child, birth order, number of children in the family, educational status of the parents, their profession and family structure.

Parent Attitudes Scale (PAS) A Form developed by Özyürek (2017) to determine parents' child-rearing attitudes toward preschool children. The scale is filled in by the parents, consists of 3 sub-dimensions: Democratic Attitude (15 items), Repressive and Authoritarian Attitude (12 items), and Overly Tolerant Attitude (11 items). Responses to the items of the five-point Likert scale; It is enumerated as 1=strongly disagree, 2=disagree, 3=partially agree, 4=agree, and 5=strongly agree. While the scale is being evaluated, the high score type among the scores to be taken from each sub-dimension indicates that that attitude is dominant. According to the Cronbach Alpha reliability coefficients and test-retest correlations of the scale, factor 1 alpha value was .87; factor 2 value was .77 and factor 3 value was .72, test-retest correlations of the scale were .82 for factor 1, .70 for factor 2, .77 for factor 3 was determined (Özyürek, 2017). Within the scope of this study, Cronbach Alpha coefficients in the scale; .85 for the Democratic

Attitude subscale, .71 for the Oppressive-Authoritarian Attitude subscale, and .70 for the Overly Tolerant Attitude subscale was found.

Data Collection

While collecting the data, the ethics committee permission was obtained from Gazi University Ethics Committee with the decision dated 04.02.2020. Subsequently, the Afyonkarahisar Provincial Directorate of National Education obtained the necessary approvals with the decision dated 08.10.2020 to use the data collection tools in the schools where the application will be made. The data were collected in the first semester of the 2020-2021 academic year by sending the measurement tools to the parents who volunteered through preschool teachers.

Data Analysis

The data analysis gives the frequencies and percentages of the personal information. The normality assumptions of the scale scores were examined. As a result of the research, $p < 0.05$ for the Kolmogorov Smirnow test, and values greater than ± 2 in the kurtosis and skewness coefficients. In addition, it was decided that the histogram graphs do not have a single-peaked structure, and the data are not normally distributed because the Q-Q plot graphs are not normally distributed. Accordingly, Spearman-Brown Correlation Coefficient was used to determine the relationship between the scale sub-dimension scores in the data analysis. The classification model and the decision tree CHAID algorithm, one of the classification techniques, were used to estimate data trends. The decision tree is one of the most commonly used estimation methods for multivariate analysis. This method is used for describing, visualizing and dimensionalizing data and for predictive tasks in data mining such as classification, prediction, regression, and opinion generation. It is a controllable learning method that provides inductive reasoning. The decision tree belongs to non-parametric methods (Milanovic & Stamenkovic, 2017). CHAID, one of the decision tree applications, is a non-parametric algorithm and the only condition for it to work well is a large data set. This situation is because the algorithm requires at least five expected frequencies in each cell of the relevant crosstab (Diepen & Franses, 2006). It is a powerful method in that decision trees create clear rules, are suitable for all variable types, can be classified without too many calculations, and show which areas will be highlighted for prediction and classification (Ersöz, 2019).

FINDINGS

In this section, the findings obtained in line with the sub-problems of the study are presented. Table 2 presents the results of the correlation analysis between the sub-dimensions of PAS of mothers and fathers with pre-school children.

Table 2. Results of Spearman Brown Correlation Analysis of Mothers' and Fathers' PAS Scores

		Mother			Father		
Mother		Democratic Attitude	Repressive and Authoritarian Attitude	Over Tolerant Attitude	Democratic Attitude	Repressive and Authoritarian Attitude	Over Tolerant Attitude
Democratic Attitude	r	1.000	.103	-.185**	.578**	.091	-.026
	p	.	.064	.001	.000	.104	.645
Repressive and Authoritarian Attitude	r	.103	1.000	.191**	.111*	.562**	.075
	p	.064	.	.001	.045	.000	.175
Over Tolerant Attitude	r	-.185**	.191**	1.000	-.092	.164**	.468**
	p	.001	.001	.	.097	.003	.000
Father							
Democratic Attitude	r	.578**	.111*	-.092	1.000	.187**	-.111*
	p	.000	.045	.097	.	.001	.046
Repressive and Authoritarian Attitude	r	.091	.562**	.164**	.187**	1.000	.100
	p	.104	.000	.003	.001	.	.072
Over Tolerant Attitude	r	-.026	.075	.468**	-.111*	.100	1.000
	p	.645	.175	.000	.046	.072	.

