

RESEARCH ARTICLE

# The Predictive Role of Emotion Regulation and Parental Attitudes in Psychological Resilience of Preschool Children

Zeliha Özer Şahin<sup>1</sup>, Aysel Esen Çoban<sup>2</sup>

<sup>1</sup> Research. Asst., Trabzon University, Fatih Faculty of Education, Trabzon/Türkiye  
ORCID: [0000-0002-2956-6513](https://orcid.org/0000-0002-2956-6513)  
E-Mail: [zelihaozer@trabzon.edu.tr](mailto:zelihaozer@trabzon.edu.tr)

<sup>2</sup> Prof. Dr., Hacettepe University, Faculty of Education Ankara/Türkiye  
ORCID: [0000-0002-0631-0064](https://orcid.org/0000-0002-0631-0064)  
E-Mail: [aysel.coban@hacettepe.edu.tr](mailto:aysel.coban@hacettepe.edu.tr)

Corresponding Author:  
Zeliha Özer Şahin

May 2025  
Volume:22  
Issue:3  
DOI: 10.26466/opusjsr.1684542

**Citation:**  
Özer Şahin, Z. & Esen-Çoban, A. (2025). The predictive role of emotion regulation and parental attitudes in psychological resilience of preschool children. *OPUS- Journal of Society Research*, 22(3), 503-517.

## Abstract

*This study aims to examine the relationships among emotion regulation skills, parenting attitudes, and psychological resilience in children aged 36 to 72 months during the preschool period. The research was conducted with 245 children attending various preschool institutions in Ankara, using a correlational research design, and the data were analyzed through hierarchical regression analysis. The findings revealed statistically significant relationships between children's psychological resilience and both their parents' attitudes and their emotion regulation skills. In particular, democratic parenting attitudes and positive emotion regulation skills were positively associated with psychological resilience. On the other hand, authoritarian and overprotective parenting attitudes, as well as negative emotion regulation, were found to be negatively associated with psychological resilience. Moreover, children's emotion regulation skills were found to significantly predict various subdimensions of psychological resilience. For example, emotion regulation accounted for 20.4% of the variance in self-control, 15.3% in task orientation, 24.5% in emotional stability, 7.9% in assertiveness, 11.5% in communication, and 8.3% in enjoyment of exploration. These findings indicate that parenting styles and children's ability to regulate emotions play a decisive role in supporting psychological resilience during early childhood.*

**Keywords:** Early childhood, emotion regulation, parental attitudes, psychological resilience, social emotional development.

## Öz

*Bu araştırma, 36-72 aylık okul öncesi dönemdeki çocukların duygu düzenleme becerileri, ebeveyn tutumları ve psikolojik sağlamlıkları arasındaki ilişkileri ortaya koymayı amaçlamaktadır. Ankara'da bulunan çeşitli okul öncesi eğitim kurumlarında öğrenim gören toplam 245 çocuk ile yürütülen çalışmada korelasyonel araştırma deseni kullanılmış ve elde edilen veriler hiyerarşik regresyon analizi yöntemiyle değerlendirilmiştir. Araştırma bulguları, çocukların psikolojik sağlamlık düzeyleri ile ebeveynlerinin benimsediği tutumlar ve çocukların duygu düzenleme becerileri arasında istatistiksel olarak anlamlı ilişkiler bulunduğunu ortaya koymuştur. Özellikle demokratik ebeveyn tutumları ile çocukların olumlu duygu düzenleme becerileri, psikolojik sağlamlıkla pozitif yönde ilişkilidir. Buna karşılık, otoriter ve aşırı koruyucu ebeveyn tutumları ile olumsuz duygu düzenleme becerileri psikolojik sağlamlıkla negatif yönde ilişki göstermiştir. Ayrıca, çocukların duygu düzenleme becerilerinin psikolojik sağlamlığın bazı alt boyutlarını anlamlı düzeyde yordadığı belirlenmiştir. Örneğin, çocukların özkontrol düzeyindeki değişimin %20.4'ü, görev yönelimi düzeyindeki değişimin %15.3'ü, duygusal istikrar düzeyindeki değişimin %24.5'i, atılganlık düzeyindeki değişimin %7.9'u, iletişim kurma düzeyindeki değişimin %11.5'i ve keşfetmeye yönelik ilgideki değişimin %8.3'ü duygu düzenleme becerileriyle açıklanabilmektedir. Bu bulgular, erken çocukluk döneminde ebeveyn tutumlarının ve duygu düzenleme becerilerinin çocukların psikolojik dayanıklılığı üzerinde belirleyici bir rol oynadığını göstermektedir.*

**Anahtar Kelimeler:** Duygu düzenleme, ebeveyn tutumları, okul öncesi dönem, psikolojik sağlamlık, sosyal duygusal gelişim.

## Introduction

In contemporary society, rapid changes and uncertainties at the social, economic, and environmental levels have resulted in individuals facing a wide range of challenges and adversities. For instance, natural disasters such as earthquakes and floods, economic fluctuations, global pandemics, and wars can all have unexpected and profound effects on people's lives. While some individuals are able to cope with these difficult life events more effectively, others may struggle and consequently experience behavioral, psychological, or adjustment problems. In this context, psychological resilience, which is commonly defined as the capacity to adapt and maintain psychological well-being in the face of stress, trauma, or adversity, emerges as a crucial concept. According to the literature, psychological resilience not only enables individuals to recover from negative experiences but also helps them to maintain their overall functioning and mental health despite adverse circumstances (American Psychological Association, 2022; Masten, 2018).

Within the fields of social, behavioral, and biological sciences, psychological resilience has been conceptualized in multiple ways, including as a personal trait, a dynamic process, or an outcome, and it is examined across various contexts. From a developmental perspective, resilience refers to the capacity to achieve healthy development despite exposure to risks and difficulties at different stages of life (Masten, 2014; Werner & Smith, 1992). Socially, it is associated with the ability to adapt to adverse circumstances through supportive relationships and access to community resources (Van Breda, 2018). In terms of behavior, resilience is reflected in the capacity to demonstrate flexible and adaptive responses to stressful or traumatic situations (Luthar et al., 2000), whereas from a biological standpoint, it involves the physiological and neurological mechanisms that enable adaptation to challenging life events. Despite these varying definitions, the core of psychological resilience lies in the ability to successfully adjust to difficulties and threats that may compromise the functioning, viability, or development of an individual or system. Although there is a common misconception that resilience is an innate quality or the result of a so-

called "resilience gene," research has shown that it is shaped by a complex interplay of supportive relationships, environmental factors, and individual characteristics (Gizir, 2007; Kalisch et al., 2019; Luthar et al., 2000; Masten, 2014).

Bronfenbrenner's ecological systems theory offers a comprehensive framework for understanding the development of psychological resilience. According to this theory, resilience cannot be explained solely by individual attributes; rather, it is influenced by multiple layers of environmental systems, ranging from immediate settings such as family, peer groups, and school, to broader social and cultural contexts. The interactions among these systems play a significant role in shaping resilience (Bronfenbrenner, 1979). Therefore, the capacity for psychological resilience is strengthened not only by personal characteristics but also by the presence of positive environmental factors (Garmezy, 1991).

