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Ebeveyn Tutumları İle Yetişkin Ayrılık Kaygısı Arasındaki İlişkinin İncelenmesi[a]

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Özet

Bu nicel çalışmada, çocukları okul öncesi eğitim kurumlarına devam eden 493 ebeveynin ebeveynlik tutumları ile yetişkin ayrılık kaygıları arasındaki ilişki incelemiştir. Veri analizi için bağımsız örneklemler için t-testi, tek yönlü ANOVA ve Pearson korelasyon analizleri yapılmıştır. Analiz sonucunda, anne babaların eğitim durumlarına göre bütün ebeveynlik tutumlarında anlamlı bir farklılık olduğu belirlenmiştir. Annelerin Erişkin Ayrılma Anksiyetesi Ölçeği'nden aldıkları ortalama puanların babaların aldığı puanlardan yüksek olduğu ortaya çıkmıştır. Ebeveynlerin Erişkin Ayrılma Anksiyetesi Ölçeği puanlarındaki önemli farklılıklar, yaşları, eğitim düzeyleri, yaşadıkları ev tipi ve aylık gelirleriyle ilişkilidir. Ayrıca, yetişkin ayrılık kaygısı ile demokratik/yetkili ebeveynlik tutumu arasında negatif, diğer üç tutum (otoriter, izin verici, aşırı koruyucu) arasında ise pozitif bir ilişki olduğu görülmüştür.

Anahtar Kelimeler

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Yetişkin Ayrılık Kaygısı
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Relationships Between Parenting Attitudes and Adult Separation Anxiety

Abstract

This quantitative study examined the relationships between four types of parenting attitudes and adult separation anxiety among 493 parents of children attending preschool. Independent-samples t-test, one-way ANOVA, and Pearson correlation revealed that parental educational levels were related to significant differences among all four parenting attitudes. The female respondents' mean scores on the ASA [Adult Separation Anxiety Questionnaire] were higher than those of the male respondents. Significant differences in the parents' ASA scores were related to their ages, educational levels, house types and monthly incomes. There was also a negative relationship between separation anxiety and the authoritative parenting attitude, and a positive relationship between separation anxiety and the other three attitudes studied.

Keywords

Parents
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Adult Separation Anxiety
Relationship

About Article

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Introduction

Parents have profound effects on their children's development: influencing their energy, willingness to learn and to explore new things, self-control, optimism, friendliness, and likes and dislikes, by providing stimulation, reinforcement, rewards/punishments, and various types of home environment (Baumrind, 1967). There can also be major differences between one parent and another in terms of parent-child contact and communication, role modeling, rule- and goal-setting, and so forth (Baumrind, 1967). Baumrind (1966) subdivided the control that parents exercise over their children into three sets of practices, known as parenting styles or parenting attitudes: authoritative, authoritarian and permissive. In this widely-accepted typology, authoritative parents attach importance to their own perspectives, and apply them, but without ignoring their children's needs and interests; they also share the rationales for their decisions or behaviors with their children. Authoritarian parents, in contrast, typically strive to evaluate, control and shape their children's behaviors based on strict or absolute standards, placing a high value on obedience and traditional structures, and resorting to punishment when children's beliefs and behaviors do not comply with their perceptions of appropriateness. Lastly, permissive parents tend to accept and approve of their children's behaviors and desires, have few concrete expectations, set few rules, and never use punishment. Since Baumrind wrote, however, scholars have identified a fourth style or attitude that is rare in the West but common in Turkey: overprotective parenting, characterized by the centrality of parental attempts to ensure that their children are not harmed (Karabulut-Demir and Şendil, 2008; Kuzgun, 1991; Levy, 1966; Yavuzer, 1994, 2000).

Recent studies of parenting attitudes have focused on the relationships between parenting attitudes, on the one hand, and on the other, teenagers' depression, anxiety and self-perceptions (Binici-Tekin, 2016), preschool children's behavior problems (Bolattekin, 2014; Parsak, 2015), and children's social efficacy (Ren and Edwards, 2015), tendency towards violence (Demir and Kumcağız, 2015) and secure attachment (Algan and Şendil, 2013). Some others have compared the parenting attitudes of parents from different countries or with children of different ages (Aydoğdu and Dilekmen, 2016; Bornstein, Putnick and Lansford, 2011; Jambunathan and Counselman, 2002; Sak, Şahin-Sak, Atli and Şahin, 2015). And various scholars have examined the relationships among parental attitudes, parental behaviors, and children's anxiety (Bakhla et al., 2013; Erözkan, 2012; Mousavi, Low and Hashim, 2016; Pereira, Barros, Mendonça and Muris, 2014; Stone et al., 2015). However, only a few studies have touched on links between parenting styles and adult separation anxiety, and these have been limited by their narrow focus on just one or two such styles and/or study samples consisting of older children or university students (Aminabadi, Pourkazemi, Babapour and Oskouei, 2012; Bakhla et al., 2013; Başbuğ, Cesur and Durak-Batıgün, 2016; Manicavasagar, Silove, Wagner and Hadzi-Pavlovic, 1999).

