

THE MEDIATING ROLE OF SELF-REGULATION ON THE RELATIONSHIP
BETWEEN PARENTING STYLES AND PROBLEM BEHAVIORS AMONG
PRESCHOOLERS

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PRESCHOOLERS

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DECLARATION OF ORIGINALITY

I, Kevser Çeliker Cengiz, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced and published by another person or institution.
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ABSTRACT

The mediating role of self-regulation on the relationship between parenting styles and problem behaviors among preschoolers

This study aims to determine the mediating role of self-regulation in the relationship between parenting styles and problem behaviors among preschoolers. To do this, the direct relationships between the mediating variable (self-regulation), the predicting variable (parenting styles) and the outcome variable (problem behaviors) were established first using the SPSS 21 program, and finally, the mediation model was tested using the PROCESS macro software (Hayes, 2012). Nine hundred ninety-four mothers of preschoolers aged between 36 and 77 months ($M=60.42$, $SD=12.6$) participated in this study. Demographic Information Form, Parenting styles scale (Demir & Şendil, 2008), Turkish form of Social Competence and Behavior Evaluation Scale (Lafreindre and Dumas, 1996) that is translated by Çorapçı et al. (2010), Self-Regulation Skills Scale for Children Aged 4-6 Years (Erol & İvrendi, 2018), Emotion regulation subscale from the Turkish adaptation of the Emotion Regulation Scale (Shields and Cicchetti, 1997) translated by Batum and Yağmurlu (2007), and being overactive and careless subscale of The Preschool Behavior Problems Screening Scale (Kanlıkılıçer, 2005) were used in the online forms. This study found that self-regulation played a partial mediating role in the relationship between authoritarian parenting styles and problem behaviors and a fully mediating role in the relationship between authoritative parenting style and problem behaviors among preschoolers.

ÖZET

Ebeveynlik stilleri ile okul öncesi dönem çocuklarının problem davranışları arasındaki ilişkide öz düzenleme becerilerinin aracı rolü

Bu araştırma, okul öncesi dönem çocuklarının ebeveynlerinin ebeveynlik stilleri ile çocukların problem davranışları arasındaki ilişkide çocukların öz-düzenleme becerilerinin aracı rolünü belirlemeyi amaçlamaktadır. Öz düzenlemenin aracı rolünü araştırmak için öncelikle aracı değişken (öz düzenleme), öngörme (ebeveynlik stilleri) ve sonuç değişkeni (sorunlu davranışlar) arasındaki doğrudan ilişkiler SPSS 21 programı kullanılarak kurulmuş ve son olarak aracılık modeli PROCESS makro yazılımı kullanılarak test edilmiştir (Hayes, 2012). Araştırmaya 36-77 ay arasında olan ($M=60,42$, $SD=12,6$) 194 çocuğun annesi katılmıştır. Ölçme aracı olarak Demografik Bilgi Formu, Ebeveynlik Stilleri Ölçeği (Demir ve Şendil, 2008), Çorapçı ve diğerleri (2010) tarafından çevrilen Sosyal Yeterlilik ve Davranış Değerlendirme Ölçeği Türkçe formu (Lafreiner ve Dumas, 1996), Okul Öncesi Davranış Problemleri Tarama Ölçeği (Kanlıklıçer, 2005)'nin aşırı hareketli ve dikkatsiz olma alt boyutu, Öz-Düzenleme Becerileri Ölçeği (Erol ve İvrendi, 2018), Batum ve Yağmurlu (2007) tarafından çevrilen Duygu Düzenleme Ölçeği (Shields ve Cicchetti, 1997)'nin Duygu düzenleme alt boyutu kullanılmıştır. Bu çalışma sonucunda, otoriter ebeveynlik stilleri ile okul öncesi dönem çocuklarının problem davranışları arasındaki ilişkide öz-düzenleme becerilerinin kısmi aracılık rolü, otoriter ebeveynlik stili ile problem davranışları arasındaki ilişkide ise öz-düzenleme becerilerinin tam aracılık rolü tespit edilmiştir.

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CHAPTER 1

INTRODUCTION

Early childhood years are crucial for children's development and this importance is mainly due to the rapid learning and flexibility children have in their development during these years (Li et al., 2017; Maccoby, 2000). Moreover, many developmentally important skills are acquired in these years. One of the important developments in the first years of a child's life is learning to regulate their behaviors, emotions, and cognitive processes with the support of their caregivers. These regulation skills are called self-regulation skills and are defined as organizing emotions, behaviors and ideas (Boekaaerts & Corno, 2005; Inzlicht et al., 2021). These self-regulation skills, which are acquired in the early years of life, are crucial for the development of children as they are linked to their success in many other developmental tasks (McCleand et al., 2010 & Geldhof et al., 2010).

Although the history of self-regulation studies dates back to the 1800s, it has become a topic of increasing concern in the past two decades (Newman & Newman, 2020). Even though there is extensive research in the world literature, there is few studies exist in the field of self-regulation especially in preschool years (Robson, Allen, & Howard, 2020). Children's self-regulation skills are also unique phenomena not only because they are skills, even resources that children have, that seem to contribute significantly well to a range of child outcomes, but also because they are highly influenced by environmental factors such as parenting (Bridgett et al., 2018). In one study, for example, Spinrad et al. (2007) found that responsive and child-centered parenting that guides children to overcome negative emotions increased the probability that children would learn how to regulate their emotions effectively.

Similarly, Bernier et al. (2010) found that the responsive and supportive parenting style that supports child autonomy predicts children's self-regulation skills. Parents who accept their children as they are, do not restrict their freedom, and respect their decisions, allow their children to have greater self-control (Palut, 2008).

Studies have shown that the parenting styles of parents greatly influence healthy development of children physically and psychologically (Ercan, 2019). Of the parenting variables, responsiveness has been studied extensively as it is one of the key dimensions of parenting outlined by Baumrind (1966) and demonstrates how involved and interested parents are in their children's lives.

Maccoby and Martin (1983) state that responsive and supportive parenting is related to children's social competence while non-responsive parenting and non-supportive parenting are linked to problem behaviors in children such as aggression and anxiety. That is, most studies show a clear relationship between parenting styles and a child's behavioral problems (Aunola & Nurmi, 2005; Saydam & Gençöz, 2005), particularly external behavior problems (Rinaldi & Howe, 2012), although how this relationship between parenting styles and problem behaviors in children occurs is less well understood. Few studies examine child self-regulation with respect to parenting styles and problem behaviors in preschoolers. Through this study aims to see what kind of relationships exist between parenting styles and problem behaviors, it is hypothesized that the relationship between parenting styles and problem behavior operates, fully or in part, through self-regulation.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical background

2.1.1 Parenting styles

Children's relationship with their environment starts with their parents. Their bond with them predates even their birth and parents are the first ones to touch children's lives as their first caregivers. The family has been defined by Bronfenbrenner (1992) in the ecological systems theory as a microsystem that is the first link in the systems that are in direct interaction with the child emphasizing the important influence of parental characteristics on child development. One of the ways in which parental influence is observed is the parents' parenting styles. Although common factors have been identified with respect to parenting styles, the influence exerted by their culture, education, family background, personality, and many other factors means that every family and even each parent within a family could have different parenting styles and that parenting can be affected by different factors (Kuppens & Ceulemans, 2019). According to one multivariate study conducted by Alabay (2017) to examine the parental attitudes of mothers and fathers with children aged 48-72 months, non-working parents had a more protective attitude than working parents, and parents showed more authoritarian attitudes toward their boys than their girls. Moreover, significant differences were found among parents based on their age, education level, income, number of children they have and their parental attitudes. The study conducted by Aydoğdu and Dilekmen (2016) sought to explore whether parental attitudes differ based on gender, age, employment status, permanent illness, the family's monthly income, parent education level, and number of children reached

462 mothers and fathers of children aged 2-6 years. As a result, the researchers found significant differences in parental attitudes based on gender, employment status, monthly income, educational status, and number of children while parental attitudes did not differ significantly based on age, family type, and chronic diseases the parents had. Similarly, the study conducted by Sak et al. (2015) to understand whether parental attitudes differ based on some background variables reached 258 parents of children aged 4-6 year. The study found significant differences in the parenting attitudes of the parents based on their gender, region of residence, education level, age, the age at which they were married, and the number of children they had.

Baumrind (1966) defined parenting style as the attitudes that parents have about child-rearing and the practices that they apply to socialize their children. This study used Baumrind's conceptualization of parenting styles and corresponding terminology, yet terms such as child-rearing practices, parenting, and parenting behaviors are all used interchangeably. Baumrind (1966) defines three different parenting styles based on her studies conducted with parents focusing on their relationship with their children, namely, authoritative, authoritarian, and permissive. Basing their work on Baumrind's original conceptualization, Maccoby and Martin (1983) suggested that there are two components to parenting behaviors: demandingness and responsiveness. The responsiveness dimension relates to a parent's degree of acceptance, concern, and warmth towards their child. The demandingness dimension relates to the degree to which a parent makes demands or tries to control their child and includes disciplining and controlling children's behavior. According to Baumrind (2012) authoritative parents have acceptance and warmth; their responsiveness is high as are their demands, but they set rules with

their children together and give them autonomy. This kind of control given by authoritative parents is known as positive control. By contrast, authoritarian parents don't show acceptance and warmth to their children, they have low responsiveness, they make high demands to control their children, set rules without giving reasons, their parenting is harsh, and as a result, the control given by authoritarian parents is known as negative control. Finally, permissive parents may be responsive yet not demanding towards their children, they do not control them, and they leave the decision-making to their children. There is also an overprotective parenting style that is defined as excessive parental control over their children especially in eastern cultures (Gere et al., 2012). Overprotective parents control their children both behaviorally and psychologically. The concept of overprotective parenting was first termed helicopter parenting in the 1990s (Cline and Fay, 1990). In more recent years, the concept of helicopter parenting has become more commonplace, it is a contemporary term used to describe parents who are supportive and warm towards their children, but who are also excessively involved in their children's lives, controlling their behavior, and limiting their child's independence (Kalomiris & Kiel, 2016), effectively hovering over their children, hence the term.