The early childhood period is particularly critical for the development of psychological resilience, as experiences during this stage have a lasting impact on children's ability to cope with future challenges (Fritz et al., 2018; Masten, 2018; Werner & Smith, 1992). In this regard, the family environment and parental attitudes, which are part of the child's immediate microsystem, play a fundamental role in shaping social and emotional development (Masten & Motti-Stefanidi, 2020; Morris et al., 2007; Walsh, 2015). Warmth, support, and positive attitudes from parents have been shown to enhance children's capacity to regulate their emotions and manage stress, whereas negative or unsupportive parenting can hinder this development (Eisenberg et al., 2010; Thompson, 1994; Zimmer-Gembeck et al., 2022). Furthermore, a positive family climate is essential for the development of emotion regulation skills and the strengthening of psychological resilience in children (Morris et al., 2007). Taken together, both environmental factors such as family context and parental attitudes, and individual factors such as emotion regulation skills, are critical in fostering psychological resilience during early childhood. In particular, the ways in which parents interact with their children and the strategies children use to manage their emotions are among the primary determinants of

resilience (Kalisch et al., 2019; Liman, 2024a; Masten & Motti-Stefanidi, 2020; Wu et al., 2013; Zimmer-Gembeck et al., 2022).

### Parental Attitudes

Parental attitudes play a fundamental role in shaping children's emotional and social development, especially during early childhood. Research based on Baumrind's (1971) classification of parental styles has consistently shown that children raised in authoritative family environments tend to develop stronger emotion regulation skills and demonstrate better social adjustment (Pinquart & Gerke, 2019). In contrast, children who grow up with authoritarian parental styles often face difficulties in managing their emotions, may suppress negative feelings, and are more likely to encounter problems in their social relationships (Wang et al., 2020). Permissive parental styles, which is characterized by excessive tolerance and a lack of guidance, can also hinder the development of emotion regulation skills and negatively affect children's social competence (Zheng, 2025). Moreover, recent studies on overprotective parental styles, sometimes referred to as a new generation parental style, have indicated that such approaches can undermine children's self-efficacy and psychological resilience, much like other negative parental attitudes (Reed et al., 2016; Yılmaz & Büyükcebeci, 2019). Research conducted in Turkey has also demonstrated that authoritarian, overprotective, and permissive parental styles are associated with negative developmental outcomes, whereas authoritative and accepting attitudes have positive effects on children's well-being (Liman, 2024b; Sümer et al., 2010; Yurt & Özyürek, 2023). Therefore, when parents provide a secure and supportive environment, children are more likely to restore emotional balance and develop the psychological resilience needed to cope with life's long-term challenges (Hudson & Pulla, 2013).

### Emotion Regulation Skills

Emotion regulation skills are another key factor closely related to psychological resilience. The ability to monitor and evaluate negative emotions and

thoughts, and to replace them with more positive responses, is essential for healthy development (Gross, 1998). Emotion regulation, as described in the literature, plays a regulatory role in the relationship between stressful life events and positive emotional responses, and is considered critical for the emergence of psychological resilience (Troy & Mauss, 2011). The foundations of these skills are established in the early years of life, and the family environment, along with parental attitudes, is particularly influential in this process (Morris et al., 2007; Thompson, 1994). Children who possess effective emotion regulation skills are more likely to accept that conflicts in relationships can be repaired, to demonstrate flexibility, and to cope more successfully with life's challenges (Hudson & Pulla, 2013).

Theoretical models suggest that skills such as attentional control and cognitive reappraisal enable individuals to respond more adaptively to difficulties and to demonstrate higher levels of resilience (Kay, 2016; Kay & Merlo, 2020; Troy & Mauss, 2011). Gross and John (2003) found that cognitive reappraisal has been associated with positive affect and well-being, while suppression is linked to negative affect and lower life satisfaction. The impact of emotion regulation skills on psychological resilience is especially evident in research conducted with preschool children. For example, Chen et al. (2021) and Gülay Ogelman and Önder (2021) found a positive relationship between psychological resilience and emotion regulation. Children with higher levels of psychological resilience also tend to have more advanced emotion regulation skills (Bayındır et al., 2018). Furthermore, these skills positively influence various aspects of resilience, including social competence, empathy, self-control, and the ability to cope with stress (Kaya-balı & Özbey, 2024; Mayr & Ulich, 2009).

Given that psychological resilience is a multidimensional construct shaped by the interaction of various factors, it is important to consider both individual and environmental influences when examining its development in early childhood. Investigating emotion regulation and parental attitudes together provides a more comprehensive understanding of how resilience develops. By exploring the unique and combined effects of these factors,

this study aims to offer a holistic perspective on psychological resilience in preschool children. In the light of the literature and the theoretical framework outlined above, this study aims to examine the relationships among emotion regulation skills, parental attitudes, and psychological resilience in preschool children. Specifically, the following research questions are addressed:

1. Is there a significant relationship between children's emotion regulation skills, parental attitudes, and psychological resilience?
2. Do parental attitudes significantly predict children's levels of psychological resilience?
3. After controlling for parental attitudes, do children's emotion regulation skills significantly predict their levels of psychological resilience?

## Method

This study employed a correlational research design to collect, analyze, and interpret the data. Correlational studies are designed to examine the relationships between two or more variables without any intervention or manipulation by the researcher. This approach is particularly suitable for exploring the complex interplay among psychological constructs in natural settings (Fraenkel et al, 2012).

## Sample

The sample for this study consisted of a total of 245 children attending preschool institutions in the central districts of Ankara, Turkey. Participants were recruited from preschools located in the districts of Etimesgut (n = 62), Pursaklar (n = 75), Sincan (n = 65), and Yenimahalle (n = 43). Convenience sampling was employed, with voluntary participation and ease of access serving as the primary criteria for inclusion (Creswell, 2012). Data from the 245 children who participated in the study were recorded after obtaining informed consent from both their teachers and families at the relevant preschools. Participants who provided incomplete or invalid data were excluded from the sample. These procedures ensured the accuracy of the sample

size. Demographic information, including gender, age, number of siblings, birth order, and parental education levels, was collected from the children's parents, while data on emotion regulation and psychological resilience were obtained from the children's teachers. Table 1 presents detailed demographic characteristics of the sample.