Apart from the fact that it emerges later in life, adult separation anxiety is broadly similar to childhood anxiety disorder (American Psychiatric Association [APA], 2014). Adults who experience it worry that something negative will happen to people they are separated from – typically, their spouses, parents, or children – and therefore feel a strong need to establish close contact with them; they are also more likely to suffer from panic attacks (APA, 2014). In the DSM-V (APA, 2014), the APA modified its prior definition of separation anxiety to include adolescents and adults, provided that the latter's symptoms last at least six months, as against four weeks for children and adolescents. Also, Starcevic (2010) noted that individuals with

separation anxiety have problems being on their own and try especially hard to avoid loneliness and separation.

In the context of interpersonal relationships, experiencing anxiety in the cases of the individual's separation from the attachment figure or expectation of separation is one of the possible psychological symptoms (Diriöz et al., 2011). It is separation anxiety and it may cause that individuals have problems related to establishing and maintaining close relationships or breaking up with people. Especially it is considered that adult separation anxiety was first identified so recently, studies related to it are important. However, little research has addressed it. This examination of the relation between the parenting attitudes of young children's parents and adult separation anxiety will therefore help fill a gap in the literature, and potentially illuminate important but previously unstudied impacts on children's development.

Method

Research Design

A quantitative survey-based approach was selected for the present study, because it enables the rapid collection large quantities of data related to a target population's views, attitudes, beliefs and knowledge (Fraenkel and Wallen, 2006).

Sample

The survey sample consisted of parents of preschoolers who lived in Van, Turkey. Within the sub-population of Van that met these criteria, each parent had the same chance of being selected, and the fact that they had been chosen did not influence any other parents' likelihood of selection (see Büyüköztürk et al., 2010).

Among the 493 parents who fully completed the survey, 53.8% (n=265) were female. Other demographic information related to sample can be seen in Table 1.

Table 1. Demographic Information Related to Sample

		n	**%**
Gender	Male	228	46,2
	Female	265	53,8
Age	21-30	167	33,9
	31-40	236	47,9
	41-45	52	10,5
	46 and older	38	7,7
Education	Literate	54	11,0
	Primary school	80	16,2
	Middle school	66	13,4
	High school	107	21,7
	Undergraduate	186	37,7

Marital status	Married	458	92,9
	Divorced	15	3,0
	Widowed	17	3,4
	Separated	3	,6
Number of children	1	64	13,0
	2	227	46,0
	3	121	24,5
	4 and more	81	16,4
Age having first child	20 and younger	87	17,6
	21 - 30	334	67,7
	31 - 40	60	12,2
	41 and older	12	2,4
Gender of child	Boy	250	50,7
	Girl	243	49,3
Age of child	3 years old	32	6,5
	4 years old	111	22,6
	5 years old	130	26,4
	6 years old	219	44,5
House type	Apartment	260	52,7
	Detached house	233	47,3
Monthly income	2000 TL and less	164	33,3
	2001 TL – 4000 TL	169	34,3
	4001 TL – 6000 TL	101	20,5
	6001 TL - 8000 TL	59	12,0

Data Collection Instruments

Demographic Information Form

This form consisted of items related to each participating parent's gender, age, educational level, occupation, marital status, house type and location, monthly income, age when oldest child was born, number of children, and children's genders.

Parent Attitude Scale (PAS)

The PAS, developed by Karabulut-Demir and Şendil (2008) to determine parents' attitudes toward their two- to six-year-old children, consists of 46 items divided into four dimensions: authoritative (17 items), authoritarian (11), overprotective (nine) and permissive (nine). The Cronbach's alpha values for the same four dimensions were found .83, .76, .75, and .74,

respectively. For current study, The Cronbach's alpha values for the same four dimensions were found .85, .76, .70, and .82, respectively. The items all relate to parents' behaviors, and are answered via five-point Likert-type scales, ranging from 1 = "It is never like that" to 5 = "It is always like that". Therefore, a higher total score for a given dimension indicates that the respondent has engaged in more of the behaviors related to that dimension.