2.1.2 Problem behaviors

Problem behaviors of children in early childhood can be defined as any behavior that endangers their own safety or the environment by doing things that cause problems for themselves or others in the environment where they are (Yumuş, 2013).

Moreover, behavioral problems are defined as behaviors that are accepted as inappropriate and challenging by society. However, as children grow up, they may engage in behaviors such as exploring the limits of the environment and themselves.

Thus, for the symptom to be described as a problem in the child, this conclusion needs to be reached after careful examination of the child's developmental period and the frequency and severity of the symptoms (Derman & Başı, 2013).

According to Morawska et al. (2014) problem behaviors have two attributes: emotion and behavior. Moreover, these emotions and behaviors that are harmful may be directed at the self or others, or the environment. Hence others such as Williams et al. (2009) categorizes problem behaviors as internalizing and externalizing behaviors. Externalizing behaviors can be qualified as inadequately controlled and externally directed response mode and these behavioral patterns are attributed to the social environment externally, whereas internalizing behavior can be qualified as overcontrolled internally directed response mode and these behavioral patterns are attributed to individuals internally (Gresham & Kern, 2004). Internalizing problem behaviors include problems involving social relationships and self-esteem like fear and anxiety, whereas externalizing problems include a demand to violate social norms and rules as well as anti-social and destructive problems such as fighting, being aggressive (Morawska et al., 2014; Rankin Williams et al., 2009) and impulsiveness/hyperactivity (Gresham & Kern, 2004). Unexplained and excessive anxiety is considered abnormal behavior (Cüceloğlu, 2013 & Aslan, 2009) and internalizing problem behavior is common among preschoolers (Bufferd et al. 2012). Ashary, Rahamma and Fatimah (2015) showed that the most common externalizing behavioral problems in children were aggression, including anger (80.36%). Hyperactivity is another externalizing problem behavior common among preschoolers. This study used the "Social Competence" subscale, which measures positive social skills such as positive relationships and cooperation of children with their peers, the "Anger-Aggression" subscale, which measures externalization

problem symptoms such as defying adults and acting inappropriately and aggressively in peer relations, and the "Anxiety-Introversion" subscale, which measures internalization problem symptoms such as children's sad and depressed moods and shyness within the group. It also used the "hyperactivity-careless" subdimension (Kanlıkılıçer ,2005), which is the most common externalizing problem behavior among preschoolers.

2.1.3 Self-regulation

Self-regulation is defined as the ability to control or direct one's attention, thoughts, emotions, and actions and guide them (McClelland and Cameron, 2012).

Research indicates that self-regulation skills are among the crucial skills that preschoolers acquire that seem to help children develop optimally in the cognitive and social-emotional domains of development (Sylva et al., 2020). Evidence also suggests that children with low self-regulation skills are at a greater disadvantage and risk of developing problem behaviors (Lonigan et al., 2017).

The definitions of self-regulation come primarily from the "self-regulation" concept expressed by Vygotsky and Piaget in the 1900s. In Cognitive Developmental Theory, Piaget and Vygotsky claimed that children innately interested in controlling their emotions, behaviors, and aspects of the environment (Bronson, 2000), and this ability is known as "self-regulation" according to both Piaget and Vygotsky. McClelland and Cameron (2012) who are proponents of cognitive development described self-regulation similarly as ability to manage one's own attention, thoughts, and actions. When it comes to the benefits of self-regulation skills for preschoolers, social cognitive theory says that self-regulation enables children to comply with social rules

and benefit from various social contexts, while cognitive theory says that self-regulation allows children to utilize the cognitive processes necessary for problem solving and related skills (Bodrova & Leong, 2006).

Cognitive perspective focuses on executive functions and attention, behavior, and thoughts as sub-dimensions of self-regulation. Conversely, from the personality perspective, Eisenberg et al. examined effortful control in terms of self-regulation. Effortful control is analyzed in three dimensions: attention control, self-control, and executive function abilities (Eisenberg et al. 2010). This study will examine many sub-dimensions of self-regulation such as attention, inhibitory control, working memory, and emotion regulation and discuss self-regulation broadly.

2.1.4 Relationship between parenting styles, problem behaviors and self-regulation

There has been a great deal of interest in the field to explore how parenting styles are associated with various child developmental outcomes including academic achievement, attachment, social competence, problem behaviors (Hosokawa, & Katsura, 2019), children's self-regulation and overall social, emotional, cognitive (McClelland et al., 2010), and children's physical development (Blair, 2010). This study will focus on the relationship between parenting styles, children's self-regulation skills and problem behaviors. Several theorists have discussed the relationship between self-regulation and parenting. To illustrate, Vygotsky and Piaget claimed that effective self-regulation skills develop through interaction with the environment. Vygotsky emphasized the importance of the environment in children's self-regulation processes while Piaget stressed child's individual efforts more (Bronson, 2000). Posner et al. (2014) stated that children's self-regulation skills

are sometimes affected by genetic factors, but similar to Vygotsky, they stated that these skills are mostly affected by environmental influences such as the quality of interactions with their caregivers. Similar to these theorists, Murray and Rosanbalm (2017) stated that although self-regulation is an internal process, its development and emergence depends on supportive, predictable, and responsive environments and relationships. Cognitive, emotional, and behavioral self-regulation skills can be taught over time through support and guidance. Children with self-regulation difficulties or delays can strengthen and develop these skills through effective interventions. Critical to children's self-regulated development early in life, caregivers must provide children with safe and supportive environments and conditions in which to explore. One of the ways parents can support children's self-regulation is through "co-regulation" which Rosanbalm and Murray (2017) defined in three broad categories. First of all, as the first step of co-regulation, parents should establish a warm and supportive relationship with their child in which they respect the child-centered child as an individual and help the child relax when they experience intense emotions. This positive relationship that parents have with children makes children feel safe when practicing new activities and gaining new skills. Second by making the environment safe for children, parents provide a physically and emotionally suitable environment for children to explore, so that children can manage their self-regulation. Establishing predictable routines for behavioral regulation as well as physical and emotional regulation will be effective. Finally, they can guide children to learn self-regulation skills by being a model. Garner (2006) found that the emotional regulation skills and social competencies of children whose mothers used emotion-based language to regulate emotion for their

preschool children were more developed. This study shows how important parental co-regulation is in the development of emotion regulation in children.

Most of the current correlation studies about parenting styles and self-regulation skills of preschoolers show that the authoritative parenting style, in particular, has a positive correlation with children's self-regulation skills while the authoritarian and permissive parenting styles have negative correlation with children's self-regulation skills. For instance, a positive correlation was found between the authoritative parenting attitude and emotion regulation by Yaman (2018). Similarly, Uykan and Akkaynak (2019) found that the authoritative parenting style has a positive correlation with preschoolers' self-regulation skills (Uykan and Akkaynak, 2019 & Newman, 2017) but the authoritarian parenting style and permissive parenting style have a negative correlation with preschoolers' self-regulation skills (Newman, 2017; Uykan, Akkaynak, 2019). Furthermore, Doan et al. (2012) found that the responsiveness of mothers makes a positive contribution to children's self-regulation abilities and Von Suchodoletz et al. (2011) also found that mother's warmth is a determinant of children's high level of behavior regulation skills. Gözübüyük (2015) found a positive relationship between positive parental attitude and self-control. In respect to other parenting behaviors, Grolnick and Ryan detected that (1989) parental autonomy support has positive correlations with children's self-reported autonomous self-regulation. Similar to Grolnick and Ryan's study, Kerraman et al. (2006) found significant relationships between positive and negative parental control and self-regulation.

Some theories state that the emergence of children's problem behaviors may be influenced by their relationships with their parents and their attitudes. To illustrate, with his attachment theory, Bowlby attributed behavior problems in children to

negative relationships with their environment and especially with their mothers. He concluded that as a result of these negative relationships, children tend to show problem behaviors through anxiety because they cannot build a positive relationship with their mothers (Eripek, 1992). Yet, other theorists suggest that the child's problem behaviors are caused by a lack of self-regulation skills. According to Kotler and McMahon (2002) the reason why behavioral problems develop in a child is the stressful situations in which the child cannot use his/her self-regulation skills and cannot cope on his/her own.

One of the conditions for the mediation model, which forms the basis of this study, to be meaningful is the presence of significant relationships between self-regulation skills and parenting styles. For this reason, the existing relationships between these two variables in the literature were reviewed and presented in this section. Studies showing the relationship between problem behaviors and parental attitudes state that harsh and negative parenting attitudes, in particular, seem to increase the likelihood of problem behaviors among children. For instance, According to Derman and Başal (2013), strict discipline shown by parents is associated with problem behaviors such as lying, fear of animals and spitting. Rinaldi and Howe (2012) also found that mothers' permissive parenting style and fathers' authoritarian parenting style significantly predicted toddlers' externalizing behaviors. Other studies show that positive parenting decreases the likelihood of behavioral problems emerging among preschoolers. For example, Sumargi et al. (2020) found a significant and negative relationship between authoritative parenting by mothers and fathers and the emotional and behavioral problems of children aged 1 to 5 years, and a significant and positive relationship between authoritarian parenting of mothers and these children's behavioral problems. A study conducted with 1057 children and

their mothers to examine the effects of maternal behaviors in early childhood on the child's externalization problems revealed that children who were exposed to more punitive disciplinary methods by their mothers displayed more problematic behaviors and that problematic behaviors decreased when their mothers exhibited warm and close behaviors (Akçınar and Baydar, 2018). Similarly, Aunola and Nurmi (2005) claimed that high levels of psychological control and high affection by mothers predicted increased levels of both internal and external problem behavior among children while behavioral control and a low level of psychological control by mothers reduced children's external problem behaviors. Another study conducted by Akaydın (2019) found that the father's democratic parenting style significantly predicted the child's social competence while permissive and authoritative parenting styles significantly predicted the child's anxious-withdrawal behaviors. Another study, conducted by Acar et al. (2019) to examine how parenting styles and the qualities of the parent-child relationship contribute to externalizing and internalizing behaviors, used data collected from 94 children from suburban areas in Turkey. The results obtained in that study showed that parent-child closeness significantly softened the relationship between authoritarian parenting and children's externalizing behaviors. Moreover, parent-child conflict was positively associated with children's externalizing behavior and authoritarian parenting was positively associated with internalizing behavior problems. Lastly, Gözübüyük (2015) found a negative relationship between positive parenting and problem behaviors in preschoolers. The relationship between problem behaviors and parenting styles is one of the conditions of the mediating role in this study. Many studies show the relationship between these two variables, and it is these relationships that form the basis of this study.