According to Table 2, there is a negative relationship between the mothers' PAS Overly Tolerant Attitude scores and the Democratic Attitude sub-dimension scores ($r=-.185$; $p=.001$), and a weak positive relationship between the Repressive and Authoritarian Attitude scores ($r=.191$; $p=0.001$). There is a negative correlation between the fathers' PAS Over Tolerant Attitude scores and the Democratic Attitude sub-dimension scores ($r=-.111$; $p=.046$), and there is a weak positive correlation between the Repressive and Authoritarian Attitude scores ($r=.187$; $p=.001$). Mothers' over-tolerant attitudes towards their children increase, their democratic attitudes decrease, and their repressive-authoritarian attitudes increase. However, as fathers' over-tolerant attitudes towards their children increase, their democratic attitudes decrease, and as their repressive-authoritarian attitudes increase, their democratic attitudes increase.

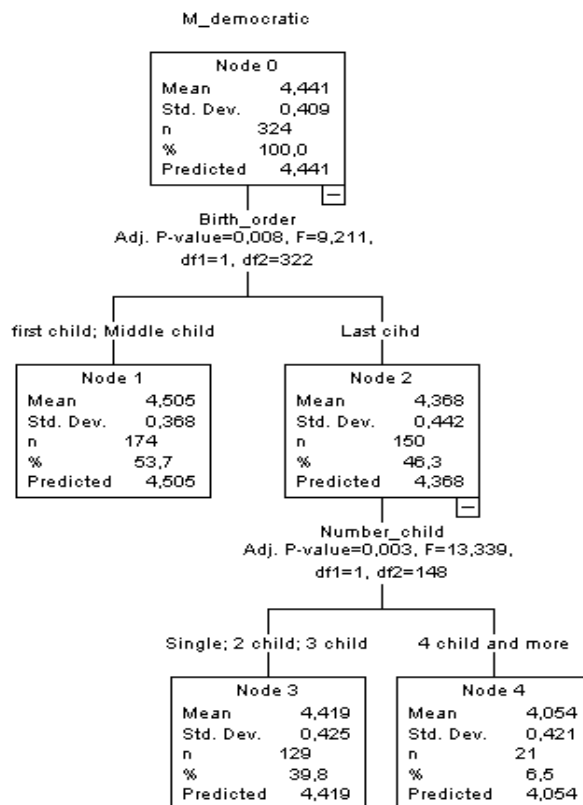
When the relationship between mother's PAS and father's PAS scores is examined, it is seen that there is a positive and significant relationship between mother and father scores in all sub-

dimensions ($p < .05$). This relationship is moderate in the mother's Democratic and father's Democratic, mother's Repressive-Authoritarian and father's Repressive-Authoritarian, mother's Over-Tolerant and father's Over-tolerant attitude dimensions. The relationship between the mother's Repressive-Authoritarian attitude and the father's Democratic attitude, the mother's Over-tolerant and the father's repressive-authoritarian attitude is at a low level. In other words, as mothers' democratic, repressive and authoritarian and overly tolerant attitudes increase, so do fathers. In addition, as fathers' democratic attitudes increase, mothers' repressive and authoritarian attitudes increase, and as fathers' repressive and authoritarian attitudes increase, mothers' over-tolerant attitudes also increase.

As a result of the CHAID analysis on whether the demographic variables of the study group affect the mothers' child-rearing attitudes, the maximum tree depth is 3, the minimum value in the upper node is 40, and the minimum value in the lower node is 20. Mothers' PAS Democratic Attitude, Repressive and Authoritarian Attitude, Overly Tolerant Attitude sub-dimension scores of the mothers were dependent variables; Children's gender, birth order, family structure, number of children, education and employment status of parents were considered as independent variables.

When the CHAID analysis was performed according to the democratic attitudes of the mothers, a tree structure consisting of 3 levels and 5 nodes emerged. This structure is shown in Figure 1.