Adult Separation Anxiety Questionnaire (ASA)

The ASA, developed by Manicavasagar, Silove, Wagner and Drobny (2003), consists of 27 items relating to the symptoms of adult separation anxiety. The Cronbach's alpha coefficient for the internal consistency of the original questionnaire was .95, and its test-retest correlation was r=.86, p<.001. For current study, The Cronbach's alpha value was found .93. Alkan's (2007) initial Turkish translation was reviewed and approved by two clinical psychologists who were fluent in English; then, at 10-day intervals, the Turkish and original English versions were administered to 15 individuals who were also proficient in both language. The Pearson correlation coefficient between their scores on the two language versions was r=.91 (p<.001): indicating that the Turkish version is highly congruent with the original. In the Turkish version, all items are responded to as happening "very often", "fairly often", "occasionally" or "never".

Data Collection Procedure

After obtaining permission to conduct the study from Turkey's Ministry of National Education [MoNE], the researchers recruited parents via their children's teachers and school administrations. Parents were chosen at random. Those parents who volunteered had the aims of the study explained to them, and those who wanted to proceed filled in all three instruments.

Data Analysis

The statistics software was adopted for data analysis. Mean ± standard deviation, median, percentage and frequency values were calculated. Kolmogorov-Smirnov testing revealed that the data was distributed normally (n=493, p>.05), and a Levene's test for homogeneity of variance found that p>.05, so parametric tests were used for data analysis. Independent-samples t-test was used to compare pairs of groups; one-way ANOVA to compare three or more groups; Bonferroni test to identify statistically significant differences between groups; and one-way ANOVA and Pearson correlation to evaluate linear relationship between two continuous variables, with p<.05 and p<.01 accepted as indicating statistical significance.

Results

Comparison of Parenting-Attitude Scores, by Demographic Characteristic

Gender

An independent samples t-test conducted to compare the parenting-attitude scores of male and female parents found no significant differences in any of the four attitudinal dimensions: authoritative (t_{491}=-0.899, p>.05), authoritarian (t_{491}=-0.175, p>.05), overprotective (t_{491}=-1.185, p>.05) and permissive (t_{491}=1.308, p>.05).

Age

A one-way ANOVA compared the differences in parenting-attitude scores across four parental age groups (Group A: 21-30, Group B: 31-40, Group C: 41-45, and Group D: 46 and older) and found no statistically significant differences between them (p>.05).

Table 2. Parenting Attitudes by Parents' Educational Levels: Means, Standard Deviations and One-Way ANOVA Results

	Educational level	**n**	**x̄**	**Sd**	**df**	**F**	**P**	**Significant difference**
Authoritative	Literate	54	66.72	11.34	4/488	4.497	.001	E-A E-B
	Primary s.	80	66.81	10.00				
	Middle s.	66	68.41	10.46				
	High school	107	67.93	10.24				
	Undergraduate	186	71.19	8.41				
Authoritarian	Literate	54	30.62	9.45	4/488	10.813	.000	A-C A-D B-C B-D B-E
	Primary s.	80	31.56	9.80				
	Middle s.	66	25.09	8.26				
	High school	107	23.85	6.50				
	Undergraduate	186	26.96	9.34				
Overprotective	Literate	54	34.14	6.89	4/488	3.731	.005	B-E
	Primary s.	80	35.61	5.77				
	Middle s.	66	34.83	6.18				
	High school	107	34.11	6.17				
	Undergraduate	186	32.87	3.73				
Permissive	Literate	54	26.00	15.86	4/488	7.534	.000	A-C A-D B-C B-D
	Primary s.	80	24.88	16.60				
	Middle s.	66	21.47	14.49				
	High school	107	21.28	13.41				
	Undergraduate	186	23.70	19.79				

A=Literate B=Primary school C=Middle school D=High school E=Undergraduate

One-way ANOVA was conducted to compare parents' educational levels to their parenting-attitude scores. The respondents were divided into five groups according to their educational level (Group A: Literate, Group B: Primary school, Group C: Middle school, Group D: High school, and Group E: Undergraduate). There were statistically significant differences between these groups' parenting-attitude scores across the authoritative (F_{488}=4.497, p<.05), authoritarian (F_{488}=10.813, p<.05), overprotective (F_{488}=3.731, p<.05) and permissive (F_{488}=7.534, p<.05) dimensions. Bonferroni testing confirmed that Group E's mean score for authoritative

attitude ($\bar{x}$=71.19) was significantly higher than those of both Group A ($\bar{x}$=66.72) and Group B ($\bar{x}$=66.81).