When the relationships between problem behaviors and self-regulation skills, which are another prerequisite of the mediation model, are examined, studies suggesting that problem behaviors are related to self-regulation skills show that externalizing problem behaviors and self-regulation skills have a stronger correlation for boys than girls (Lonigan et al., 2017). Sop (2016) found that children's anxious/crying behavior negatively affects their attention/impulse control skills. Gözübüyük (2015) found a negative relationship between self-control and behavior problems. As evidenced by the results of the relevant studies, there are significant relationships between the subdimensions of self-regulation skills, parenting behaviors and the subdimensions of problem behaviors. While psychological control, conflict, harsh parenting, and authoritarian parenting seem to be contributing to problem behaviors in children, self-regulation functions as a protective factor for children in relation to problem behaviors. Similarly, positive parenting behaviors are positively associated with the skills children have to regulate their thoughts, actions and emotions.

2.1.5 The mediating role of self-regulation on the relationship between parenting styles and problem behaviors among preschoolers

Although there is limited research on the mediator role of self-regulation in the relationship between parenting and problem behaviors, some research does highlight the unique role self-regulation plays in the relationship between parenting and problem behaviors. The study conducted by Varlı (2020) with preschoolers found that the control subdimension of self-regulation skills played a mediating role both in the relationship between authoritarian parental attitude and aggression and in the

relationship between permissive parenting attitude and social competence and aggression. Moreover, Eisenberg et al. (2005) found that children's effortful control mediated the relation between positive parenting and low levels of externalizing problems. In another study, Pan et al. (2021) showed that the parenting styles indirectly affect emotional behavioral problems through the mediating effect of self-control in children. Parsak and Kuzucu (2020) aimed to study the mediating role of preschoolers' empathy and social competence on the relationship between parental attitudes and aggression and they found that empathy and social skills played a mediating role in the relationship between parental attitude and aggression. A study conducted by Gözübüyük (2015) reported that parental attitude and self-control directly affect the behavioral problems of preschool children, and that parental attitudes indirectly affect behavioral problems through self-control. Therefore, preschoolers' self-control has been found to have a mediating effect on the relationship between parental attitudes and behavioral problems (Gözübüyük, 2015). As there are very few studies that specifically predict the mediating role of self-regulation on the relationship between parenting styles and problem behaviors, the results of these studies cannot be generalized and can only be interpreted with caution. Moreover, the results of the previously discussed existing studies vary and seem to be somewhat inconclusive. Yet, existing research seem to coincide with the present research arguing that there is sufficient evidence to explore the mediating role of self-regulation on the relationship between parental attitudes and problem behaviors.

CHAPTER 3

OBJECTIVES OF THE STUDY

3.1 Aim of the study

In the light of the reviewed literature, this study aimed to investigate the mediating role of self-regulation on the relationship between parenting styles and problem behaviors. Therefore, my goal was to expand the literature in the field of correlation studies of parenting styles, problem behaviors, and self-regulation as well as mediation studies of self-regulation and parenting predicting problem behaviors among preschoolers in Turkey. That is, the present study investigated the mediating role of self-regulation on the relationship between parenting styles and problem behaviors among preschoolers. To explore the mediating role of self-regulation, first, the direct relationships between the mediating variable (self-regulation), the predicting variable (parenting styles), and the outcome variable (problem behaviors) were established using SPSS 23 software and finally the mediation model using the PROCESS macro software (Hayes, 2012) was tested. The research questions and hypotheses for these steps are listed below.

Is there any relationship between parenting styles and problem behaviors among preschoolers?

H1-a: There is a negative correlation between authoritative parenting styles and problem behaviors among preschoolers.

H1-b: There is a positive correlation between the authoritarian parenting style and problem behaviors among preschoolers.

H1-c: There is a positive correlation between the overprotective parenting style and problem behaviors among preschoolers.

H1-d: There is a positive correlation between the permissive parenting style and problem behaviors among preschoolers.

Is there any relationship between parenting styles and self-regulation?

H2-a: There is a positive correlation between authoritative parenting styles and preschoolers' self-regulation skills.

H2-b: There is a negative correlation between the authoritarian parenting style and preschoolers' self-regulation skills.

H2-c: There is a negative correlation between the overprotective parenting style and preschoolers' self-regulation skills.

H2-d: There is a negative correlation between the permissive parenting style and preschoolers' self-regulation skills.

Is there any relationship between self-regulation and problem behaviors?

H3: There is a positive correlation between self-regulation and problem behaviors in preschoolers.

Do preschoolers' self-regulation skills have a significant mediating effect on the relationship between parenting styles and behavioral problems?

H4-a: Self-regulation has a mediating effect on the relationship between the authoritative parenting style and problem behaviors among preschoolers.

H4-b: Self-regulation has a mediating effect on the relationship between the authoritarian parenting style and problem behaviors among preschoolers.

H4-c: Self-regulation has a mediating effect on the relationship between the over-protective parenting style and problem behaviors among preschoolers.

H4-d: Self-regulation has a mediating effect on the relationship between the permissive parenting style and problem behaviors among preschoolers.

3.2 Importance of the study

Although there are several studies about the relationship between parenting styles and problem behaviors, there is limited research investigating the relationship between problem behaviors and self-regulation and the mediating effect of self-regulation on parenting styles and problem behaviors especially across various cultural groups where parenting behaviors and expectations from children vary. This study was expected to add to the existing literature in the field by expanding on the investigation of unique contributions self-regulation provide on child developmental outcomes. Furthermore, considering that the dynamics that add to child developmental outcomes are always complex, there is always a need in the field that focuses on the complexities of development. Thus, it was also expected that the present study by focusing on the mediating role of self-regulation on the relationship between parenting styles and problem behaviors would add to the quest to explore complexities of the relationship between contextual factors and child developmental outcomes.

In this context, it is thought that the findings of this study are important for researchers working in the field to support self-regulation skills in early childhood and eliminate problem behaviors and for education stakeholders working in the field of early childhood. It is also thought that this study's results will form the basis for future studies on the subject.

CHAPTER 4

METHOD

4.1 Population and sample

Whitebread et al. (2009) criticized self-regulation and metacognition studies that use assessment methods that prioritize children's verbal skills because they believe that these assessments do not reflect their real performance due to their limited verbal skills. They suggest using observational assessment techniques to gain more objective results. Therefore, parents who can observe children in detail were used as the sample in this study. The population of the study is preschool-aged children (children aged 3-6). Yazıcıoğlu and Erdoğan (2004) calculated that the number of samples for the population of 100 million with ± 0.10 acceptable sampling errors and 95 % confidence level should be 171 according to the formula stated by Özdamar (2003, p.116) when calculating population numbers above 10,000.

Accordingly, the minimum sample size of this study was calculated to be 171.

The convenience sampling method was used because it lets the authors select any members of the population who are readily available and who volunteer to complete the scales. A total of 194 mothers of children aged 36-78.7 months ($M=60.42$) living in Turkey voluntarily participated in this study. Some 45.4% of the children were boys ($n=88$) and 54.6% were girls ($n=106$). 20.6% ($n=40$) did not attend preschool while 32% ($n=62$) attended private preschool and 47.4% percentage of children (92) attended state-run preschool.

Table 1. Frequency of Child's gender

| gender of the child | | | | | |
|---------------------|-------|-----------|---------|------------|---------|
| | | Valid | | Cumulative | |
| | | Frequency | Percent | Percent | Percent |
| Valid | Boy | 88 | 45,4 | 45,4 | 45,4 |
| | Girl | 106 | 54,6 | 54,6 | 100,0 |
| | Total | 194 | 100,0 | 100,0 | |

4.2 Data collection tools

4.2.1 Demographic information form

The Demographic Information Form includes information about mother, father, family, child, and child-rearing values. For mothers, it includes the mother's age, marital status, job, working situation, mother's education level; for fathers, it includes the father's age, marital status, job, working situation, father's education level; information about the family includes family income; finally, information about the child includes date of birth, gender, birth order, preschool attendance situation, time, type of the school, and how many people live with the child at home.

The Demographic Information Form also includes the four-item Child-Rearing Value Scale created by Feldman (1997). The scale lists four pairs of authoritarian values, namely independence or respect for elders, obedience or self-reliance, curiosity, or good manners, and being considerate or well-behaved. Mothers selected only one value from each pair. The scale is scored based on these authoritarian values. Independence is scored as 0, respect for elders is scored as 1; self-reliance is scored as 0, obedience is scored as 1; curiosity as 0, good manners as

1; being considerate as 0, and being well-behaved as 1. All those scores are then totaled in a column as the child-rearing (authoritarianism) value.

4.2.2 Parenting styles scale

This scale was developed by Demir & Şendil (2008). Baumrind (1966) analyzed parenting control in three subdimensions, namely, authoritative, authoritarian, and permissive. Maccoby and Martin (1983) investigated parenting styles in two subdimensions: responsiveness and demandingness. Baumrind (2012) defined three parenting styles in terms of responsiveness and demandingness stating that authoritative parents are responsive and demanding, authoritarian parents are demanding but not responsive, and permissive parents are responsive but not demanding. In this study, the subdimension of overprotectiveness has been added to the authoritative, authoritarian, and permissive subdimensions in line with Turkish cultural norms (Demir & Şendil, 2008).

The scale is 5-point likert scale. Point 1 is “It’s never like this”, Point 2 is “It’s rarely like this”, Point 3 is “It’s sometimes like this”, Point 4 is “It’s usually like this” and Point 5 is “It’s always like this”. Mothers will read the items and they will choose one Likert which one is suitable.