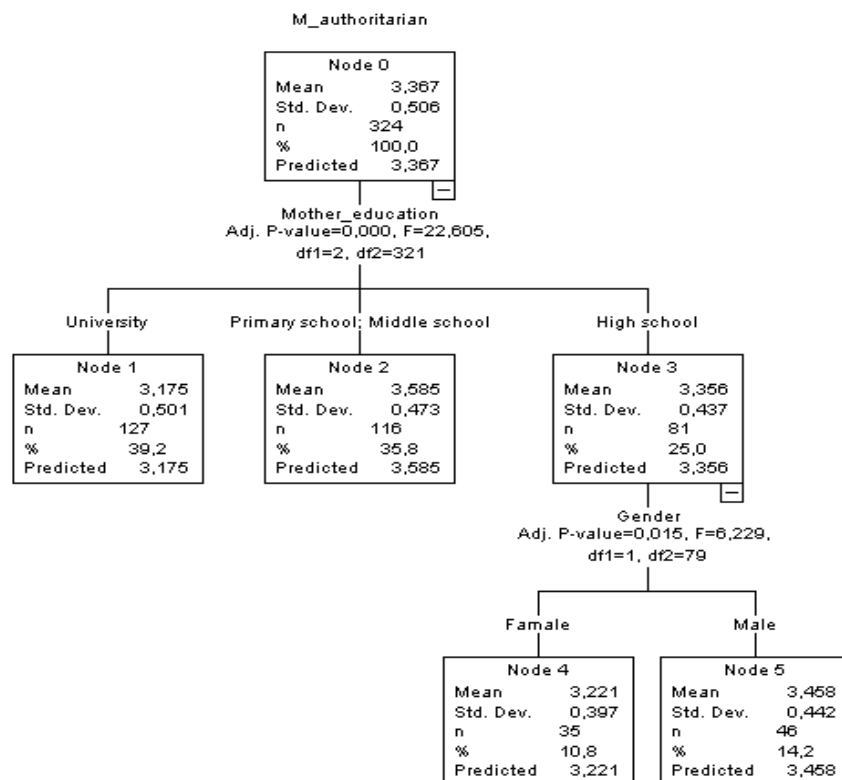
Figure 1. Decision Tree Structure According to Mothers' Democratic Attitudes



As seen in Figure 1, the most vital variable affecting the democratic attitudes of mothers is the birth order of the child, and the democratic attitude of the mothers differs significantly according to the birth order of the children ($F=9.211$; $p=.008$). The CHAID analysis divided the children into two clusters: the last child and the first-middle child. The PAS Democratic Attitude score of mothers whose children were the last child in pre-school age was 4.368, and the score of those whose child was the first-middle was 4.505. The most important variable affecting the democratic attitudes of mothers whose children were born in the last order is the number of children, and the democratic attitude of mothers differs significantly according to the number of children ($F=13.339$; $p=.003$). CHAID analysis divided the mothers into two clusters according to the number: one-two-three children, four and above. The PAS Democratic Attitude score of mothers with 1-3 children is 4.419, and the score of mothers with 4 or more children is 4.054. As a result, the democratic attitudes of mothers who have 4 or more children and whose preschool children were born in the last row are at a low level.

When the CHAID analysis was performed according to the repressive and authoritarian attitudes of the mothers, a tree structure consisting of 3 levels and 6 nodes emerged. This structure is shown in Figure 2.

Figure 2. Decision Tree Structure According to Mothers' Repressive and Authoritarian Attitudes