In the case of authoritarian attitude, Group A's mean score ($\bar{x}$=30.62) was significantly higher than those of Group C ($\bar{x}$=25.09) and Group D ($\bar{x}$=23.85); and Group B's ($\bar{x}$=31.56) was significantly higher than those of Group C ($\bar{x}$=25.09), Group D ($\bar{x}$=23.85) and Group E ($\bar{x}$=26.96). The mean overprotective-attitude score of Group B ($\bar{x}$=35.61) was significantly higher than that of Group E ($\bar{x}$=32.87). And lastly, in terms of permissive attitude, the mean score of Group A ($\bar{x}$=26.00) was significantly higher than those of Group C ($\bar{x}$=21.47) and Group D ($\bar{x}$=21.28), while Group B's ($\bar{x}$=24.88) was also significantly higher than Group C's ($\bar{x}$=21.47) and Group D's ($\bar{x}$=21.28).

Numbers of Children

The parents were divided into four groups according to their numbers of children (Group A: one child, Group B: two, Group C: three, and Group D: four or more), and a one-way ANOVA was conducted to compare these groups' parenting-attitude scores. No statistically significant differences were found (p>.05).

Children's Genders

An independent samples t-test conducted to compare the respondents' parenting-attitude scores to their children's genders found no significant differences: authoritative (t491=0.126, p>0.05), authoritarian (t_{491}=0.232, p>.05), overprotective (t_{491}=0.558, p>.05) and permissive (t_{491}=0.326, p>.05).

Children's Ages

The parents were divided into four groups according to their children's ages (Group A: age three, Group B: four, Group C: five, and Group D: six) and a one-way ANOVA conducted to compare these groups' parenting attitudes scores. No statistically significant differences were found (p>.05).

House type

Table 3. T-Test Results, Parenting Attitudes by House Type

	House type	**n**	**$\bar{x}$**	**Sd**	**t**	**p**
Authoritative	Apartment	260	69.63	9.29	.481	.090
	Detached house	233	68.12	10.41		
Authoritarian	Apartment	260	26.85	9.27	-.829	.410
	Detached house	233	27.56	9.87		
Overprotective	Apartment	260	33.30	5.75	.771	.010
	Detached house	233	34.76	5.80		
Permissive	Apartment	260	24.37	6.78	.245	.030
	Detached house	233	22.96	7.84		

An independent-samples t-test was conducted to compare the parenting-attitude scores of respondents who lived in apartments against the corresponding scores of those who lived in detached houses. No significant differences were found for the authoritative (t_{491}=.481, p>.05)

and authoritarian (t_{491}=-.829, p>.05) attitudes, but significant ones were identified in the other two dimensions: overprotective (t_{491}=.771, p<.05) and permissive (t_{491}=.245, p<.05). The mean overprotectiveness scores of parents who lived in apartments ($\bar{x}$=33.30) were lower than those of their house-dwelling counterparts ($\bar{x}$=34.76), while their mean permissiveness scores were higher ($\bar{x}$=24.37 vs. $\bar{x}$=22.96).

Monthly income

Table 4. Parenting Attitudes by Parents' Monthly Income: Means, Standard Deviations and One-Way ANOVA Results

	Income (TL)	**n**	**$\bar{X}$**	**Sd**	**df**	**F**	**P**	**Significant difference**
Authoritative	2,000 or less	164	67.25	11.22	3/489	2.546	.055	---
	2,001-4,000	169	69.98	9.49				
	4,001-6,000	101	69.09	8.97				
	6,001-8,000	59	70.11	7.56				
Authoritarian	2,000 or less	164	25.89	7.94	3/489	8.725	.000	D-A
	2,001-4,000	169	26.17	9.96				D-B
	4,001-6,000	101	27.75	9.23				D-C
	6,001-8,000	59	32.71	11.06				
Overprotective	2,000 or less	164	34.85	6.42	3/489	3.713	.012	A-B
	2,001-4,000	169	32.84	5.66				
	4,001-6,000	101	34.50	5.04				
	6,001-8,000	59	33.96	5.23				
Permissive	2,000 or less	164	21.29	6.28	3/489	21.196	.000	D-A
	2,001-4,000	169	23.13	6.35				D-B
	4,001-6,000	101	25.39	7.32				D-C
	6,001-8,000	59	29.13	9.07				