Item 2, 5, 6, 7, 10, 13, 14, 15, 18, 20, 23, 25, 29, 36, 37,38 and 42 are authoritative parenting styles’ items. Mothers can take minimum 17 and maximum 85 scores from this subscale.

Item 3, 9, 11, 19, 26, 27, 32, 35, 39, 40 and 45 are authoritarian parenting styles’ items. Mothers can take minimum 11 and maximum 55 scores from this subscale.

Item 4, 8, 12, 16, 21, 22, 28, 41 and 46 are over-protective parenting styles' items.

Mothers can take minimum 9 and maximum 45 scores from this subscale.

Item 1, 17, 24, 30, 31, 33, 34, 43 and 44 are permissive parenting styles' items.

Mothers can take minimum 9 and maximum 45 scores from this subscale.

Reliability analysis was performed to test the reliability of the parenting styles scale for the given sample, and the reliability coefficient Cronbach's alpha was found to be 0.763. Since Cronbach's Alpha value is within the acceptable range for reliability, from 0.70 to 0.95 (Bland, 1997; Nunnally, 1994 & DeVellis and Thorpe, 2021), it can be said that this scale is reliable in measuring the parental styles of the sample in this study.

Table 2. Reliability Statistics of Parenting Styles Scale

| Reliability Statistics | | |
|------------------------|-----------------------|------------|
| Cronbach's Alpha Based | | |
| Cronbach's Alpha | on Standardized Items | N of Items |
| ,763 | ,760 | 46 |

N= 194

4.2.3 Self-regulation skills scale

This scale was developed by Erol & İvrendi (2018). The researchers reviewed the literature and examined tools that had been developed both domestically and abroad to determine the items of the measurement tool (Bodrova & Leong, 2008; Bronson, 2000; Carlson & Wang, 2007; Eisenberg, 2012; Eisenberg et al., 2004; Whitebread

& Basilio, 2011; Whitebread et al., 2009) and they prepared an item pool of 42 items. After the required validity and reliability studies and seeking expert opinion, they removed 22 items from the scale. The scale has 20 items and four dimensions: attention, working memory, inhibitory control-emotion, and inhibitory control-behavior.

The scale is 5-point likert scale. Point 1 is “Never”, Point 2 is “Rarely”, Point 3 is “Sometimes”, Point 4 is “Usually” and Point 5 is “Always”.

Item 1, 2, 3, 4, 5 and 6 are attention subscale’s items.

Child can take minimum 6 and maximum 30 points from this subscale.

Item 7, 8, 9, 10 and 11 are Working Memory subscale’s items. Child can take minimum 5 and maximum 25 points from this subscale.

Item 12, 13, 14, 15 and 16 are Inhibitory Control-Emotion subscale’s items.

Child can take minimum 5 and maximum 25 points from this subscale.

Item 17, 18, 19 and 20 are Inhibitory Control-Behavior subscale’s items.

Child can take minimum 4 and maximum 20 points from this subscale.

4.2.4 Emotion regulation scale

The Emotion Regulation Scale was developed by Shields and Cicchetti (1997) and adapted to Turkish culture by Batum and Yağmurlu (2007). The scale measures the emotional reactivity of preschoolers; it has 24 items and two subdimensions, namely, “Emotion Regulation” and “Valery-Negativity.” This study used an “Emotion Regulation” subscale of eight items. It is a 4-point Likert type. Point 1 is “Never or Rarely”, Point 2 is “Sometimes”, Point 3 is “Usually” and Point 4 is “Always”. The scale is filled by mothers.

Item 1, 3, 7, 15, 21, 23 and 16, 18 is taken from original scale and changed as 1-2-3-4-5-6-7-8.

Item 1, 2, 3, 4, 7 and 8 is positively scored, 5 and 6 reverse scored.

This subscale has minimum 8 and maximum 32 point.

4.2.5 Social competence and behavior assessment scale

The Social Competence and Behavior Evaluation Scale (Çorapçı et al., 2010) was developed by LaFreniere and Dumas (1996) and adapted to Turkish culture by Çorapçı et al. (2010). This scale quantifies the problem symptoms and social skills of preschool children. It includes 30 items, and the subscales are “Social Competence” and “Anger-Aggression” as externalizing problem symptoms and “Anxiety-Introversion” as internalizing problem symptoms.

The scale is a 6-point Likert scale and filled by mothers. Point 1 is “Never”, Point 2 and 3 is “Sometimes”, Point 4 and 5 is “Usually” and Point 6 is “Always”.

Items 2, 6, 11, 13, 15, 17, 20, 22, 27 and 30 are Social Competence subscale’s items.

Child can take minimum 10 and maximum 60 points from this subscale.

Items 3, 4, 5, 10, 16, 18, 24, 25, 28 and 29 are Anger-Aggression subscale’s items.

Child can take minimum 10 and maximum 60 points from this subscale.

Item 1, 7, 8, 9, 12, 14, 19, 21, 23 and 26 are Anxiety-Introversion subscale’s items.

Child can take minimum 10 and maximum 60 points from this subscale.

The reliability analysis of this scale and the result were .637.

4.2.6 Preschool behavior problems screening scale

The Preschool Behavior Problems Screening Scale was developed with the name Preschool Questionnaire (PBQ) to detect preschoolers' behavioral problems and was designed to be completed by teachers (Behar, 1977). This scale was translated into Turkish by Kanlıkılıçer in 2005 and it was tested for validity and reliability. The minimum internal consistency of the Preschool Behavior Problems Screening Scale was found to be 0.86 for the first of the two halves created when calculating the Guttman and Spearman values, and 0.83 for the second group. As a result, it can be said that the scale has high reliability (Kanlıkılıçer, 2005:117). PASSQ consists of 30 items. Analysis revealed three subdimensions for behavior problems in the preschool period: being hyperactive-careless, being quarrelsome-aggressive, and being anxious-weeping. This study uses only the hyperactive-careless subdimension and takes four items from the original scale (Items 1, 2, 21, 27). The scale is 3-point Likert scale. Point 1 is "Not true", Point 2 is "Sometimes true" and Point 3 is "Absolutely true". The subscale has minimum 4 and maximum 12 points.

4.2.7 Problem behaviors scale

The subscales were all removed and new scales were created. By combining the hyperactivity subscale of the problem behaviors screening scale with the anxiety and aggression subscale of the social skills and behavior assessment scale, a new 24-item scale with three subscales measuring behavior problems was created. The reliability analysis of this new scale was found to be 0.810. As Cronbach's Alpha value is within the acceptable range, from 0.70 to 0.95 (Bland, 1997; Nunnally, 1994 &

DeVellis and Thorpe, 2021), it can be said that this newly created scale is reliable to measure problem behaviors of preschoolers for the sample in this study.

Table 3. Reliability Statistics of Problem Behaviors Scale

| Reliability Statistics | | |
|------------------------|-----------------------|------------|
| Cronbach's Alpha Based | | |
| Cronbach's Alpha | on Standardized Items | N of Items |
| ,810 | ,822 | 24 |
| N=194 | | |

4.2.8 Self-regulation scale

In addition to all four subscales of the self-regulation scale consisting of 20 factors, the emotion regulation subscale of the emotion regulation scale consisting of eight factors was added and a new self-regulation scale created. The reliability coefficient of this new scale, which consists of 28 items in total, was found to be 0.877 as a result of the reliability analysis. As the Cronbach's Alpha value is within the acceptable range, from 0.70 to 0.95 (Bland, 1997; Nunnally, 1994 & DeVellis and Thorpe, 2021), it can be said that this newly created scale is reliable to measure preschoolers' self-regulation skills for the sample in this study.

Table 4. Reliability Statistics of Self-Regulation Scale

| Reliability Statistics | | |
|------------------------|-------|------------|
| Cronbach's Alpha | | |
| Based on Standardized | | |
| Cronbach's Alpha | Items | N of Items |
| ,877 | ,882 | 28 |

N= 194

4.3 Procedure

This study is a quantitative research and correlational study with cross-sectional design. Data were collected from parents by using the online form of the scales (Google Forms) after the Ethics Committee of Bogazici University granted Ethical Approval. Data were collected from the parents of children aged 36–72 months living in Turkey and convenience sampling was used so that the data could be collected from parents who were willing to participate in the study. The online link for the scale was shared on social media platforms. The scale included information about the study and the Participation Consent Form. Parents who agreed to participate went to another page that included the Demographic Information Form for the mother, father, family, child, and child-rearing values. The mothers completed the Demographic Form, Self-Regulation Skills Scale for Children aged 4–6, Parenting Styles scale, and the Preschool Behavioral Problems Screening Scale. Parenting Styles were measured using the parents' self-reports submitted online to collect cost-effective data. Ramey (2002) states that studies that investigate by taking

data from people's answers can be restricted because people can portray themselves differently. In this study, the online forms meant there was no observer pressure, and parents were told that their identity information would be kept confidential. It was assumed that parents reflected the truth about themselves. The data about children were collected from mothers as parents because mothers were accepted as being more engaged with child-rearing practices than fathers (Grolnick, 1989). Surveys that take data from children are restricted by the verbal abilities of preschool children because they lack the verbal skill to explain themselves. Furthermore, it was not possible to take data directly from children because of the COVID-19 pandemic conditions. Therefore, the data for children's self-regulation skills in this study were collected from parents who can observe their children in the home environment and are near their children.

4.4 Data analysis

To find answers to the research questions, parental attitudes, self-regulation skills, behavioral problems, and sociodemographic variables were examined first by performing One-Way Analysis of Variance (ANOVA) on SPSS.

The relationships between parenting styles, self-regulation skills, and behavioral problems were evaluated with Pearson Correlation Analysis on SPSS.

To explore the mediating role of self-regulation, the direct relationships between the mediating variable (self-regulation), the predicting (parenting styles), and the outcome variable (problem behaviors) were established first using the SPSS 23 program, and finally the mediation model was tested using the PROCESS macro software (Hayes, 2012).

A total of 202 parents participated in the study and answered all questions. There were no missing values in the data set. One participant was a sister (n=1), one child was older than 77 months (n=1) and one child was younger than 36 months (n=1) and they were removed from the analysis and deleted from the data list, leaving 199 items to analyze.