**Table 1. Sample Demographics**

Number of Siblings			Birth Order		
	n	%		n	%
Only child	53	21,64	Only child	53	19,27
Two siblings	132	53,88	First-born	68	24,73
Three or more siblings	60	24,48	Middle child	55	20
Total			Last-born	99	36
	245	100	Total	245	100
Gender			Child's Age		
	n	%		n	%
Female	106	43,28	36–48 months	26	10,61
Male	139	56,72	48–60 months	66	26,94
Total			60–72 months	153	62,45
	245	100	Total	245	100
Mother's Educational Level			Father's Educational Level		
	n	%		n	%
Did not complete primary school	5	2,04	Did not complete primary school	4	1,63
Primary school	20	8,16	Primary school	10	4,08
Middle school	29	11,84	Middle school	28	11,43
High school	60	24,49	High school	72	29,39
Bachelor's degree	109	44,49	Bachelor's degree	97	39,59
Graduate degree	22	8,98	Graduate degree	34	13,88
Total	245	100	Total	245	100

Table 1 presents the detailed demographic characteristics of the children and their parents who participated in the study. Of the participants, 43.3% were female and 56.7% were male. Regarding the age distribution of the children, 10.6% were between 36–48 months, 26.9% were between 48–60 months, and 62.4% were between 60–72 months. In terms of the number of siblings, 21.6% of the children were only children, 53.9% had two siblings, and 24.5% had three or more siblings. With respect to birth order, 19.3% of the children were only children, 24.7% were first-born, 20% were middle children, and 36% were last-born among those with two or more siblings. Regarding mothers' educational level, 2.04% did not complete primary school, 8.2% completed primary school, 11.8% completed middle school, 24.4% completed high school, 44.4% held a bachelor's degree, and 9% held a graduate degree. For fathers' educational level, 1.6% did not complete primary school, 4.1% completed primary school, 11.4% completed middle school, 29.4% completed high school, 39.6%



held a bachelor's degree, and 13.9% held a graduate degree. These demographic data indicate that the study sample was diverse in terms of gender, age, number of siblings, birth order, and parental educational levels.

### Data Collection Tools

A demographic information form, The Emotion Regulation Checklist, the Parent Attitude Scale, and the Social Emotional Well Being and Resilience Scale were used to collect data in this study. The demographic information form, developed by the researchers, included questions regarding the child's age, gender, number of siblings, birth order, and the educational background of the parents.

**The Emotion Regulation Checklist (ERC):** The Emotion Regulation Checklist (ERC) originally developed by Shields and Cicchetti (1997) and adapted to Turkish culture by Batum and Yağmurlu (2007), was used to assess children's ability to regulate and express their emotions according to environmental conditions. This scale consists of 24 items and includes two subscales: "Emotion Regulation" and "Lability-Negativity." The Lability-Negativity subscale comprised items assessing deficits in flexibility, mood instability, and difficulties with anger regulation, whereas the Emotion Regulation subscale included items reflecting adaptive regulation, such as situationally appropriate expression of both positive and negative emotions and the capacity for empathy. The internal consistency coefficients for these subscales were reported as 0.73 and 0.75, respectively. The scale is structured as a four-point Likert-type instrument (1 = Never/Rarely, 2 = Sometimes, 3 = Often, 4 = Almost Always) and can be completed by both teachers and parents. In this study, the teacher form was used, and the data were collected from the teachers of the participating children.

**Parents Attitude Scale (PAS):** Parents Attitude Scale (PAS) developed by Karabulut Demir and Şendil (2008), was used to evaluate parental attitudes. This scale consists of four subscales: authoritative attitude (17 items), authoritarian attitude (11 items), overprotective attitude (9 items), and

permissive attitude (9 items). The scale includes 46 items rated on a five-point Likert scale, ranging from "always" to "never." Higher scores on each subscale indicate a greater endorsement of the corresponding parental attitude. The internal consistency coefficients for the subscales were reported as .83 for authoritative, .76 for authoritarian, .75 for overprotective, and .74 for permissive attitudes.

**Social Emotional Well Being and Resilience Scale (PERIK):** PERIK developed by Mayr and Ulich (2009) and adapted to Turkish by Özbey (2019), was used to assess psychological resilience in early childhood. This 36-item, four-point Likert-type scale includes six subscales: Making contact/ social performance, self-control/thoughtfulness, self-assertiveness, emotional stability/ coping with stress, task orientation, and pleasure in exploring. Self-control involves regulating one's actions, delaying gratification, following rules, and showing empathy. Self-control involves regulating one's actions, delaying gratification, following rules, and showing empathy. Social performance refers to initiating positive peer interactions, joining group activities, and communicating effectively. Task orientation is characterized by independently planning, persisting with, and accurately completing tasks. Self-assertiveness is the ability to confidently express needs and opinions while advocating for oneself. Pleasure in exploring reflects curiosity, optimism, and a positive approach to new experiences. Emotional stability entails managing emotional responses and remaining receptive to support under stress. The scale has demonstrated high reliability and validity for use with children aged 36–72 months in Turkish culture. The data were collected from the children's teachers, who completed the scale based on their observations in the classroom setting.

### Procedure

The data for this study were collected using a demographic information form, the Social Emotional Well-Being and Psychological Resilience Scale for Preschool Children (PERIK), the Emotion Regulation Scale, and the Parental Attitude Scale. Prior to

the research, necessary permissions for the use of the scales were obtained from the scale developers. Additionally, ethical approval was granted by the Scientific Research and Publication Ethics Committee of Hacettepe University (dated 26.07.2022, document number E-35853172-900-00002329637).

Before data collection, official permission to conduct research in preschools was obtained from the Ankara Provincial Directorate of National Education. The study was carried out in public preschool institutions located in the central districts of Ankara. Initially, administrators and teachers at preschools were informed about the study, and teachers who volunteered to participate were asked to distribute informed consent forms to the families of children in their classrooms. Families who agreed to participate provided written consent and completed the demographic information form and the Parental Attitude Scale. For the children of these volunteer parents, teachers completed the Social Emotional Well-Being and Psychological Resilience Scale for Preschool Children and the Emotion Regulation Checklist. Thus, data were collected through both families and teachers, with informed consent obtained from all participants. Prior to the research, necessary permissions for the use of these scales were obtained from the copyright holders. The names of the participants were kept confidential and coded as C1, C2, C3, and so forth.

### Data Analysis

The data were analyzed using the SPSS 25 statistical software package. Descriptive statistics, Pearson correlation coefficients, and hierarchical regression analyses were conducted to examine the relationships among the variables and to test the research hypotheses. Before proceeding with the analyses, the data were screened for normality, linearity, outliers, multicollinearity, and homoscedasticity, following the procedures outlined by Tabachnick and Fidell (2019) and Pallant (2020). The adequacy of the sample size was evaluated using the formula  $N > 50 + 8m$ , where  $m$  is the number of independent variables, and the sample of 245 participants was deemed sufficient (Tabachnick & Fidell, 2019).

Normality was assessed by examining skewness and kurtosis coefficients, and values between -1.5 and +1.5 were considered to indicate a normal distribution (Tabachnick & Fidell, 2019). Linearity was checked using scatterplots, which showed that the relationships among the variables were linear. Multicollinearity was evaluated by examining variance inflation factor (VIF) and tolerance values, which were found to be within acceptable limits ( $VIF < 2.2$ , tolerance  $> 0.46$ ;  $VIF < 10$ , tolerance  $> 0.1$ ; Tabachnick & Fidell, 2019; Pallant, 2020). The normality of residuals was checked using the Kolmogorov-Smirnov test ( $p > .05$ ), histograms, and Q-Q plots, all of which confirmed that the residuals were normally distributed. Homoscedasticity was assessed by examining scatterplots of standardized residuals versus standardized predicted values, which showed that the points were randomly and symmetrically distributed along the horizontal axis, with no discernible pattern, funnel, or curve (Tabachnick & Fidell, 2019). Outliers and influential cases were checked using Cook's distance, and all values were below 1, indicating that there were no problematic outliers or influential observations.