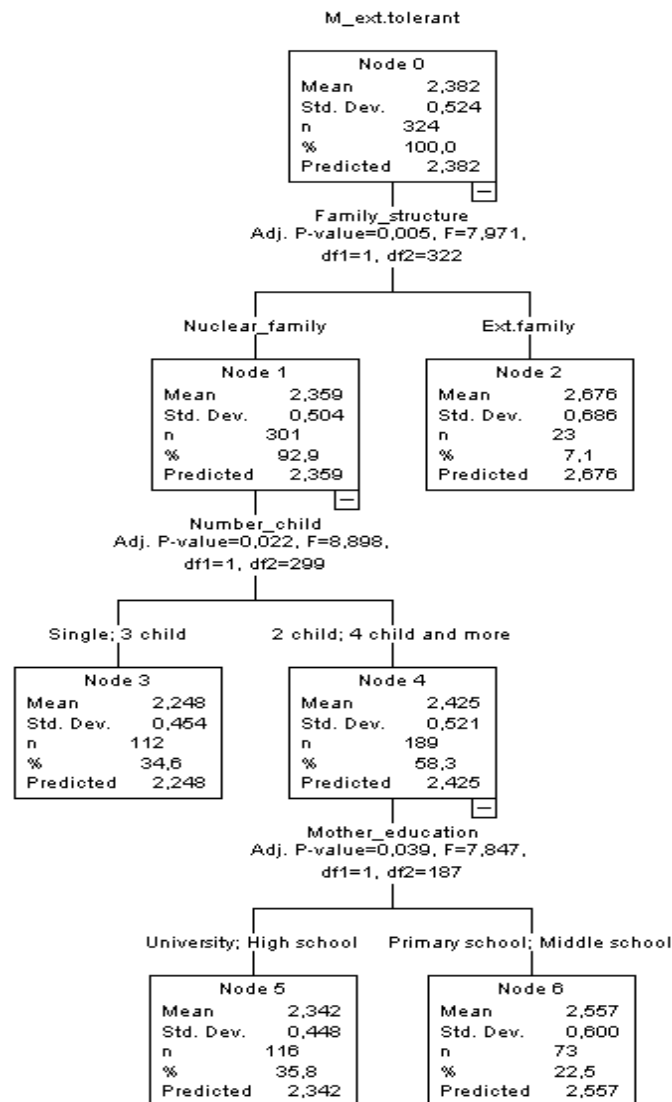


As seen in Figure 2, the most crucial variable affecting mothers' repressive and authoritarian attitudes is the mother's education level, and mothers' repressive -authoritarian attitudes differ significantly according to their educational status ($F=22.605$; $p=.000$). CHAID analysis divided mothers into three clusters primary-secondary school, high school and university graduates. The PAS Repressive and Authoritarian Attitude score of primary and secondary school

graduates is 3.585, the score of high school graduates is 3.356, and the score of university graduates is 3.175. The most important variable affecting the repressive and authoritarian attitudes of high school graduate mothers towards their children is the gender of their preschool-aged children. The repressive -authoritarian attitudes of mothers differ significantly according to the gender of the child ($F=6.629$; $p=.015$). The PAS Repressive and Authoritarian Attitude score of others with a boy is 3,458, and the score of others with a boy is 3.221. As a result, the authoritarian-repressive attitude of university graduate mothers toward their children is at the lowest level, and as the level of education increases, mothers' Repressive and Authoritarian Attitude scores decrease. Mothers who are high school graduates and have boys display a more repressive and authoritarian attitude than those with girls.

When the CHAID analysis was performed according to the over-tolerant attitudes of the mothers, a tree structure consisting of 4 levels and 7 nodes emerged. This structure is shown in Figure 3.