The skewness and kurtosis values were examined to determine whether the findings showed normal distribution based on the descriptive statistics. As a result, five outliers were removed from the data set to achieve normal distribution. Ultimately, 194 data items were analyzed. As a result of the normalcy analysis with 194 data, the skewness and kurtosis values (seen in Table 4) ranged between +2 and -2, so it can be said that the data showed normal distribution (George and Mallery, 2019).

Table 5. Normality Analysis

| Descriptive Statistics | | | | | | | | | |
|----------------------------|-----------|-----------|-----------|-----------|----------------|-----------|-------|-----------|-------|
| | N | Minimum | Maximum | Mean | Std. Deviation | Std. | | | |
| | | | | | | Skewness | | Kurtosis | |
| | | | | | | Std. | | Std. | |
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Error | Statistic | Error |
| Authoritative Parenting | 194 | 3,00 | 5,00 | 4,3487 | ,41644 | -,571 | ,175 | ,194 | ,347 |
| Authoritarian Parenting | 194 | 1,00 | 3,36 | 1,7732 | ,48098 | ,823 | ,175 | ,656 | ,347 |
| pOver-protective Parenting | 194 | 1,33 | 5,00 | 3,3425 | ,69663 | ,126 | ,175 | ,281 | ,347 |
| Permissive Parenting | 194 | 1,00 | 5,00 | 2,2869 | ,58045 | ,540 | ,175 | 1,866 | ,347 |
| Self-Regulation Skills | 194 | 2,56 | 4,48 | 3,5823 | ,37041 | -,316 | ,175 | -,152 | ,347 |
| Problem Behaviors | 194 | 1,20 | 3,27 | 2,0357 | ,39883 | ,638 | ,175 | ,465 | ,347 |
| Valid N (listwise) | 194 | | | | | | | | |

For multicollinearity, the tolerance value of authoritative parenting was 0.836, authoritarian parenting was 0.811, over-protective parenting was 0.969, and permissive parenting was 0.962 for self-regulation and emotion regulation. VIF (Variance Inflation Factor) value was 1.196 for authoritative parenting, 1.233 for

authoritarian parenting, 1.032 for over-protective parenting, and 1.040 for permissive parenting for self-regulation and emotion regulation.

The tolerance value was 0.808 for social competence, 0.853 for anxiety-introversion, 0.766 for anger-aggression, and 0.871 for hyperactive-careless for self-regulation and emotion regulation. VIF value was 1.237 for social competence, 1.172 for anxiety-introversion, 1.306 for anger-aggression, and 1.148 for hyperactive-careless for self-regulation and emotion regulation.

Allison (1999) claimed that VIF values below 2.5 indicate that there is no multicollinearity. Since the tolerance and VIF values in the study were within the multicollinearity reference ranges mentioned by Allison (1999), it was determined that there was no multicollinearity problem.

CHAPTER 5

RESULTS

5.1 Descriptive analysis

The results showed that 194 mothers who completed the online survey were 33.56-years old on average (min=24, max=48, SD=4.8) while the fathers were 36.95-years old on average (min=26, max=53). When it comes to the mothers' professions, 40.2 % mothers were housewives (n=78), 20.1% were teachers (n=39), 3.1% were accountants (n=6) and engineers (n=6), 2.1 % were civil servants (n=4), and 1.5 % were doctors (3) and academics (n=3). Looking at the fathers' professions, 9.8% of fathers were engineers (n=19), 8.8% were self-employed (n=17), and 6.2% were teachers (n=12). As for the children's birth order, most of the children were the first child (n=129, 66.5%), 24.7% were the second child (n=48), 7.7% were the third child (15), and only 2 children were the fifth child (1%).

The minimum wage was 4,253.40 Turkish lira when the data were collected. That is why the first cut-off point was determined to be TRY 4,250. The average income for the 194 participants came to TRY 13,822.94 (SD=13575.093). Nine cut-off points were created based on income distribution (Table 5).

Some 12.9% of the participants had no income or earned less than the minimum wage (between 0 and 4,250 Turkish lira), while participants with high socioeconomic status and an income of more than TRY 30,000 constituted 8.2 % of all participants (n=16). Middle income is between TRY 8,001 and 15,000 and around one quarter (25.3 %, n=49) of all participants were in the middle-income group.

Table 6. Income Distribution

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| 0 – 4250 TL | 25 | 12,9 | 12,9 | 12,9 |
| 4251 – 5000 TL | 23 | 11,9 | 11,9 | 24,7 |
| 5001 – 6000 TL | 21 | 10,8 | 10,8 | 35,6 |
| 6001 – 8000 TL | 22 | 11,3 | 11,3 | 46,9 |
| 8001 – 10000 TL | 23 | 11,9 | 11,9 | 58,8 |
| 10001 – 15000 TL | 26 | 13,4 | 13,4 | 72,2 |
| 15001 – 20000 TL | 22 | 11,3 | 11,3 | 83,5 |
| 20001 – 30000 TL | 16 | 8,2 | 8,2 | 91,8 |
| 30001 – above | 16 | 8,2 | 8,2 | 100,0 |
| Total | 194 | 100,0 | 100,0 | |

The fact that the participants were from different income levels means the study showed data diversity with respect to socioeconomic status.

As for educational status, most of the mothers had a bachelor's degree (37.1%, n=72). The average education level of the mothers and fathers was a 2-year college diploma while 12.4% of mothers and an equal proportion of fathers held a master's degree or doctorate (n=24). This shows that the average number of years in education for fathers and mothers was similar.

Although their educational levels were similar, 52.1% of mothers were unemployed (n=101) while only 3.1% of fathers (n=6) were unemployed. Moreover, 11.3% of mothers work part-time (n=22) and 2.6% of fathers work part-time (n=5). Despite the

similarity in education levels, the high percentage of fathers working (94%, $n=188$) compared to 47.9% of mothers ($n=93$) working may be due to the gender roles of the traditional Turkish family structure. Lastly, 3.1% of mothers were single ($n=6$) while 2.1% of fathers were single ($n=4$).

5.2 Correlational analysis

To find answers to the research questions and understand relationships between variables, parental attitudes (authoritative, authoritarian, over-protective, and permissive), self-regulation skills of children (attention, working memory, inhibitory control-emotion, inhibitory control-behavior, and emotion regulation), problem behaviors (anxiety/introversion, anger/aggression, hyperactivity/careless), social competence, child-rearing values and socio-demographic variables (birth order, family income, etc.) were investigated first by performing Pearson Correlation Analysis on the SPSS 23 Statistics program.

The results of bivariate correlations showed a significant negative relationship between problem behaviors and the authoritative parenting style ($r(194) = -.201$, $p < .01$) and a significant positive relationship between the problem behaviors of preschoolers and the authoritarian parenting style ($r(194) = .388$, $p < .01$). No significant relationship was found between problem behaviors and both the permissive and over-protective parenting styles. These results showed that hypothesis 1-a (There is a negative correlation between authoritative parenting styles and problem behaviors in preschoolers) and hypothesis 1-b (There is a positive correlation between the authoritarian parenting style and problem behaviors in preschoolers) were supported while hypothesis 1-c (There is a positive correlation

between the overprotective parenting style and problem behaviors of preschoolers.) and hypothesis 1-d (There is a positive correlation between the permissive parenting style and problem behaviors of preschoolers.) were not supported.

Moreover, a significant negative relationship was found between problem behaviors and social competence ($r(194) = -.490, p < .01$).

The results showed a significant positive relationship between self-regulation and the authoritative parenting style ($r(194) = .569, p < .01$) and a significant negative relationship between self-regulation skills and the authoritarian parenting style ($r(194) = -.350, p < .01$) (see Table 6). No significant relationship was found between self-regulation and both the over-protective and permissive parenting styles (see Table 6). These results showed that hypothesis 2-a (There is a positive correlation between authoritative parenting styles and preschoolers' self-regulation skills) and hypothesis 2-b (There is a negative correlation between authoritarian and self-regulation skills of preschoolers.) were supported while hypothesis 2-c (There is negative correlation between overprotective parenting style and preschoolers' self-regulation skills) and hypothesis 2-d (There is a negative correlation between permissive parenting style and preschoolers' self-regulation skills) were not supported.

A significant positive relationship was found between self-regulation skills and social competence ($r(194) = .716, p < .01$) (see Table 6).

Child-rearing values were found to have a significant negative relationship with the authoritative parenting style ($r(194) = -.209, p < .01$) and permissive parenting style ($r(194) = -.174, p < .05$) and a positive correlation with the over-protective parenting style ($r(194) = .347, p < .01$).

Table 7. Correlations between Parenting Styles, Problem Behaviors, Self-Regulation and Social Competence

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------|---------|---------|-------|-------|---------|---------|---|
| Authoritative Parenting | 1 | | | | | | |
| Authoritarian Parenting | -.389** | 1 | | | | | |
| Over-protective Parenting | .036 | .119 | 1 | | | | |
| Permissive Parenting | .027 | .146* | .117 | 1 | | | |
| Self-Regulation | .569** | -.350** | -.086 | -.078 | 1 | | |
| Problem Behaviors | -.201** | .388** | .081 | .105 | -.490** | 1 | |
| Social Competence | .516** | -.306** | -.015 | -.047 | .716** | -.437** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

N= 194

The results showed a significant positive relationship between the authoritative parenting style and social competence ($r(194) = .516, p < .01$) and a significant negative relationship with the authoritarian parenting style ($r(194) = -.389, p < .01$). Moreover, a significant positive relationship was found between the authoritarian parenting style and the permissive parenting style ($r(194) = .146, p < .05$). Lastly, a significant positive relationship was found between children's math skills, self-regulation skills ($r(194) = .462, p < .01$), and social competence ($r(194) = .371, p < .01$) and a significant negative relationship between math skills and problem behaviors ($r(194) = -.273, p < .01$). In addition, a significant positive relationship was found between children's pretend play and self-regulation skills ($r(194) = .248, p < .01$).