As a result, all assumptions for regression analysis were met, supporting the validity of the regression models. Accordingly, hierarchical regression analyses were conducted to determine whether emotion regulation skills and parental attitudes significantly predicted psychological resilience and its sub-dimensions. All analyses were performed in accordance with the relevant statistical guidelines to ensure the validity and reliability of the findings (Pallant, 2020; Tabachnick & Fidell, 2019).

### Findings

The means, standard deviations, and intercorrelations among the study variables are presented in Table 2. The results showed that authoritative parental attitudes were positively associated with children's task orientation, whereas authoritarian and overprotective parental attitudes were negatively related to self-control, self-assertiveness, emotional stability, and task orientation.

**Table 2. Pearson correlation coefficients among study variables**

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
Authoritative <sup>a</sup>	1												
Authoritarian <sup>a</sup>	-,226**	1											
Overprotective <sup>a</sup>	,151*	,135*	1										
Permissive <sup>a</sup>	-0,107	,273**	,165**	1									
Lability/Negativity <sup>b</sup>	0,021	,248**	,142*	0,042	1								
Emotion Regulation <sup>b</sup>	0,016	-0,095	-0,107	-,131*	-,289**	1							
Social Performance <sup>c</sup>	-0,001	-0,030	-0,038	-0,025	-0,095	,342**	1						
Self-control <sup>c</sup>	0,073	-,227**	0,010	-0,011	-,459**	,278**	,291**	1					
Self-assertiveness <sup>c</sup>	0,016	0,067	-0,078	-0,074	0,065	,257**	,420**	0,086	1				
Emotional Stability <sup>c</sup>	-0,082	-0,125	-,144*	-0,083	-,408**	,435**	,324**	,288**	,211**	1			
Task Orientation <sup>c</sup>	,132*	-,271**	-0,062	-0,117	-,352**	,351**	,286**	,452**	,199**	,318**	1		
Pleasure in Exploring <sup>c</sup>	0,064	-,212**	-0,085	-0,118	-,166**	,313**	,432**	,282**	,421**	,250**	,426**	1	
M	74,67	18,97	33,05	19,83	25,35	24,03	22,77	25,62	23,59	21,82	22,29	24,08	62,34
SD	7,22	4,49	6,55	4,64	7,78	4,44	5,16	4,84	5,34	4,47	5	4,97	9,05

*a* Parental Attitude Subdimensions, *b* Emotion Regulation Skills Subdimensions, *c* Psychological Resilience Subdimensions; \*  $p < .05$ , \*\*  $p < .01$

Higher levels of emotion regulation skills were linked to greater scores across all subdimensions of psychological resilience. In contrast, elevated lability/negativity in emotion regulation was associated with lower scores in both emotion regulation and psychological resilience subdimensions.

.970). In the second step, emotion regulation dimensions (lability/negativity and emotion regulation) were added, resulting in a significant increase in explained variance ( $\Delta R^2 = .115$ ,  $F(2, 238) = 15.54$ ,  $p < .001$ ).

**Table 3. Change statistics for the prediction of psychological resilience subdimensions**

Variable	Model	R	R <sup>2</sup>	AR <sup>2</sup>	TSH	$\Delta R^2$	Change Statistics			
							$\Delta F$	df1	df2	p
Social Performance	1	.047	.002	-.014	5.21	.002	0.13	4	240	.970
	2	.343	.117	.095	4.92	.115	15.54	2	238	<.001
Self-control	1	.237	.056	.040	4.74	.056	3.55	4	240	.008
	2	.510	.260	.242	4.22	.204	32.89	2	238	<.001
Self-assertiveness	1	.146	.021	.005	5.34	.021	1.30	4	240	.269
	2	.316	.100	.077	5.14	0.079	10.403	2	238	<.001
Emotional Stability	1	.205	.042	.026	4.41	.042	2.621	4	240	.036
	2	.535	.287	.269	3.82	.245	40.824	2	238	<.001
Task Orientation	1	.286	.082	.066	4.83	.082	5.340	4	240	<.001
	2	.484	.234	.215	4.43	.153	23.710	2	238	<.001
Pleasure in Exploring	1	.227	.052	.036	4.88	.052	3.274	4	240	.012
	2	.367	.135	.113	4.68	.083	11.406	2	238	<.001

Furthermore, strong positive correlations were observed among the subdimensions of psychological resilience, indicating that these dimensions are closely interrelated and tend to increase together.

Hierarchical regression analyses were conducted to examine the unique contributions of parental attitudes and emotion regulation skills to children's social performance subdimension of psychological resilience. In the first step, parental attitudes (authoritative, authoritarian, overprotective, and permissive) were entered and did not account for a significant proportion of the variance in social performance ( $R^2 = .002$ ,  $F(4, 240) = 0.13$ ,  $p =$

In the final model, emotion regulation emerged as a significant predictor ( $\beta = .346$ ,  $p < .001$ ), whereas parental attitudes and lability/negativity were not significant predictors. The detailed results are presented in Table 4.

In the first step, parental attitudes (authoritative, authoritarian, overprotective, and permissive) were entered and accounted for a significant, but modest, proportion of the variance in self-control ( $R^2 = .056$ ,  $F(4, 240) = 3.55$ ,  $p = .008$ ). In this model, parental attitudes explained 5.6% of the total variance.

**Table 4. Regression results for the social performance subdimension of psychological resilience**

Dependent Variable	Model	Predictor Variable	B	SE	$\beta$	t	p
Social Performance	1	(Constant)	24.52	4.36	—	5.63	<.001
		Authoritative	-0.002	0.05	-0.002	-0.03	.972
		Authoritarian	-0.025	0.08	-0.022	-0.32	.749
		Overprotective	-0.025	0.05	-0.032	-0.48	.633
		Permissive	-0.015	0.08	-0.014	-0.20	.840
	2	(Constant)	12.97	4.71	—	2.75	.006
		Authoritative	-0.003	0.05	-0.004	-0.07	0.944
		Authoritarian	-0.005	0.08	-0.005	-0.07	0.944
		Overprotective	-0.003	0.05	-0.004	-0.06	0.953
		Permissive	0.024	0.07	0.022	0.34	0.735
		Lability/Negativity	0.004	0.04	0.006	0.09	0.929
		Emotion Regulation	0.402	0.07	0.346	5.38	0.000