Figure 3. Decision Tree Structure According to Mothers' Overly Tolerant Attitude

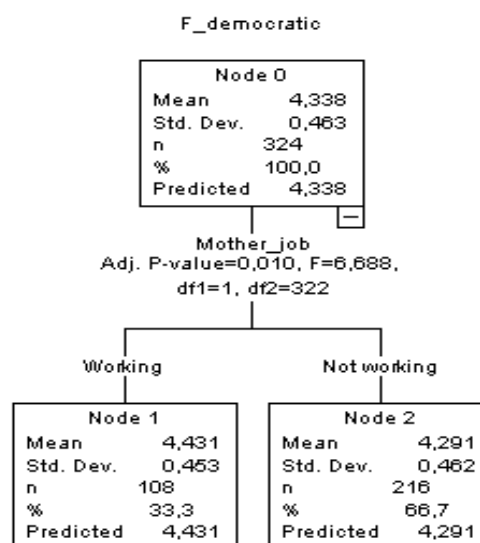


As seen in Figure 3, the most important variable affecting mothers' over-tolerant attitudes is family structure, and mothers' over-tolerant attitudes differ significantly according to family structure ($F=7.971$; $p=.005$). The PAS Over-Tolerant Attitude score of mothers with a nuclear family is 2.359, and for mothers with an extended family, the score is 2.676. The most important variable affecting the over-tolerant attitudes of mothers with nuclear families is the number of children, and mothers' over-tolerant attitudes differ significantly according to the number of children ($F=8.898$; $p=.022$). CHAID analysis divided the mothers into two clusters according to the number of children as one-three children, two-four and above. Mothers with 1 to 3 children had a PAS Over-Tolerant Attitude score of 2.248, and mothers with 2-4 or more children had a score of 2.425. The education level of mothers is the most crucial factor affecting the over-tolerant attitudes of mothers with 2-4 children, and above, and mothers' over-tolerant attitudes differ significantly according to their educational status ($F=7.847$; $p=.039$). The CHAID analysis divided the mothers into two clusters according to their educational status as primary-secondary and high school-university graduates. The PAS Over-Tolerant Attitude score of mothers who are high school-university graduates is 2.342, and the score of mothers who are primary-secondary school graduates is 2.557. As a result, mothers with extended families are over-tolerant toward their children. Mothers with nuclear families have overly tolerant attitudes than mothers with primary-secondary school graduates and two-four children.

As a result of the CHAID analysis on whether the demographic variables of the study group affect the fathers' child-rearing attitudes, the maximum tree depth is 3, the minimum value in the upper node is 40, and the minimum value in the lower node is 20. Fathers' PAS Democratic Attitude, Repressive and Authoritarian Attitude, Overly Tolerant Attitude sub-dimension scores were dependent variables; children's gender, birth order, family structure, number of children, education and employment status of parents were considered independent variables.

When the CHAID analysis was performed according to the democratic attitudes of the fathers, a tree structure consisting of 2 levels and 3 nodes emerged. This structure is shown in Figure 4.

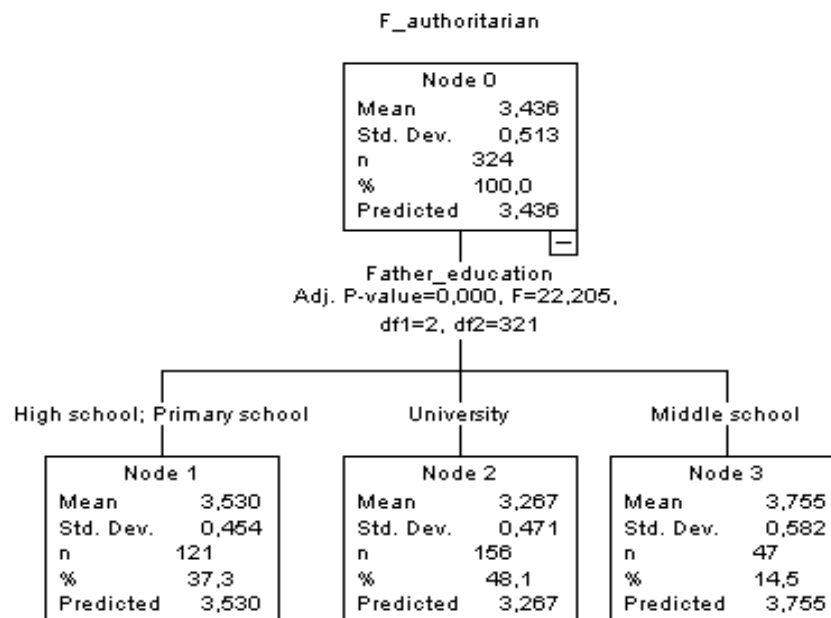
Figure 4. Decision Tree Structure According to Fathers' Democratic Attitudes



As seen in Figure 4, the most vital variable affecting the democratic attitudes of fathers is the profession of the mothers, and the democratic attitude of the fathers differs significantly according to the profession of the spouses/mothers ($F=6.688$; $p=.010$). If the mother does not work/is a housewife, the father's PAS Democratic Attitude score is 4.291, and if the mother/wife works at a job, the father's score is 4.431. As a result, fathers have a more democratic attitude towards their children if the mother has a job.