5.2.1 Correlations between demographics and variables

Table 8. Correlations between demographics and variables

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---------|-------|---------|--------|-------|---------|---------|---------|---------|-------|-------|---------|----|
| 1 Month of the child | 1 | | | | | | | | | | | | |
| 2 Gender of the child (1=boy, 2=girl) | -,031 | 1 | | | | | | | | | | | |
| 3 Education status of mother | -,236** | ,031 | 1 | | | | | | | | | | |
| 4 Age of mother | ,140 | ,019 | ,086 | 1 | | | | | | | | | |
| 5 Age of father | ,147* | ,061 | -,009 | ,772** | 1 | | | | | | | | |
| 6 Education status of father | -,156* | -,061 | ,686** | ,123 | ,037 | 1 | | | | | | | |
| 7 Family income | -,115 | ,119 | ,629** | ,235** | ,135 | ,662** | 1 | | | | | | |
| 8 Authoritative parenting | -,066 | -,045 | ,232** | -,101 | -,090 | ,099 | ,059 | 1 | | | | | |
| 9 Authoritarian parenting | -,028 | ,001 | ,118 | ,119 | ,077 | ,121 | ,083 | -,389** | 1 | | | | |
| 10 Overprotective parenting | ,136 | ,040 | -,286** | -,147* | -,104 | -,339** | -,327** | ,036 | ,119 | 1 | | | |
| 11 Permissive parenting | -,102 | ,156* | ,066 | -,005 | -,010 | ,085 | ,033 | ,027 | ,146* | ,117 | 1 | | |
| 12 Self-regulation skills | ,063 | ,031 | ,157* | -,039 | -,035 | ,096 | ,094 | ,569** | -,350** | -,086 | -,078 | 1 | |
| 13 Problem Behaviors | -,107 | -,049 | -,043 | ,061 | ,078 | -,061 | -,079 | -,201** | ,388** | ,081 | ,105 | -,490** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The authoritative parenting style was found to have significant positive relationship with the mother's education level ($r(194) = .232, p < .01$). No significant relationship was found between the authoritative parenting style and the age of the child, gender of the child, age of the mother and father, the father's education level, and family income.

The authoritarian parenting style was not found to have significant relationship with any socio-demographic variable.

A significant negative relationship was found between the over-protective parenting style and the age of the mother ($r(194) = -.147, p < .05$), the mother's education level ($r(194) = -.268, p < .01$), the father's education level ($r(194) = -.339, p < .01$) and family income ($r(194) = -.327, p < .01$). The permissive parenting style was found to have significant positive relationship with the gender of the child ($r(194) = .156, p < .05$).

A significant positive relationship was found between the mother's education level and preschoolers' general self-regulation skills ($r(194) = .57, p < .05$). A significant positive relationship was found between the attention subdimension of the self-regulation scale and father's education level ($r(194) = .159, p < .05$) as well as between the inhibitory control-behavior subdimension and the age of child ($r(194) = .229, p < .01$) and the child's preschool attendance time ($r(194) = .173, p < .05$). The emotion regulation subscale significantly and positively correlated with family income ($r(194) = .179, p < .05$), the father's education level ($r(194) = .154, p < .05$) and mother's education level ($r(194) = .236, p < .01$).

Problem behaviors of children in general did not correlate significantly with any demographic variable while some subscales significantly correlated with some socio-demographic variables. The hyperactive careless subdimension of the problem

behaviors scale was found to have a significant negative relationship with the gender of the child ($r(194) = -.158, p < .05$), birth order of the child ($r(194) = -.143, p < .05$), and family income ($r(194) = -.144, p < .05$). The anger-aggression subscale negatively correlated with both the age of the child ($r(194) = -.181, p < .05$) and the number of family members who lived together with the child ($r(194) = -.158, p < .05$). A significant negative correlation was found between the anxiety-introversion subscale and the father's education level ($r(194) = -.153, p < .05$). Social competence correlated significantly and positively only with father's education level ($r(194) = .143, p < .05$).

In addition, child-rearing values significantly and positively correlated with both the birth order of the child ($r(194) = .249, p < .01$) and number of family members who lived together with the child ($r(194) = .217, p < .01$) but significantly and negatively correlated with family income ($r(194) = -.346, p < .01$), mother's education level ($r(194) = -.378, p < .01$), and the father's education level ($r(194) = -.335, p < .01$).

As for the relationship between demographic variables, a significant positive correlation was found between family income and both the mother's education level ($r(194) = .629, p < .01$) and the father's education level ($r(194) = .662, p < .01$).

Model testing

SPSS 23 program's PROCESS 4.0 macro (Hayes, 2013) regression analysis was conducted to test the mediating role of self-regulation (attention, working memory, inhibitory control-emotion, inhibitory control-behavior, emotion regulation) in the relationship between parenting styles (authoritative, authoritarian, over-protective, permissive) and problem behaviors (anxiety/introversion, anger/aggression, hyperactive/careless) among preschoolers. Process macro software tests use

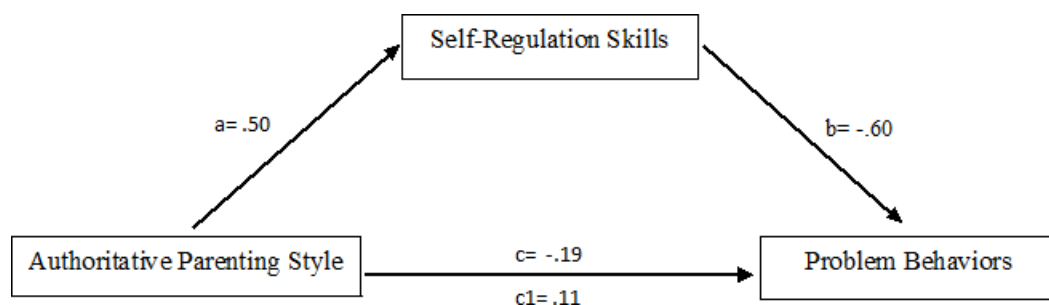
confidence intervals with the bootstrapping method. If this confidence interval range does not contain zero, it means the mediating pattern is significant. Data were analyzed with 5,000 Bootstrap samples at a 95% confidence interval. In the process in which each parenting style was added as a predictor variable, self-regulation skills were added as the mediator variable, and behavioral problems as the outcome variable.

First, the prerequisites for the mediation model to be valid were checked and the results showed that the authoritative parenting style significantly predicted self-regulation ($\beta = .50$, $SH = .05$, $t = 9.58$, $p < .01$, $CI [.4018, .6100]$) and problem behaviors ($\beta = -.19$, $SH = .07$, $t = -2.84$, $p < .01$, $CI [-.3262, -.0591]$). Self-regulation skills also significantly predicted problem behaviors ($\beta = -.5985$, $SH = .08$, $t = -7.29$, $p < .01$, $CI [-.7603, -.4366]$). The results showed that all prerequisites were met. To test whether the model was significant, the indirect effect of authoritative parenting on problem behaviors among preschoolers was checked and found to be statistically significant $CI [.4180, .2049]$. Confidence interval values did not contain 0 value. According to Hayes (2018) if the confidence interval value does not contain 0 value, the mediation model is significant. The model was found to be significant, whether self-regulation fully or partially mediated the relationship between authoritative parenting and problem behaviors. The total effect between the authoritative parenting style and problem behaviors was significant ($\beta = -.19$, $SH = .08$, $t = -2.84$, $p < .01$, $CI [-.3262, -.0591]$). When self-regulation skills were added to the equation in addition to authoritative parenting style, the level of significance of the relationship between the authoritative parenting style and problem behaviors became statistically insignificant ($\beta = -.11$, $SH = .07$, $t = 1.50$, $p > .05$, $CI [-.0338, .2541]$).

These results showed that self-regulation has a full mediating effect on the relationship between authoritarian parenting and problem behaviors in preschoolers. According to Abu Bader et al. (2021), there is a full mediating model if the predictor variable (authoritative parenting) no longer statistically and significantly correlates with the outcome variable (problem behaviors) when the mediator variable (self-regulation) is checked. To check the mediation model, a partial correlation was conducted (Ackerman and Kenny, 2016) between the authoritative parenting style and problem behaviors in children as controlling preschoolers' self-regulation skills. The partial correlation analysis found no significant relationship between the authoritative parenting style and problem behaviors among preschoolers ($r(194) = .109, p > .05$) when self-regulation skills were checked.

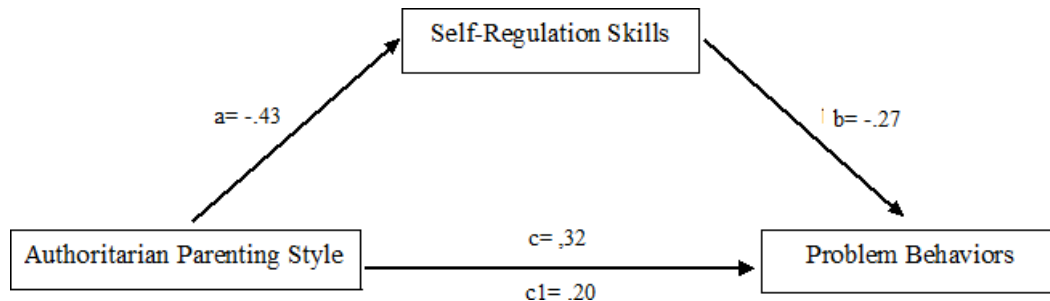
That is, it can be said that H4-a (Self-regulation has a mediating effect on the relationship between the authoritative parenting style and problem behaviors among preschoolers) was supported.