**Table 5. Regression results for the self-control subdimension of psychological resilience**

Dependent Variable	Model	Predictor Variable	B	SE	$\beta$	t	p
Self-control	1	(Constant)	27.785	3.98	-	6.99	.000
		Authoritative	.013	.044	.019	.29	.773
		Authoritarian	.260	.072	-.241	-3.59	.000
		Overprotective	.023	.048	.031	.47	.638
		Permissive	.054	.069	.052	.78	.435
	2	(Constant)	24.859	4.04	-	6.16	.000
		Authoritative	.028	.039	.041	.70	.481
		Authoritarian	.140	.066	-.130	-2.12	.035
		Overprotective	.063	.043	.086	1.47	.143
		Permissive	.055	.062	.053	.89	.370
		Lability/Negativity	-.245	.038	-.394	-6.52	.000
		Emotion Regulation	.182	.064	.167	2.85	.005

**Table 6. Regression results for the self-assertiveness subdimension of psychological resilience**

Dependent Variable	Model	Predictor Variable	B	SE	$\beta$	t	p
Social Performance	1	(Constant)	22.832	4.47		5.112	.000
		Authoritative	.034	.050	.046	.681	.496
		Authoritarian	.133	.081	.112	1.633	.104
		Overprotective	-.070	.054	-.086	-1.302	.194
		Permissive	-.098	.077	-.085	-1.271	.205
	2	(Constant)	11.941	4.92		2.427	.016
		Authoritative	.027	.048	.036	.557	.578
		Authoritarian	.109	.081	.092	1.352	.178
		Overprotective	-.062	.052	-.077	-1.190	.235
		Permissive	-.058	.075	-.050	-.771	.441
		Lability/Negativity	.095	.046	.138	2.077	.039
		Emotion Regulation	.349	.078	.290	4.475	.000

**Table 7. Regression Results for the Emotional Stability Subdimension of Psychological Resilience**

Dependent Variable	Model	Predictor Variable	B	SE	$\beta$	t	p
Emotional Stability	1	(Constant)	31.824	3.69		8.617	.000
		Authoritative	-.060	.041	-.098	-1.475	.141
		Authoritarian	-.120	.067	-.121	-1.789	.075
		Overprotective	-.072	.045	-.106	-1.612	.108
		Permissive	-.041	.064	-.042	-.639	.523
	2	(Constant)	23.556	3.66		6.435	.000
		Authoritative	-.051	.036	-.082	-1.430	.154
		Authoritarian	-.027	.060	-.027	-.443	.658
		Overprotective	-.032	.039	-.047	-.814	.416
		Permissive	-.018	.056	-.019	-.331	.741
		Lability/Negativity	-.168	.034	-.293	-4.941	.000
		Emotion Regulation	.344	.058	.342	5.920	.000
		Regulation					



In the second step, emotion regulation dimensions (lability/negativity and emotion regulation) were added, resulting in a significant increase in explained variance ( $\Delta R^2 = .204$ ,  $F(2, 238) = 32.89$ ,  $p < .001$ ), with the final model accounting for approximately 26% of the total variance ( $R = .510$ ,  $R^2 = .260$ ).

In the final model, authoritarian parental attitude ( $\beta = -.130$ ,  $p = .035$ ), lability/negativity ( $\beta = -.394$ ,  $p < .001$ ), and emotion regulation ( $\beta = .167$ ,  $p = .005$ ) emerged as significant predictors of self-control. The detailed results are presented in Table 5.

In the first step, parental attitudes (authoritative, authoritarian, overprotective, and permissive) were entered and did not account for a significant proportion of the variance in self-assertiveness ( $R^2 = .021$ ,  $F(4, 240) = 1.30$ ,  $p = .269$ ).

explaining 4.2% of the total variance. In the second step, emotion regulation dimensions (lability/negativity and emotion regulation) were added, resulting in a significant increase in explained variance ( $\Delta R^2 = .245$ ,  $F(2, 238) = 40.82$ ,  $p < .001$ ), with the final model accounting for approximately 28.7% of the total variance ( $R = .535$ ,  $R^2 = .287$ ). In the final model, lability/negativity ( $\beta = -.293$ ,  $p < .001$ ) and emotion regulation ( $\beta = .342$ ,  $p < .001$ ) emerged as significant predictors of emotional stability. The detailed results are presented in Table 7.

In the first step, parental attitudes (authoritative, authoritarian, overprotective, and permissive) were entered and accounted for a significant, but modest, proportion of the variance in task orientation ( $R^2 = .082$ ,  $F(4, 240) = 5.34$ ,  $p < .001$ ), explaining 8.2% of the total variance.

**Table 8. Regression Results for the Task Orientation Subdimension of Psychological Resilience**

Dependent Variable	Model	Predictor Variable	B	SE	$\beta$	t	p
Task Orientation	1	(Constant)	24.908	4.047		6.154	.000
		Authoritative	.055	.045	.080	1.229	.220
		Authoritarian	-.265	.074	-.238	-3.590	.000
		Overprotective	-.027	.049	-.036	-.553	.581
		Permissive	-.041	.070	-.038	-.583	.560
	2	(Constant)	17.820	4.245		4.198	.000
		Authoritative	.064	.041	.092	1.549	.123
		Authoritarian	-.180	.070	-.162	-2.587	.010
		Overprotective	.009	.045	.011	.191	.849
		Permissive	-.022	.065	-.020	-.339	.735
		Lability/Negativity	-.153	.040	-.238	-3.868	.000
		Emotion Regulation	.298	.067	.264	4.418	.000

In this model, parental attitudes explained only 2.1% of the total variance. In the second step, emotion regulation dimensions (lability/negativity and emotion regulation) were added, resulting in a significant increase in explained variance ( $\Delta R^2 = .079$ ,  $F(2, 238) = 10.40$ ,  $p < .001$ ), with the final model accounting for approximately 10% of the total variance ( $R = .316$ ,  $R^2 = .100$ ). In the final model, lability/negativity ( $\beta = .138$ ,  $p = .039$ ) and emotion regulation ( $\beta = .290$ ,  $p < .001$ ) emerged as significant predictors of self-assertiveness. The detailed results are presented in Table 6.

In the first step, parental attitudes (authoritative, authoritarian, overprotective, and permissive) were entered and accounted for a significant, but modest, proportion of the variance in emotional stability ( $R^2 = .042$ ,  $F(4, 240) = 2.62$ ,  $p = .036$ ),

In the second step, emotion regulation dimensions (lability/negativity and emotion regulation) were added, resulting in a significant increase in explained variance ( $\Delta R^2 = .153$ ,  $F(2, 238) = 23.71$ ,  $p < .001$ ), with the final model accounting for approximately 23.4% of the total variance ( $R = .484$ ,  $R^2 = .234$ ). In the final model, authoritarian parental attitude ( $\beta = -.162$ ,  $p = .010$ ), lability/negativity ( $\beta = -.238$ ,  $p < .001$ ), and emotion regulation ( $\beta = .264$ ,  $p < .001$ ) emerged as significant predictors of task orientation. The detailed results are presented in Table 8.