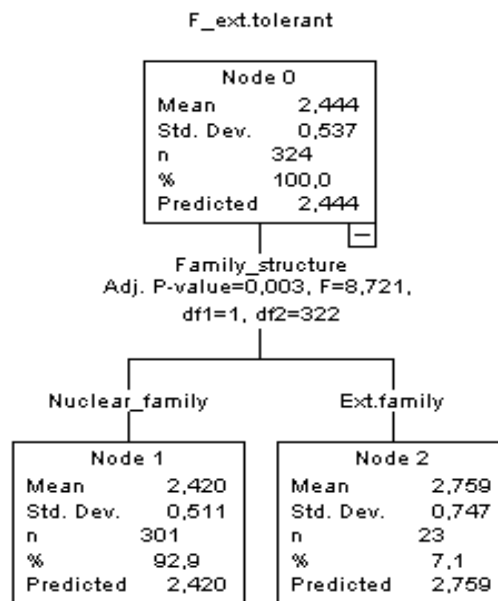
When the CHAID analysis was performed according to the repressive and authoritarian attitudes of the fathers, a tree structure consisting of 2 levels and 4 nodes emerged. This structure is shown in Figure 5.

Figure 5. Decision Tree Structure According to the Repressive and Authoritarian Attitudes of the Fathers



As seen in Figure 5, the most critical variable affecting fathers' repressive and authoritarian attitudes is their educational status, and fathers' repressive and authoritarian attitudes differ significantly according to their educational status ($F=22.205$; $p=.000$). CHAID analysis divided the fathers into three clusters according to their educational status primary school-high school, middle school and high school. PAS Repressive and Authoritarian attitude scores of primary-high school graduates are 3.530, university graduates have a score of 3.267, and secondary school graduates have a score of 3.755. As a result, the most crucial factor affecting fathers' repressive and authoritarian attitudes toward their children is their educational status. The repressive and authoritarian attitudes of fathers towards their children are at the lowest level when university graduates and at the highest level when they are secondary school graduates.

When the CHAID analysis was performed according to the over-tolerant attitudes of the fathers, a 2-level and 3-node tree structure emerged. This structure is shown in Figure 6.

Figure 6. Decision Tree Structure According to Fathers' Overly Tolerant Attitude

As seen in Figure 6, the most crucial variable affecting fathers' over-tolerant attitudes is family structure, and fathers' over-tolerant attitude differs significantly according to family structure ($F=8.721$; $p=.003$). The PAS Overly Tolerant Attitude score of fathers with a nuclear family is 2.420, and for fathers with an extended family score is 2.759. As a result, fathers with extended families are overly tolerant toward their children.

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DISCUSSION, CONCLUSION AND SUGGESTIONS

As a result of the research, as the over-tolerant attitudes of both mothers and fathers towards their children increase, it is noteworthy that their democratic attitudes have decreased, and their repressive-authoritarian attitudes have increased. The research results suggest that if parents are over-tolerant, they move away from their democratic attitudes. As a result of excessive tolerance, they have to display a repressive and authoritarian attitude to cope with the problems they see in their children. The study determined that as mothers' democratic, repressive and authoritarian, overly tolerant attitudes increased, fathers increased in parallel with mothers. This result suggests that parents' attitudes are influenced by each other and show similarities in the process.

In addition, it was concluded that as fathers' democratic attitudes increase, mothers' repressive and authoritarian attitudes increase. As fathers' repressive and authoritarian attitudes increase, mothers' over-tolerant attitudes increase. This situation makes us think that the other parent has to display repressive and authoritarian behaviour to control the child, who is more comfortable and behaves illegally in the face of the democratic and overly tolerant behaviour of the parents. In Özyürek et al. (2019), studies parents were asked to evaluate their own and their spouses' child-rearing attitudes, and it was determined that the results of both assessments partially overlapped, and it was seen that the spouses affected each other's views and attitudes. It has been emphasized that the mother's behaviour can affect the father, the

father's behaviour can affect the mother's behaviour towards the child, and the spouses are affected by each other's attitudes and behaviours. This situation is also explained by the social learning theorist Bandura's view that people learn by observing and that people tend to model each other.