A=2,000 and less B=2,001-4,000 C=4,001-6,000 D=6,001-8,000

The subjects were divided into four groups according to their monthly income (Group A: 2,000 TL (Turkish Liras) or less, Group B: 2,001-4,000, Group C: 4,001-6,000, Group D: 6,001-8,000) and a one-way ANOVA was conducted to compare these groups' parenting-attitude scores. In the case of the authoritative attitude, no significant income-related differences were found (F_{489}=2.546, p>.05). However, there were statistically significant differences across income bands in the respondents' scores for all three of the other dimensions (authoritarian, F_{489}=8.725, p<.05; overprotective, F_{489}=3.713, p<.05; and permissive, F_{489}=21.196, p<.05).

Bonferroni testing indicated that the mean authoritarian-attitude score of Group D ($\bar{x}$=32.71) was significantly higher than those of all three other groups (Group A, $\bar{x}$=25.89; Group B, $\bar{x}$=26.17; Group C, $\bar{x}$=27.75). Group A's mean overprotectiveness score ($\bar{x}$=34.85) was also significantly higher than Group B's ($\bar{x}$=32.84). And lastly, in case of permissive attitudes,

Group D's mean score ($\bar{x}$=29.13) was significantly higher than those of Group A ($\bar{x}$=21.29), Group B ($\bar{x}$=23.13) and Group C ($\bar{x}$=25.39).

Comparison of parents' adult separation anxiety scores, by demographic characteristic

Gender

Table 5. T-Test Results, Adult Separation Anxiety by Parents' Gender

	Gender	**n**	**$\bar{x}$**	**Sd**	**t**	**p**
Adult separation anxiety	Male	228	59.013	17.020	-3.540	.000
	Female	265	64.294	16.065		

An independent-samples t-test comparing the male and female respondents' adult separation anxiety scores found a significant difference between the two groups (t_{491}=-3.540, p<.05), with the mean scores of the female parents being higher ($\bar{x}$=64.29 vs. $\bar{x}$=59.01).

Age

Table 6. Adult separation Anxiety by Parental Age: Means, Standard Deviations and One-Way ANOVA Results

	Age	**n**	**$\bar{x}$**	**Sd**	**df**	**F**	**P**	**Significant difference**
Adult separation anxiety	21-30	167	66.05	17.06	3/489	6.643	.000	A-B A-D
	31-40	236	59.71	15.52				
	41-45	52	62.38	18.11				
	46 and older	38	55.92	16.63				

A=21-30 B=31-40 C=41-45 D=46 and older

The respondents were divided into four groups according to their age (Group A: 21-30, Group B: 31-40, Group C: 41-45, Group D: 46 and older) and a one-way ANOVA conducted to compare these groups' adult separation anxiety scores found statistically significant differences (F_{489}=6,643, p<.05). Bonferroni testing further revealed that Group A's mean score ($\bar{x}$=66.05) was significantly higher than Group B's ($\bar{x}$=59.71) and Group D's ($\bar{x}$=55.92).

Educational level

Table 7. Adult Separation Anxiety by Parents' Educational Level: Means, Standard Deviations and One-Way ANOVA Results

	Educational level	**n**	**$\bar{x}$**	**Sd**	**df**	**F**	**P**	**Significant difference**
Adult separation anxiety	Literate	54	71.22	15.86	4/488	14.398	.000	A-D A-E B-D B-E C-E
	Primary s.	80	69.06	16.60				
	Middle s.	66	64.20	14.49				
	High school	107	57.77	13.41				
	Undergraduate	186	57.54	19.79				

A=Literate B= Primary school C=Middle school D= High school E= Undergraduate

The parents were classified into five groups according to their educational level (Group A: Literate, Group B: Primary school, Group C: Middle school, Group D: High school, Group E: Undergraduate) and a one-way ANOVA conducted to compare these groups' adult separation anxiety scores found statistically significant differences (F_{488}=14.398, p<.05). Bonferroni testing confirmed that Group A's and B's mean separation-anxiety scores ($\bar{x}$=71.22 and $\bar{x}$=69.06) were significantly higher than Group D's and E's ($\bar{x}$=57.77 and $\bar{x}$=57.54). The mean separation-anxiety score of Group C ($\bar{x}$=64.20) was also significantly higher than that of Group E ($\bar{x}$=57.54).