**Table 9. Regression Results for the Pleasure in Exploring Subdimension of Psychological Resilience**

Dependent Variable	Model	Predictor Variable	B	SE	$\beta$	t	p
Pleasure in Exploring	1	(Constant)	29.260	4.086		7.161	.000
		Authoritative	.017	.045	.024	.370	.712
		Authoritarian	-.203	.074	-.183	-2.721	.007
		Overprotective	-.042	.050	-.055	-.841	.401
		Permissive	-.061	.071	-.057	-.855	.393
	2	(Constant)	20.596	4.483		4.594	.000
		Authoritative	.017	.044	.025	.401	.689
		Authoritarian	-.174	.074	-.157	-2.361	.019
		Overprotective	-.021	.048	-.027	-.433	.665
		Permissive	-.032	.068	-.030	-.466	.642
		Lability/Negativity	-.027	.042	-.042	-.638	.524
		Emotion Regulation	.311	.071	.278	4.377	.000

In the first step, parental attitudes (authoritative, authoritarian, overprotective, and permissive) were entered and accounted for a significant, but modest, proportion of the variance in pleasure in exploring ( $R^2 = .052$ ,  $F(4, 240) = 3.27$ ,  $p = .012$ ), explaining 5.2% of the total variance. In the second step, emotion regulation dimensions (lability/negativity and emotion regulation) were added, resulting in a significant increase in explained variance ( $\Delta R^2 = .083$ ,  $F(2, 238) = 11.41$ ,  $p < .001$ ), with the final model accounting for approximately 13.5% of the total variance ( $R = .367$ ,  $R^2 = .135$ ). In the final model, authoritarian parental attitude ( $\beta = -.157$ ,  $p = .019$ ) and emotion regulation ( $\beta = .278$ ,  $p < .001$ ) emerged as significant predictors of pleasure in exploring. The detailed results are presented in Table 9.

## Discussion, Conclusion, and Recommendations

The primary aim of this study was to examine the relationships among emotion regulation skills, parental attitudes, and psychological resilience levels in early childhood. The findings indicate that the sub-dimensions of psychological resilience are associated with parental attitudes and emotion regulation skills at varying levels. Regarding the first research question, the results clearly demonstrated significant relationships among children's emotion regulation skills, parental attitudes, and psychological resilience. Specifically, authoritative parental attitudes and positive emotion regulation skills were positively associated with psychological resilience, whereas authoritarian and overprotective attitudes, as well as negative emotion regulation skills, were negatively associated with psychological resilience.

Furthermore, authoritarian and overprotective attitudes were positively related to negative emotion regulation skills, while permissive attitudes were negatively related to positive emotion regulation skills.

The findings related to the second research question, which examined whether parental attitudes significantly predict children's psychological resilience, revealed that the predictive power of parental attitudes on the sub-dimensions of psychological resilience was generally low. This suggests that the direct effect of parental attitudes on psychological resilience is limited. However, whether parental attitudes have an indirect effect on psychological resilience through another variable (such as a mediator or moderator) can be investigated. Regarding the third research question, which investigated whether children's emotion regulation skills significantly predict psychological resilience after controlling for parental attitudes, the results showed that emotion regulation skills significantly predicted the sub-dimensions of psychological resilience and substantially increased the explained variance. Specifically, when parental attitudes were controlled for, emotion regulation skills accounted for 20.4% of the variance in self-control, 15.3% in task orientation, 24.5% in emotional stability, 7.9% in assertiveness, 11.5% in communication, and 8.3% in enjoyment of exploration. These findings indicate that the dimension of emotion regulation associated with positive emotion regulation skills was a significant and positive predictor across all sub-dimensions, while the variability dimension associated with negative emotion regulation skills emerged as a significant negative predictor for self-control, emotional stability, task orientation, and assertiveness.

This highlights the critical role of emotion regulation skills in the development of psychological resilience. These results are discussed in comparison with findings from both national and international literature.

### ***The Relationship Between Parental Attitudes and Psychological Resilience***

The correlation analyses of the study showed that authoritative parental attitudes were positively associated with the task orientation sub-dimension of children's psychological resilience. This finding is consistent with the results of the longitudinal study by Rungsattatharm et al. (2025), which examined the effects of parenting and found that positive parental attitudes in children aged 4–6 were associated with higher psychological resilience and better self-regulation skills at age 9. The results also align with previous studies indicating that authoritative parental attitudes support children's abilities in responsibility-taking, goal-setting, and task completion (Baumrind, 1991; Steinberg, 2001). In contrast, authoritarian and overprotective parental attitudes were found to be associated with decreases in sub-dimensions such as self-control, assertiveness, emotional stability, and task orientation. These results are in line with previous research suggesting that authoritarian and overprotective attitudes negatively affect children's independence and emotion regulation skills (Barber & Harmon, 2002; Morris et al., 20017, Tekin & Kayılı, 2023).

The regression analyses further revealed that authoritarian parental attitudes had negative effects on the sub-dimensions of children's psychological resilience. Specifically, the negative association of authoritarian attitudes with self-control, assertiveness, emotional stability, and task orientation suggests that this parenting approach may weaken children's ability to act independently, regulate their emotions, and express themselves in social settings. The findings are largely consistent with current research in the literature, which indicates that while authoritative parental styles supports children's psychological resilience, authoritarian and permissive attitudes have adverse ef-

fects (Catalano et al., 2024; Sümer et al., 2010). Authoritarian parents often expect absolute obedience, impose strict rules, and may not be sufficiently responsive to their children's emotional needs. This can hinder the development of essential life skills such as decision-making, problem-solving, and coping with stress. Indeed, the literature emphasizes that authoritarian parental styles is associated with negative outcomes such as low self-esteem, high anxiety, and social withdrawal in children (Baumrind, 1991; Zheng, 2025). Moreover, authoritarian attitudes may increase children's fear of making mistakes, leading them to avoid taking risks and struggle with developing innovative thinking. In this context, the finding that authoritarian parental attitudes negatively affect the sub-dimensions of psychological resilience underscores the importance of authoritative and supportive parental styles approaches in the social and emotional development of preschool children.

Additionally, the results showed that the explanatory power of parental attitudes on the sub-dimensions of psychological resilience was generally low. For example, parental attitudes were not significant predictors of the communication and assertiveness sub-dimensions. This suggests that the direct impact of parental attitudes on psychological resilience may be limited and that other factors can play important roles in its development. While international literature frequently highlights the influence of parental attitudes on children's psychological resilience, it also notes that this effect is not solely determinative. For instance, Masten and Reed (2002) describe psychological resilience as a multidimensional construct, emphasizing the importance of individual characteristics, peer relationships, school, and community support systems in addition to the family environment. Similarly, Werner and Smith (2001) found that although parental attitudes affect children's resilience, the diversity of protective factors limits this effect. In light of these findings, the low explanatory power of parental attitudes on the sub-dimensions of psychological resilience in this study is consistent with literature. Psychological resilience is not shaped solely by parental attitudes; rather, it results from the interaction of numerous factors,

including individual characteristics, social environment, school, and community support systems. Therefore, it is expected that the direct effect of parental attitudes on psychological resilience is limited. The findings of this study highlight the necessity of multidimensional and holistic approaches in fostering psychological resilience.