In the study, as a result of the CHAID analysis, it was seen that the most important variable affecting the democratic attitudes of mothers was the number of children. It was concluded that the democratic attitudes of the mothers whose children were born in the last row with the number of children 4 and above were low. It was concluded that the democratic attitudes of mothers with 4 or more children whose last child is in preschool-age are low. When the literature is examined, studies that support the study's findings have been reached. Akbay Postođlu (2020), Karabulut Demir (2007), Sak et al. (2015), Uygun and Kozikođlu (2020) found that as the number of children increases, the democratic attitudes of parents decrease. In the study by Arabaciođlu and Bađçeli Kahraman (2021), Demirdöven and Özyürek (2022), it was revealed that the democratic attitudes of the mothers of the children in the first order of birth were higher than the mothers of the children in the other row. Families with four or more children and the last child in the preschool age group may have to act less democratically and more controllingly to maintain family control due to both the high number of children and the increase in the age gap between their children and themselves. The low number of children in the family can positively affect the quality of time, interest, and effective communication parents spend with their children. With the increase in the number of children, the time spent and the opportunities to be allocated to the child may begin to decrease, which may negatively affect the parents' attitudes (Kalaylı et al., 2021).

The study determined that the most crucial variable affecting mothers' repressive-authoritarian attitudes was their education level. As the educational status of mothers increased, their repressive and authoritarian attitudes towards their children decreased. It has been determined that mothers who are high school graduates and have sons exhibit more repressive and authoritarian attitudes than those with daughters. A mother's education positively establishes good communication with the child and creates more positive feelings about the parenting role (Bezrukova & Samoylova, 2015). According to the research results, it is seen that parents behave less repressive authoritarian towards their children due to the increase in their education level. Parents with a low education level may exhibit authoritarian behaviours instead of using traditional methods and healthy communication while raising their children. Parents with higher education are expected to be more likely to develop themselves, be open to innovations, acquire knowledge about child-related issues, and have a correct attitude. Studies have found that parents have a less repressive-authoritarian attitude towards their children with the increase in their educational status (Kuzlu Ayyıldız et al., 2006; Yıldızbaş, 2019). The low educational level of the mother causes them to display a repressive-authoritarian attitude instead of a democratic one while raising their children (Gürsoy & Coşkun, 2006). The result of the high school graduate mothers in the study having a less repressive-authoritarian attitude towards their daughters than their sons may be due to the different duties and expectations that mothers impose on their daughters compared to boys. For example, girls can be given responsibilities in housework from an early age, which may contribute to girls' development of different skills, ensuring continuity in completing a job, and starting to perform their own self-care skills at an earlier age. This may cause boys to develop more problem behaviors and mothers to be more authoritarian towards their boys. Some studies have found that parents

have less repressive authoritarian attitudes towards their daughters than their sons (Alabay, 2017; Bülbül & Akkaynak, 2021).

The study determined that the most crucial variable affecting mothers' over-tolerant attitudes was family structure, and mothers with extended families had more over-tolerant attitudes towards their children. It was determined among the mothers with nuclear families that the over-tolerant attitudes of the mothers who graduated from primary-secondary school and have two or four children were higher. When the literature was examined, it was concluded in the study conducted by Kalaylı et al. (2021), that mothers with extended families were more tolerant than those with nuclear and broken families. Females living in extended families have more problems in the distribution of roles within the family and fulfilling their duties in the family (Türküleş et al., 2013). Many factors such as parents' social-emotional status, age, education, income level, and gender can affect the communication with their children and cause them to have different attitudes. In addition, cultural and socio-economic factors affect the family structure, and these family structures play a decisive role in parents' parenting styles (Mahamoud, 2018). While raising their children, mothers with extended families may be more over-tolerant in their attitudes towards their children due to the presence of individuals other than themselves. Because other family members may also have a say over the child and bend the rules set by the mother, this may cause the mother to be overly tolerant towards her child. The finding of the study that the over-tolerant attitude of the mother increases with the decrease in the mother's education level may be due to the lack of knowledge about how the parents with low education levels should behave in their attitudes towards their children. The parent may be overly permissive in the duties and responsibilities expected of the child. When the studies were examined, it was found that as the parents' education level decreased, the over-tolerant attitudes of the parents increased, similar to the research findings (Aktürk, 2015; Cantekin & Gültekin Akduman, 2020). Another result of the study is that parents' over-tolerant attitudes change as the number of children changes. In the survey conducted by Alamehmet (2019), it was concluded that the over-tolerant attitudes of parents with two or more children were higher. Another study revealed that the over-tolerant attitudes of parents with two children were higher than those of parents with one and three children (Aktürk, 2015). These results suggest that while parents are raising their first child, they may be in a repressive-authoritarian attitude, and they may be overly tolerant when raising their later children.