Table 9. Mediation Model of the Mediating Role of Self-Regulation on the Relationship between Authoritative Parenting and Problem Behaviors



Second, the prerequisites for the mediation model to be valid were checked and the results showed that the authoritarian parenting style significantly predicted self-regulation ($\beta = -.25$, $SH = .07$, $t = -3.59$, $p < .01$, $CI [-.3960, -.1153]$) and problem behaviors ($\beta = .18$, $SH = .07$, $t = 2.55$, $p < .05$, $CI [.0408, .3179]$). Moreover, self-regulation skills significantly predicted problem behaviors ($\beta = -.48$, $SH = .07$, $t = -7.01$, $p < .01$, $CI [-.6199, -.3478]$). That means all prerequisites were met. To understand the significance of the mediation model, the indirect effect of the authoritarian parenting style on problem behaviors among preschoolers was checked and found to be statistically significant ($CI [.0580, .1979]$; the confidence interval values did not contain 0 value. Whether self-regulation fully or partially mediated the relationship between authoritarian parenting and problem behaviors, the total effect between authoritarian parenting style and problem behaviors was checked and found to be significant ($\beta = .30$, $SH = .08$, $t = 3.98$, $p < .01$, $CI [.1530, .4531]$). When self-regulation skills were added to the equation in addition to the authoritarian parenting style, the level of significance of the relationship between parenting attitude and problem behaviors decreased ($\beta = .18$, $SH = .07$, $t = 2.55$, $0.01 < p < .05$, $CI [.0408, .3179]$). Abu Bader et al. (2021) state that there is a partial mediating model if the correlation between the predictor variable (authoritarian parenting) and the outcome variable (problem behaviors) decreases but it is still statistically significant when the mediator variable (self-regulation) enters the analysis. These results showed that self-regulation did play a partial mediating role in the relationship between authoritarian parenting and problem behaviors of preschoolers. The hypothesis 4-b (Self-regulation has a mediating effect on the relationship between the authoritarian parenting style and problem behaviors among preschoolers) was supported.

Table 10. Mediation Model of the Mediating Role of Self-Regulation on the Relationship between Authoritarian Parenting and Problem Behaviors



As for the other mediation hypothesis, no direct effect was found between the authoritative, over-protective, and permissive parenting styles, which is why the mediating analyses were not conducted. Therefore, H4-c (Self-regulation has a mediating effect on the relationship between the over-protective parenting style and problem behaviors among preschoolers) and H4-d (Self-regulation has a mediating effect on the relationship between the permissive parenting style and problem behaviors among preschoolers) were not supported.

CHAPTER 6

CONCLUSION AND DISCUSSION

6.1 Discussion

One of the findings of the present study was that maternal education was significantly related to children's self-regulation skills. Lenes, Gonzales, Størksen, and McClelland (2020) investigated the relationship between self-regulation and demographics in two different samples (one American and one Norwegian) and the results showed that mother's education level significantly predicted children's self-regulation in the American sample but not in the Norwegian sample. Moreover, they found that girls had a significantly higher level of self-regulation than boys in the Norwegian sample, but there were no gender differences in the American sample. That study found a positive relationship between mother's education level and child's self-regulation skills and no correlation was found between gender of the child and the child's self-regulation skills in the American sample. These findings are similar to the results of the present study which found a positive correlation between mother's education level and preschool children's self-regulation skills. This result coincides with the result found in the study by Uykan and Akkaynak (2019) showing that the children of parents with a high level of education have higher working memory, inhibitory control-emotion, inhibitory control-behavior, and general self-regulation skills.

Ural, Gültekin Akduman and Şepitçi Sarıbaş (2020) found a significant relationship between children's birth order, mother's educational level, family type, father's educational level and father's work status and self-regulation skills in their studies.

They found no significant difference between children's self-regulation skills and the gender of the child, the number of siblings, and the age of the parents. They also found no significant difference between children's self-regulation skills and child's birth order and father's work status. Similarly, they found no significant difference between children's self-regulation skills and gender of the child and age of the parents.

This study found a significant difference between general self-regulation skills and only mother's education level and a significant correlation between the attention subdimension of self-regulation and father's education level and between the inhibitory control-behavior subdimension of self-regulation and both child's age and preschool attendance time. In line with some studies in the field (Burchinal et al., 2002 and Fındık Tanrıbuyurdu, 2012), children's self-regulation skills increase with mother's education level. Most studies show that (Bayındır, 2016; Ertürk, 2013; Blair and Razza, 2007) the age of the child is positively correlated with children's general self-regulation skills.

Uykan (2019) reported that children's self-regulation skills increased with the duration of preschool attendance and reported a positive correlation between preschool attendance time and the inhibitory control-behavior subdimension of self-regulation rather than the general self-regulation abilities reported in this study.

Other studies showed that family income positively correlates with self-regulation skills (Uykan, 2019; Noble et al., 2007; Howse et al., 2003); in line with the literature; the emotion regulation subdimension of self-regulation skills significantly and positively correlated with family income in this study.

Regarding the relationship between parenting styles and demographic variables, current study found that when the father's education increases, authoritative attitudes

increase, and over-protective parenting attitudes decrease. A positive relationship between mothers with low education levels and the permissive parenting attitude but found no significant relationship between the authoritarian and permissive parenting styles and education levels were found. Other studies mostly showed high education levels correlated with increased authoritative parenting attitudes but decreased authoritarian and over-protective parenting attitudes (Özyürek and Şahin, 2005; Uykan and Akkaynak, 2019). No study was found that examined the relationship between the mother's/father's work status and parenting, but this study did find significant relationships between those variables. To illustrate, it was found that full-time working mothers showed fewer over-protective parenting attitudes and more permissive parenting attitudes compared with part-time working or non-working mothers.

Interestingly, mothers of girls showed more permissive parenting attitudes toward their children rather than mothers of boys. The study found no gender differences in other parenting styles. Another interesting result showed that overprotective parenting attitudes decreased as the age of the mother increased. That means younger mothers are more over-protective than older mothers (Dursun, 2010). Another finding showed that preschool attendance time negatively correlated with negative parenting styles (authoritarian, over-protective and permissive).

Last of all, authoritative parenting negatively correlated with the birth order of the child and the number of family members who lived together with the child.

As for the relationship between problem behaviors in children and demographics, Dursun (2010) found that boys are more aggressive and hyperactive/careless than girls. The results in this study echoed this, and that boy showed more hyperactive/careless behaviors than girls. Additionally, older children showed fewer

anger-aggression behaviors and more competent socially compared to younger children.

This study found a positive relationship between child-rearing values and the number of family members who lived together with the child and birth order of the child and a negative relationship between child-rearing values and family income and mother's and father's education levels. That means child-rearing values that represent authoritarianism were found to be high in crowded families and families with more than one child. As family income and parents' education levels increase, authoritarianism decreases. According to proponents of the dynamic perspective of authoritarianism (Fieldman and Stenner, 1997), while the individual may have more or less authoritarianism based on their genetic predisposition and early socialization experiences, their current environment may influence its emergence (Chiorri and Garcia, 2021). It seems that the current environment of parents such as being in an extended family, having low income and low educational level may affect the emergence of their authoritarianism.

A positive correlation was found between social competence skills and the child's age, although no relationship was found between other demographic variables. Similarly, Yuvacı (2019) found that social competence was significantly and positively correlated with the child's age and not with the age of the parents, the mother's education level, the number of children, and family income. Apart from that, Yuvacı found significant relationships between social competence skills and gender, birth order, father's education level and mother's working status unlike in this study. The difference between findings in the studies in terms of relationships between demographics and variables may be due to differences in culture between their respective samples.

The findings for the relationship between self-regulation skills and parental attitudes in this study exactly match the findings in some studies (Uykan & Akkaynak, 2019; Newman, 2017) in that as the authoritative attitude increases, the self-regulation skill increases; as the authoritarian attitude increases, the self-regulation skill decreases, and there is no significant relationship between over-protective, permissive parenting styles and self-regulation skills. Newman (2017) found that permissive parenting negatively correlates with self-regulation skills unlike the results in this study.

Considering the subdimensions of self-regulation, significant relationships were found between authoritative and authoritarian parenting attitudes and all subdimensions such as the emotion regulation sub-dimension. Similar to the findings of this study, several studies (Yaman, 2018; Manzeske and Stright, 2009; Lee et al., 2012; McDowell et al., 2002) also found a negative relationship between emotion regulation skills and the authoritarian parenting attitude, and a positive relationship with the authoritative parenting style. Kaya (1997) states that children brought up with a democratic parenting attitude are more successful in controlling their behaviors, emotions, and ultimately themselves. This may be because parents with authoritative parenting attitudes are pioneers in emotional, behavioral, and self-control, and they mostly co-regulate with their children.

Children of parents with more authoritative parenting attitudes were found to have fewer behavioral problems and higher social competence skills. By contrast, children of parents with more authoritarian parenting attitudes had more behavioral problems and fewer social competence skills. According to the results of some studies (Chang et al., 2003; Hosokawa and Katsura, 2019), as the strict and authoritarian parental attitude increases, the aggressive externalizing problem behaviors of the children also increase, similar to the results of this study.

Chang (2003) suggested that when children are exposed to harsh parental attitudes, they have difficulty controlling their anger and display aggressive behaviors.

Children observe and imitate their parents and the parental behaviors create an environment in which children are stressed and tense or calm, open and cooperative to find optimal ways to deal with the frustrations they experience in the daily life depending on the parental attitudes. Parents who try to discipline their children by showing strict behavior, for example, using corporal punishment and harsh and punitive disciplinary practices may cause their children to display rough, challenging, and angry behaviors. Conversely, for children who receive parental attention, interest, and care they need problem behaviors may not emerge, and existing problems may decrease. These parental behaviors are typical of authoritative parents who give love and behavioral control in a balanced way. At the same time, authoritative parents, who set a good example in establishing good relations, guide their children in developing their social competence skill and children with such skills are less inclined to engage in problem behaviors.

Contrary to the authoritative and authoritarian parenting styles, the permissive parenting style and over-protective parenting style were found to have no significant relationship with either internalizing or externalizing problem behaviors in children. However, some other studies showed that permissive parenting attitude affected externalization problems in boys (Hosokawa and Katsura, 2019) in Japan. It is possible that cultural context is a factor for the difference in the results. However, it is also possible that permissive parents typically provide an environment where there is a lack of parental presence. Thus, it is possible that factors that are present in the environment have greater influence on the existence of problem behaviors among

children. These factors may include elements within the home or within the larger context such as siblings, extended family, peers, neighborhood quality and school. Children who had higher self-regulation skills showed fewer anxiety/introversion, anger/aggression, hyperactivity/careless and general problem behaviors, and higher social competence skills. In line with these findings, Lonigan and others (2017) found that self-regulation skills significantly correlated with externalizing behavioral problems of children. Kara (2021) found that emotion regulation skills predicted problem behaviors in children.