Number of children

When the parents were divided into four groups according how many children they had (Group A: one child, Group B: two, Group C: three, and Group D: four or more) and a one-way ANOVA was conducted to compare these groups' adult separation anxiety scores, no statistically significant differences were found (p>.05).

Children's genders

An independent-samples t-test comparing the respondents' adult separation anxiety scores according to their children's genders found no statistically significant differences (t_{491}=0.437, p>.05).

Children's ages

The parents were divided into four groups according to their children's ages (Group A: age three, Group B: four, Group C: five, and Group D: six). A one-way ANOVA conducted to compare these groups' adult separation anxiety scores found no statistically significant differences (p>.05).

House type

Table 8. T-Test Results, Adult Separation Anxiety by House Type

	House type	**n**	**$\bar{x}$**	**Sd**	**t**	**p**
Adult separation anxiety	Apartment	260	57.77	16.41	.987	.001
	Detached house	233	66.41	15.87		

An independent samples t-test conducted to compare the adult separation anxiety scores of parents who lived in apartments against those of parents who lived in detached houses found a significant difference (t_{491}=.987, p<.05), with the mean anxiety of the house-dwellers higher ($\bar{x}$=66.41 vs. $\bar{x}$=57.77).

Monthly income

Table 9. Adult Separation Anxiety by Parents' Monthly Income: Means, Standard Deviations and One-Way ANOVA Results

	Income (TL)	**n**	**x̄**	**Sd**	**df**	**F**	**P**	**Significant difference**
Adult separation anxiety	2,000 or less	164	62.19	13.96	3/489	5.142	.002	D-A D-B D-C
	2,001-4,000	169	59.60	16.42				
	4,001-6,000	101	60.75	18.32				
	6,001-8,000	59	69.22	19.65				

A=2,000 or less B=2,001-4,000 C=4,001-6,000 D=6,001-8,000

Using the same four income bands previously described, a one-way ANOVA revealed statistically significant differences in the participants' adult separation anxiety scores (F_{489}=5.142, p<.05). Bonferroni testing further indicated that the mean score of Group D (x̄=69.22) was significantly higher than the mean scores of Groups A through C (x̄=62.19, x̄=59.60, and x̄=60.75, respectively).

Relationships between parenting attitudes and adult separation anxiety

Table 10. Relationships between Parenting Attitudes and Adult Separation Anxiety

		Authoritative	**Authoritarian**	**Overprotective**	**Permissive**
Adult separation anxiety	r	-.157**	.540**	.179**	.401**
	p	.000	.000	.000	.000
	n	493	493	493	493

*p<.05 ** p<.01

Pearson correlations conducted to evaluate the relationship between the respondents' parenting attitudes and their levels of adult separation anxiety revealed 1) a negative relationship between anxiety and authoritative attitudes (r=-.157, p<.01), and 2) positive relationships between anxiety, on the one hand, and on the other, authoritarian attitudes (r=.540, p<.01), overprotective attitudes (r=.179, p<.01), and permissive attitudes (r=.401, p<.01). When male and female respondents were examined separately, the same relationships were confirmed: i.e., a negative correlation between separation anxiety and the authoritative attitude, and a positive correlation between separation anxiety and all three of the other parenting attitudes (see Tables 11 and 12 for further details).

Table 11. Relationships between Fathers' Parenting Attitudes and Adult Separation Anxiety

		Authoritative	**Authoritarian**	**Overprotective**	**Permissive**
Adult separation anxiety	r	-.192**	.609**	.143*	.493**
	p	.004	.000	.031	.000
	n	228	228	228	228

*p<.05 ** p<.01

Table 12. Relationships between Mothers' Parenting Attitudes and Adult Separation Anxiety

		Authoritative	Authoritarian	Overprotective	Permissive
Adult separation anxiety	r	-.142*	.484**	.199**	.341**
	p	.020	.000	.001	.000
	n	265	265	265	265

*p<.05 ** p<.01

Discussion

The present study's findings showed that there were no significant differences in parenting attitudes based on the respondents' genders or ages or the ages, genders or numbers of their children, but there were significant differences according to their educational levels, house types and monthly incomes, partially echo prior studies' results. For instance, Kashahu (Xhelilaj), Dibra, Osmanaga and Bushati (2014) and Sak, Şahin-Sak, Atli and Şahin (2015) reported that parenting attitudes were related to parents' educational levels; and İnci and Deniz (2015) found that the parenting attitudes of the fathers of preschoolers were not influenced by the genders, ages or numbers of their children.