### ***The Relationship Between Emotion Regulation Skills and Psychological Resilience***

One of the most striking findings of the hierarchical regression analysis was that emotion regulation skills significantly predicted the sub-dimensions of psychological resilience. Even after controlling for parental attitudes, the explanatory power of emotion regulation skills on psychological resilience remained high. In particular, children with higher emotion regulation skills were found to perform better across all sub-dimensions of psychological resilience (communication, self-control, task orientation, assertiveness, emotional stability, and enjoyment of exploration). This finding is consistent with previous studies emphasizing the fundamental role of emotion regulation skills in psychological resilience (Bayındır et al., 2018; Eisenberg et al., 2010; Gross & John, 2003; Liman, 2024a). Research in the field supports this result. For example, a study by Chen et al. (2021) involving 300 children aged 3–6 in China found that children's emotional abilities (understanding and regulating emotions) had a significant and positive effect on psychological resilience. The study reported that children who could better understand and regulate their emotions were more flexible and adaptive in coping with stressful and challenging situations, thus exhibiting higher psychological resilience. Similarly, a study by Zhang et al. (2021) with "left-behind children" in rural China demonstrated a significant relationship between emotion regulation skills and psychological resilience. In this study involving 620 preschool children, those with higher emotion regulation skills also had higher psychological resilience, and being separated from family weakened this relationship. The researchers emphasized that supporting emotion regulation skills is a protective factor for psychological resilience, especially in at-risk children. Eisenberg et al. (2010) also noted that children who use positive

emotion regulation strategies experience fewer psychological problems and exhibit higher levels of psychological resilience in the face of adverse life events. National studies have yielded similar results. For example, Ogelman and Önder (2019), in a study with 77 children aged 5–6, reported that psychological resilience predicted emotion regulation skills, and as psychological resilience increased, the levels of variables related to emotion regulation also increased, while decreases in resilience were associated with lower levels of these variables. In summary, the results of this study highlight the importance of developing emotion regulation skills to enhance children's psychological resilience.

### **Limitations**

Despite its strengths, this study has several limitations. The data were collected cross-sectionally at a single point in time, indicating a need for longitudinal research to examine the effects of the same variables over time. Additionally, the scales used in the study relied on parent and teacher reports. Finally, the study was limited to the variables of parental attitudes, emotion regulation skills, and psychological resilience. These limitations should be considered when interpreting the findings.

### **Conclusion and Recommendations**

In conclusion, this study clearly demonstrates the importance of emotion regulation skills in the development of psychological resilience. While parental attitudes have a limited effect on psychological resilience, emotion regulation skills emerge as one of its key determinants. However, the results also draw attention to the negative impact of authoritarian parental attitudes on psychological resilience. Based on the findings and limitations of this study, it is recommended that emotion regulation and authoritative parental styles skills training programs for parents of preschool children be expanded. Future research should employ longitudinal designs to better elucidate causal relationships among variables. In addition to parent and teacher reports, direct observations of children and interviews with children should be included in the data



collection process to strengthen the findings. Conducting studies with larger and more diverse samples from different socioeconomic backgrounds, regions, and cultures will enhance the generalizability of the results. Furthermore, including additional variables such as child temperament, family communication, social support, and cultural factors in future research will allow for a more comprehensive examination of the effects on psychological resilience and emotion regulation. It is also important for parents to adopt authoritative attitudes and provide environments that support their children's emotional development. Future studies should develop more comprehensive models by examining other individual and environmental factors that may influence psychological resilience, which will contribute to a better understanding of the concept.

### Conflict of Interest

There is no conflict of interest.

### References

- American Psychological Association. (2022). *Building your resilience*. <https://www.apa.org/topics/resilience>
- Barber, B. K., & Harmon, E. L. (2002). Violating the self: Parental psychological control of children and adolescents. In B. K. Barber (Ed.), *Intrusive parenting: How psychological control affects children and adolescents* (pp. 15–52). American Psychological Association. <https://doi.org/10.1037/10422-002>
- Batum, P., & Yağmurlu, B. (2007). Duygu düzenleme ölçeği: Okul öncesi ve okul çağı çocukları için geçerlik ve güvenilirlik çalışması. *Türk Psikoloji Yazıları*, 10(20), 13–23.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4(1, Pt.2), 1–103.
- Bayındır, D., Balaban Dağal, A., & Önder, A. (2018). Türkiye'deki 60–72 aylık çocuklarda duygu düzenleme becerilerinin ego sağlık düzeylerine göre incelenmesi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* (29), 377–400. <https://doi.org/10.14520/adyusbd.387131>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Catalano, H., Rus, A., Dohotaru, A.-I., & Jeder, D. (2024). Parenting styles and children's well-being. *Revista Romaneasca pentru Educatie Multidimensionala*, 16(4), 231–255. <https://doi.org/10.18662/rrem/16.4/914>
- Chen, H., Hong, Q., Xu, J., Liu, F., Wen, Y., & Gu, X. (2021). Resilience coping in preschool children: The role of emotional ability, age, and gender. *International Journal of Environmental Research and Public Health*, 18(9), 5027. <https://doi.org/10.3390/ijerph18095027>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6, 495–525.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Garmezy, N. (1991). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioral Scientist*, 34(4), 416–430. <https://doi.org/10.1177/0002-764291034004003>
- Gizir, C. (2007). Psikolojik sağlık, risk faktörleri ve koruyucu faktörler üzerine bir derleme çalışması. *Turkish Psychological Counseling and Guidance Journal*, 3(28), 113–128.
- Gülay Ogelman, H., & Önder, A. (2019). Emotional regulation strategies of 5–6-year-old children and their levels of resiliency. *Early Child Development and Care*, 191(2), 221–229. <https://doi.org/10.1080/03004430.2019.1613650>
- Gülay Ogelman, H., & Önder, A. (2021). Okul öncesi dönem çocuklarının psikolojik dayanıklılıklarının duygu düzenleme becerileri üzerindeki etkisinin incelenmesi. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 24(1), 14–29. <https://doi.org/10.53629/sakaefd.1409551>
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>

- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>
- Hudson, J., & Pulla, V. (2013). Emotion regulation in children: Towards a resilience framework. In *Perspectives on coping and resilience* (pp. 100–121). Authors Press.
- Kalisch, R., Cramer, A. O. J., Binder, H., Fritz, J., Leertouwer, I. J., Lunansky, G., ... & van Harmelen, A.-L. (2019). Deconstructing and reconstructing resilience: A dynamic network approach. *Perspectives on Psychological Science*, 14(5), 765–777. <https://doi.org/10.1177/1745691619855637>
- Karabulut Demir, N., & Şendil, G. (2008). Anne baba tutum ölçeği: Geçerlik ve güvenirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(30), 15–23.
- Kay, S. A. (2016). Emotion regulation and resilience: Overlooked connections. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 9(2), 411–415. <https://doi.org/10.1017/iop.2016.31>
- Kay, S. A., & Merlo, K. L. (2020). Emotion regulation as a process to foster resilience. In E. Powley, B. B. Caza, & A. Caza (Eds.), *Research handbook on organizational resilience* (pp. 86–101). Edward Elgar Publishing. <https://doi.org/10.4337/9781788112215.00014>
- Kayabalı, H., & Özbey, S. (2024). Okul öncesinde sosyal beceri eğitimi: Psikolojik sağlık üzerine etkisi. *International Journal of Education & Well-Being*, 2(2), 91–107. <https://doi.org/10.62416/ijwb-49>
- Liman, B. (2024a). Okul öncesi çocukların öz düzenleme becerilerinin ego sağlık düzeylerine etkisinin incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 24(2), 617–632. <https://doi.org/10.17240/aibuefd.2024.-1325400>
- Liman, B. (2024b). Okul öncesi çocukların psikolojik sağlıklarının yordanmasında ebeveyn tutumlarının rolü. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 24(1), 1–20. <https://dx.doi.org/10.17240/aibuefd.2024.-1325400>
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71(3), 543–562. <https://doi.org/10.1111/1467-8624.00164>
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Press.
- Masten, A. S., & Motti-Stefanidi, F. (2020). Multisystem resilience for children and youth in disaster: Reflections in the context of COVID-19. In N. F. Reivich, S. M. Southwick, & B. T. Litz (Eds.), *Resilience interventions for youth in diverse populations* (pp. 233–246). Academic Press. <https://doi.org/10.1016/B978-0-12-818564-9.00015-4>
- Masten, A. S., & Reed, M. G. J. (2002). Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 74–88). Oxford University Press.
- Mayr, T., & Ulich, M. (2009). Social-emotional well-being and resilience of children in early childhood settings - PERIK: An empirically based observation scale for practitioners. *Early Years*, 29(1), 45–57. <https://doi.org/10.1080/09575140802636290>
- Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. *Child Development Perspectives*, 11(4), 233–238. <https://doi.org/10.1037/dev0001462>
- Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. *Social Development*, 16(2), 361–388. <https://doi.org/10.1111/j.14679507.2007.00389.x>
- Özbey, S. (2019). Okul öncesi çocuklar için sosyal duygusal iyi oluş ve psikolojik sağlık ölçeğinin (PERİK) geçerlik güvenirlik çalışması. *OPUS International Journal of Society Researches*, 10(17), 756–786. <https://doi.org/10.26466/opus.518062>
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.
- Pinquart, M., & Gerke, D. C. (2019). Associations of parenting styles with self-esteem in children and adolescents: A meta-analysis. *Journal of Youth and Adolescence*, 48(3), 436–451.
- Reed, K., Duncan, J. M., Lucier Greer, M., Fixelle, C., & Ferraro, A. J. (2016). Helicopter parenting and emerging adult self-efficacy: Implications for mental and physical health. *Journal*

- of *Child and Family Studies*, 25(10), 3136-3149. <https://doi.org/10.1007/s10826-016-0466-x>
- Rungsattatharm, L., Tasingha, P., Trairatvorakul, P., & Chonchaiya, W. (2025). Longitudinal associations between executive function and positive parenting during early childhood and resilience, self-regulation, and behavioral problems in school-age children. *Child And Adolescent Psychiatry And Mental Health*, 19(1), 19. <https://doi.org/10.1186/s13034-025-00875-8>
- Shields, A., & Cicchetti, D. (1997). Emotion regulation among school-age children: The development and validation of a new criterion Q-sort scale. *Developmental Psychology*, 33(6), 906–916. <https://doi.org/10.1037/00121649.33.6.-906>
- Sümer, N., Gündoğdu Aktürk, E., & Helvacı, E. (2010). Anne-baba tutum ve davranışlarının psikolojik etkileri: Türkiye’de yapılan çalışmalara toplu bir bakış. *Türk Psikoloji Yazıları*, 13(25), 42–59.
- Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect. *Journal of research on adolescence*, 11(1), 1-19.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Tekin, H., & Kayılı, G. (2023). The effects of parental attitudes on emotion regulation skills of 36-72 month-old children (example of three centers in Menteşe district of Muğla province). *Manas Sosyal Araştırmalar Dergisi*, 12(2), 621-640. <https://doi.org/10.33206/mjss.1149122>
- Troy, A. S., & Mauss, I. B. (2011). Resilience in the face of stress: Emotion regulation as a protective factor. In S. Southwick, B. Litz, D. Charney, & M. Friedman (Eds.), *Resilience and mental health: Challenges across the lifespan* (pp. 30–44). Cambridge University Press. <https://doi.org/10.1017/CBO9780511994791.004>
- Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. *Monographs of the Society for Research in Child Development*, 59(2-3), 25–52. <https://doi.org/10.2307/1166137>
- Van Breda, A. D. (2018). A critical review of resilience theory and its relevance for social work. *Social Work*, 54(1), 1–18. <https://doi.org/10.15270/54-1-611>
- Wang, Y., Dix, T., & Mothershed, B. (2020). Parenting behaviors and emotion regulation in children: Reciprocal relations across the early childhood years. *Developmental Psychology*, 56(6), 1111–1124.
- Werner, E. E., & Smith, R. S. (1992). *Overcoming the odds: High risk children from birth to adulthood*. Cornell University Press.
- Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery*. Cornell University Press.
- Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathé, A. A. (2013). Understanding resilience. *Frontiers in Behavioral Neuroscience*, 7, 10. <https://doi.org/10.3389/fnbeh.2013.00010>
- Yılmaz, H., & Büyükcebeci, A. (2019). Bazı pozitif psikoloji kavramları açısından helikopter ebeveyn tutumlarının sonuçları. *Turkish Psychological Counseling and Guidance Journal*, 9(54), 707–744.
- Yurt, N., & Özyürek, A. (2023). Ebeveyn tutumları ile okul öncesi çocukların sosyal değer kazanımları arasındaki ilişkinin incelenmesi. *Değerler Eğitimi Dergisi*, 21(45), 129–150. <https://doi.org/ded.1248344>
- Zhang, J., Wu, Y., Qu, G., Wang, L., Wu, W., Tang, X., Liu, H., Chen, X., Zhao, T., Xuan, K., & Sun, Y. (2021). The relationship between psychological resilience and emotion regulation among preschool left-behind children in rural China. *Psychology, Health & Medicine*, 26(5), 595–606. <https://doi.org/10.1080/13548506.2020.1849748>
- Zheng, J. (2025). The effects of parenting styles on children’s emotional and social skill development: The mediating role of emotion regulation skills. *Lecture Notes in Education Psychology and Public Media*, 84(1), 6–10. <https://doi.org/10.54254/27537048/2025.20550>
- Zimmer-Gembeck, M. J., Webb, H. J., Farrell, L. J., Waters, A. M., & Lavis, T. (2022). Emotion regulation and resilience: Relationships with social, emotional and behavioral functioning in children. *Child Psychiatry & Human Development*, 53(1), 1–13. <https://doi.org/10.1007/s10578-021-01213-2>