As a result of the CHAID analysis conducted in the study, it was concluded that the most critical variable affecting the democratic attitudes of the fathers is the working status of the mother. If the mother works at a job, the fathers have a more democratic attitude towards their children. The mother's working status may be effective in the distribution of duties, responsibilities, and relations between parents. With the mother's work, fathers can spend more time on their children's needs and care to communicate more with their children and display positive attitudes. While previous studies on family-child relationships emphasized the importance of the mother, it has been revealed that today the father is an essential factor in the development of the child and that fathers' responsibility in education plays a role in increasing the quality of the child-father relationship (Tezel Şahin & Cevher, 2007). When the literature was examined, Kuzlu Ayyıldız et al. (2006), concluded that the democratic attitude scores of working spouses were higher than those of non-working parents in their study. Ayyıldız (2005) concluded that parents with working spouses are less repressive in raising

their children than those whose spouses are not. These results suggest that the work of both parents may contribute to social-economic interaction within the family, causing them to cooperate and behave more positively in raising their children.

The study determined that the most critical factor affecting fathers' repressive and authoritarian attitude towards their children was their educational status. It was found that the repressive and authoritarian attitudes of university graduate fathers towards their children were at the lowest level and were at the highest level when they were secondary school graduates. The educational status of parents can be effective in positive or negative attitudes towards their children. When the studies are examined, it has been revealed that parents have a more repressive-authoritarian attitude towards their children as their educational status decreases (Akbay Postođlu, 2020; Sak et al., 2015; Tatlı et al., 2012; Yıldızbař & řahin Sak, 2020). Based on the literature and research findings, it can be said that being a university graduate is effective in reducing the more repressive-authoritarian attitudes of fathers towards their children.

The study concluded that the most important factor affecting the over-tolerant attitude of fathers towards their children is family structure, and the over-tolerant attitudes of fathers with extended families towards their children are higher than those of fathers with nuclear families. Extended family structure can cause parents to experience some negativities while raising their children. As children's interaction with grandparents in the extended family becomes more frequent, the principle of consistency and balance in education expected from parents deteriorates. Behaviour that the parent does not approve of causes repressive tolerance by being approved by other family members (Yavuzer, 2019b). In this case, even if the parents do not want to, they may have an overly tolerant attitude or a more repressive-authoritarian attitude to comply with the rules. Studies in the literature show that parents with large families have an overly tolerant attitude (Kalaylı et al., 2021), a strict-hard attitude (Özyürek & Tezel řahin, 2005), or a more repressive-disciplinary attitude (Tatlı et al., 2012) towards their children. From this point of view, it can be concluded that living in an extended family is not a variable that affects parental attitudes alone and that parents' child-rearing attitudes are affected by the attitudes of other members of the extended family or by the combined effect of different personal variables.

In line with these results, the following suggestions are included in order to contribute to parents, teachers, relevant organizations and researchers:

It is recommended that parents participate in the training given by the school, experts and non-governmental organizations and apply the training they will receive in the home environment in order to exhibit the right parental attitude and be a good model for their children. However, it is recommended that they receive support such as expert support and family counselling when necessary.

Within the scope of family participation studies, teachers can conduct family participation activities such as seminars, educational activities, and social activities so that parents can display the right parental attitude and establish healthy communication with their children.

In order to contribute to the interests, needs and development of children, where children are at the centre, training, seminars and events can be organized for families through relevant institutions and organizations, both face-to-face and using digital platforms.

The research was conducted with children who received preschool education in independent kindergartens and primary schools affiliated with the Ministry of National Education in the city centre of Afyonkarahisar. Studies can be conducted in different universes and samples related to the subject. In addition, it is recommended to use quantitative and qualitative studies together and to conduct longitudinal and experimental studies to determine other factors affecting parental attitudes.

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