Interestingly, however, the same study by İnci and Deniz (2015) found that children's genders and ages did influence the parenting attitudes of the fathers of first graders. And other researchers have found statistically significant differences in the parenting attitudes of mothers according to their children's genders (Şanlı and Öztürk, 2012), and in the parenting attitudes of parents of both genders according to their children's genders, numbers, and/or ages (Rosen, Cheever and Carrier, 2008; Sak, Şahin-Sak, Atli and Şahin, 2015) and/or their own genders or ages (Kashahu (Xhelilaj), Dibra, Osmanaga and Bushati, 2014; Lin and Billingham, 2014; Stephens, 2009).

The current study also found statistically significant differences in all four parenting attitudes across parental-education levels: for instance, the mean authoritativeness scores of university-educated respondents were higher than the authoritativeness scores of those who had only attended primary school, or not attended school. Authoritarian and permissive parenting, on the other hand, were both more likely to be practiced by literate parents than by those with middle-school educations and above; and overprotective parents were more likely to have concluded their own educations in primary school than at university. In short, the lower the respondents' education levels were, the less likely they were to practice authoritative parenting (which is sometimes referred to in the literature as "democratic" parenting). These findings broadly parallel those of Kashahu (Xhelilaj), Dibra, Osmanaga and Bushati (2014) and Sak, Şahin-Sak, Atli and Şahin (2015). Munro (2013) characterized authoritative parenting as consistent and fair; authoritative parents place limits on their children and let them make their choices within these limits, and respect their distinct developmental characteristics, personalities and efforts. As Brown and Iyengar (2008) have suggested, highly educated parents' own educational experiences may provide them with some awareness of their active participation in processes related to their children's learning, and enable them to maintain an appropriate distance in their relationships with them; whereas less-educated parents may be less able to do so. The latter group of parents can therefore fall into one of two traps, either

bossing their children around or letting the children boss them around (see also Halpenny, Nixon and Watson, 2010).

The present study's finding of differences between overprotective and permissive parenting attitudes, on the one hand, and housing type, on the other, may be related to concerns about safety. Specifically, the mean scores for overprotectiveness were higher, and for permissiveness lower, among parents who lived in detached houses than among those who lived in apartments. This could relate to the fact that, in the region where the study participants were recruited, many apartment buildings incorporate security precautions such as guards, cameras or safety lighting, whereas most detached houses do not. This difference could, in turn, have brought parents' instincts to protect their children more to the fore in the case of the house-dwellers.

Interestingly, in light of the above-mentioned finding that higher levels of education were less likely to be related with authoritarian parenting, that style of parenting was most prevalent among the present study's highest income cohort. Possibly, this finding could relate to cultural characteristics, e.g., a locally weak relationship between high incomes and higher levels of education. In any case, it directly contradicts Kashahu et al.'s (2014) findings that authoritarian parenting was related to low socioeconomic status, and should not be interpreted in isolation.

Permissive attitudes were also most prevalent among those parents in the present sample who had monthly incomes of 6,001 TL and above. As with the above findings related to authoritarian attitudes, this could simply reflect a weak link between incomes and education levels in Van; however, it could also indicate that the parents with high incomes were more likely to pamper their children and/or to allow them to establish their own rules (see Munro, 2013). The poorest parents, meanwhile, were the most overprotective: conceivably, as a direct result of their relatively precarious economic situation.

The significantly higher ASA scores by the present study's female respondents echoes prior research findings, which ascribed such differences to women's distinctive emotional characteristics and maternal instincts (McLean, Asnaani, Litz and Hofmann, 2011; Silove et al., 2010). The significant age-based differences in mean ASA scores – which among the present sample were highest for parents aged 21-30 and decreased with age – are somewhat more difficult to interpret. Prior literature has emphasized that, while episodes of separation anxiety that start in early childhood diminish over time, episodes that start in middle childhood can turn into adult separation anxiety, the most marked symptoms of which are observed at the beginning of adulthood (Manicavasagar et al., 2010; Shear et al., 2006) and decrease with age (Gürlek-Yüksel, 2006). This change over time may relate to individuals' feelings that they have fulfilled their duties to their children (Başbuğ, Cesur and Durak-Batıgün, 2016).

Parents' separation anxiety also differed significantly according to their educational levels, with the two least-educated cohorts in the present sample being much more anxious than the two most-educated, and the middle educational cohort more anxious than the highest. In other words, as parents' education levels increase, their adult separation anxiety tends to decrease. This parallels Shear, Jin, Ruscio, Walters and Kessler's (2006) finding that individuals with zero to 12 years of education had roughly double the level of adult separation anxiety as those with 13 years of education or more.

The present study's finding of significantly higher adult separation anxiety among parents who lived in detached houses, as compared to apartments, could be a result of cultural factors:

specifically, that families who live in detached houses in the region where this research was conducted are usually large, and their homes crowded. It is therefore possible that parents who are accustomed to this way of living are more likely than others to experience loneliness or other negative thoughts/emotions when separated not only from their children but from other members of their families.

The surveyed parents' adult separation anxiety also differed significantly according to their monthly income, with the highest anxiety levels related to the highest income bracket. This may relate to the fact that in Van, a household income of 6,001 TL/month or more is likely to reflect a situation in which both the mother and the father are employed outside the home, and therefore that neither parent is in contact with their children during the day. This could increase adult separation anxiety, especially in mothers. However, the sample's adult separation anxiety did not vary significantly with respect to the number of children per family or the children's genders or ages – perhaps implying that parents' overall levels of concern about being away from their children are more or less unaffected by the children's characteristics.

Perhaps most importantly, in view of the present study's objectives, there was a negative relationship between ASA scores and authoritative parenting attitudes, but positive relationship between ASA scores and the other three parenting styles, across both fathers and mothers. This could reflect a positive elation between the authoritative style and the parents' emotional intelligence. Normally, parents with high levels of emotional intelligence will manage their own feelings effectively while maintaining good communication and cooperation with their children (Aminabadi, Pourkazemi, Babapour and Oskouei, 2012). In this case, rather than perceiving processes related to their children as worrying from afar, authoritative parents would tend to share in such processes with them, leaving less scope for anxiety to arise.

Various prior studies have found positive relationship between adult separation anxiety and authoritarian, overprotective or permissive parental attitudes (Aminabadi, Pourkazemi, Babapour and Oskouei, 2012; Bakhla et al., 2013; Başbuğ, Cesur and Durak-Batıgün, 2016; Manicavasagar, Silove, Wagner and Hadzi-Pavlovic, 1999). A review article by Rapee (1997) reported that anxious parents tended to be less caring and warm, more controlling, and more protective than others, which could go some way to explaining why parents with high ASA scores in the present sample exhibited authoritarian, overprotective or permissive parenting attitudes (see also Bakhla et al., 2013).

In summary, the analysis revealed that parenting attitudes were not related to the parents' gender, age, number of children, or children's gender and age. However, parental educational levels were related to significant differences among all four parenting attitudes. Overprotective and permissive parenting attitudes were also related to house types, while the same two attitudes and the authoritarian attitude were related to parents' monthly incomes. The female respondents' mean scores on the ASA were higher than those of the male respondents. Significant differences in the parents' ASA scores were related to their ages, educational levels, house types and monthly incomes. However, no significant differences in ASA scores were linked to the genders, ages, or numbers of the respondents' children. There was also a negative relationship between separation anxiety and the authoritative parenting attitude, and a positive relationship between separation anxiety and the other three attitudes studied.

In light of these findings regarding the close relationship between parents' separation-anxiety scores, their parenting attitudes, and their educational levels, adult-education programs aimed at parents with high ASA scores – e.g., distance-education programs or evening classes paid for by the government – might help to alleviate their anxiety levels. The design of such programs could also address the potential cultural roots of women's higher separation anxiety, especially women's status as children's primary caregivers within the home. School counselors, teachers and school administrators should also consider what they can do to decrease anxiety among younger parents.

Importantly, the findings of this study demonstrated a negative relationship between the authoritative parenting attitude and parents' adult separation anxiety. There is broad consensus that the authoritative parenting style is the most effective of the four types studied, as measured by children's health and happiness; and preschool teachers can play a critical role in guiding parents toward this attitude – but only if the teachers themselves are sufficiently informed about it. Therefore, conferences, workshops and seminars should be organized to better inform teachers about parenting attitudes and their importance to both child development and the mitigation of parental separation anxiety.

More detailed future studies of the relationships between parenting attitudes and parents' separation anxiety should take advantage of mixed-methods research design, while experimental designs should be used to test therapies aimed at decreasing such anxiety. It would also be worthwhile to examine the relationship between children's separation anxiety and their parents' adult separation anxiety.

Enlightenment

This article was extracted from the first author's master's thesis.

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