Eisenberg et al. (2005) found that effortful control mediated the relationship between low levels of externalizing problem behaviors and positive authoritative parenting attitude. Moreover, Gözübüyük (2015) found that preschoolers' self-control has a mediating effect on the relationship between parental attitudes and behavioral problems. Moreover, the study by Varlı (2020) found that the control subdimension of self-regulation skills played a mediating role in the relationship between authoritarian parental attitude and aggression. Unlike those studies, this study found a mediating role in the relationship between authoritative parenting style and problem behaviors, along with all the subdimensions of self-regulation skills. Other studies have found that the subdimensions of self-regulation play a mediating role. However, considering self-regulation as a whole and examining its effects is very important according to the development of children and the principle of holism. Therefore, this study makes an important contribution to the literature in this context. This study paved the way in showing the mediating role of preschool children's self-regulation skills in all subdimensions in the relationship between problem behaviors in all subdimensions and authoritarian and authoritative parenting attitudes.

6.2 Conclusion

In this study, authoritative and authoritarian parenting styles were significantly correlated with preschoolers' self-regulation skills and problem behaviors while their self-regulation skills were significantly correlated with their problem behaviors. This study found that parenting styles predicted children's self-regulation skills and problem behaviors in line with existing studies. This showed that just like Vygotsky's theory, children's development is affected by environmental factors. Moreover, similar to these theorists, Murray and Rosanbalm (2017) stated that although self-regulation is an internal process, its development and emergence depend on supportive, predictable, and responsive environments and relationships. It has been concluded that positive control and love affect the child's development and behavior positively, while negative control and lack of love affect the child's development and behavior in a negative way that is difficult to compensate for.

In the present study, only the mediation role of preschoolers' self-regulation skills in two variables was investigated because correlation was found only between preschoolers' problem behaviors and authoritative and authoritarian parenting styles. As a result, self-regulation was found to have a partial mediation effect on the relationship between authoritarian parenting styles and problem behaviors and a fully mediating effect on the relationship between authoritative parenting styles and problem behaviors among preschoolers. As a result of the mediating role of self-regulation skills, we can suggest that not only does the authoritative parenting style is effective in decreasing problem behaviors in preschoolers, but also it creates and environment in which children internalize the practices authoritative parents use and enrich the repertoire they have, to deal with situations where they are challenged. It is possible to argue that behaviors such as reasoning, behavior control, warmth and

acceptance authoritative parents use are ultimately needed to self-regulate. As we recall, self-regulation includes a set of skills needed for an individual to calmly assess the situation they are in, see alternative responses and choose the better response alternative. To do all these, an individual, in our discussion a child, needs to feel accepted, loved, cared for, and overall, feel safe to make decisions and follow through. It is not wrong to argue that children's responses that are problematic typically occur when these children are not feeling safe and accepted.

An interesting and an important finding from the present study is that while the mediation model for the authoritative parenting was fully supported, for authoritarian parenting, self-regulation skills reduced the negative impact of authoritarian parenting style on problem behaviors, yet they did not eliminate it. This could mean that the authoritarian parenting style has a powerful and a strong influence on children's behaviors above and beyond what the self-regulation can provide to battle problem or challenging situations. We can say that practices such as rejection, punitive discipline, psychological control and being insensitive to child's needs are often harmful to children and perhaps make children feel threatened to fall for or opt out for problematic responses. This study shows that the utmost effort should be devoted to early intervention practices to convey the serious negative impact of authoritarian parenting on children's behavior for parents and educators and reduce authoritarian parenting attitudes. Furthermore, efforts should be placed on helping children develop self-regulation skills to deal with the challenges they face in their social and emotional lives.

When we look at the ecological systems theory, Bronfenbrenner mentions the important contribution and effect of the parent character on the development of the child in the microsystem. The results of this study clearly show how effective some

types of parenting styles are, especially the authoritative parenting style, which includes positive control and warmth, how ineffective others are such as the authoritarian parenting style, which includes high negative control and low warmth, on children's self-regulation and problem behaviors.

6.3 Limitations and recommendations for future research

The sample for the present research is convenient and only limited to mothers of children aged 3–6 years. Mothers were accepted as caregivers of preschoolers and parenting styles were limited to maternal attitudes only. More representative samples are needed in the future and that fathers and other caregivers can be included in future studies and parental attitudes can be diversified as father-parent attitudes and mother-parent attitudes. Children's self-regulation skills, social skills, and problem behaviors were evaluated in this study by their mothers and the results were in the context of the home. Future studies can also include teachers to evaluate children's self-regulation skills, problem behaviors, and social competence in the school environment. This would make it possible to make a comparison between home settings and school settings.

Data about parenting styles are limited to the characteristics that the Parenting Styles Scale (Demir & Şendil, 2008) measures. Data about social competence and problem behaviors of children are limited to the characteristics measured by the Social Competence and Behavior Evaluation Scale (Çorapçı and others, 2010) and being overactive and careless subscale of The Preschool Behavior Problems Screening Scale (Kanlıkılıçer, 2005). Data about children's self-regulation skills are limited to the characteristics measured by the Self-Regulation Skills Scale for

Children Aged 4-6 Years (Erol & İvrendi, 2018) and the Emotion regulation subscale of the Turkish form of the Emotion Regulation Scale (Batum and Yağmurlu, 2007). Due to the length of the scales, additional qualitative questions could not be added to the scales, but future studies could obtain detailed information about the mother-child relationship by adding qualitative questions about parental attitudes. At the same time, the study could include home observations for an unbiased evaluation of parent-child interaction. Furthermore, all the data come from the mothers and self-report measures. Future studies need to include multiple methods and multiple informants to better explore the dynamics among parenting, self-regulation and problem behaviors.

6.4 Recommendations for the field of education

Within the scope of this study, it was concluded that the children of mothers with higher education levels had higher self-regulation skills and fewer problem behaviors. These results show that importance should be given to mother education in early intervention methods especially for those that are low income and low education. It is also important to focus on teaching self-regulation to children who are at early childhood age to take advantage of the fast learning at this age. One of the most important elements in supporting early self-regulation and preventing problem behaviors is the responsive approaches displayed by parents and adults in early childhood education programs. Activities that will strengthen parent-child relationships and prevent and respond to behavior problems can be planned in schools. Furthermore, parent training programs can focus on helping parents improve their self-regulation skills in behavioral, cognitive and emotional domains so that

parents can use these skills to guide their relationships with their children. In fact, parenting is demanding, and that stresses and challenges parents have in other life areas can make it more difficult to meet their children's needs. Parents with better self-regulation skills may be able to better regulate their behaviors and become better problem solvers. Instead of quickly resorting to harsh practices and getting frustrated, they can find alternatives to such behaviors and create a more containing and peaceful home environment. Additionally, the negative significant relationship between problem behaviors and authoritative parenting attitudes, which exists due to self-regulation, shows that both parental attitudes and self-regulation are of great importance in decreasing children's problem behaviors. It has become indisputable that early intervention programs targeting the problem behaviors of preschool children should include both parents and children. When parents and children jointly participate in such intervention programs, they can better negotiate their relationships and the demands their immediate and larger contexts place on them. Each relationship is unique and both children and parents are active agents within their relationships and their lives. These programs may help parents and children not better know each other and ways to approach their relationships. Last, the results of this study showed a high correlation between self-regulation skills and problem behaviors. Parents and teachers of pre-school children, who can easily be reached through pre-school institutions, should be informed about the importance of self-regulation skills, and it is crucial to organize training and provide an environment that aims to develop these skills in children. In fact, practices that support the development of self-regulation should be part of a preschool routine to help children develop their inner resources to deal with challenges and turn their experiences into valuable sources for positive growth and development.

APPENDIX A

ETHICAL CONSENT FORM

Evrak Tarih ve Sayısı: 11.03.2022-57446

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı : 28
Toplantı Tarihi : 03.03.2022
Toplantı Saati : 11:30
Toplantı Yeri : Zoom Sanal Toplantı
Bulunanlar : Prof. Dr. Ebru Kaya, Prof. Dr. Nevra Seggie, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar :

Kevser Çeliker Cengiz
Erken Çocukluk Eğitimi

Sayın Araştırmacı,
"Ebeveynlik stilleri ile okul öncesi dönem çocukların problem davranışları arasındaki ilişkide çocukların öz düzenleme becerilerinin aracı rolü" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2022/10 sayılı başvuru komisyonumuz tarafından 3 Mart 2022 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınmadığı için bu onay mektubu üye ve raporör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
Öğretim Üyesi

e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik
İlkmen
Öğretim Üyesi
Raporör

SOBETİK 28 03.03.2022

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

PARTICIPANT INFORMATION AND CONSENT FORM (ENGLISH)

Institution supporting the research: Boğaziçi University

Name of the study: The mediating role self-regulation skills of preschoolers on the relationship between parenting styles and problem behaviors among preschoolers

Project Coordinator: Dr. Faculty Member Ayşegül Metindoğan

E-mail address:

Phone:

Name of the researcher: Kevser Çeliker Cengiz

E-mail address:

Phone:

Dear Mother,

This study is a scientific research project that is carried out by graduate student at Boğaziçi University Early Childhood Education Department Kevser Çeliker Cengiz, under the supervision of Assist. Prof. Ayşegül Metindoğan with "The mediating role of children's self-regulation skills in the relationship between Parental Attitudes and problem behaviors of children attending pre-school education" subject. The aim of this study is to examine the mediating role of children's self-regulation skills on the relationship between mothers' parental attitudes and children's behavioral problems. We invite you, the parents, to our project to help us with this research. We would like to inform you about the research before your decision. If you want to participate in the research after reading this information, please confirm this form.

If you agree to participate in this research, we will ask you to fill out online a short demographic information form, and some questions about parenting style and your children's self-regulation and problem behaviors. The demographic form will include questions about your age, education, and employment status. Filling out these questionnaires will take you at most 30 minutes.

As a participant, we will be sharing with you the daily activities brochure to develop self-regulation skills that you may want to practice with your children, to be sent to

the e-mail addresses shared with the parents upon request, and the link of the seminar about "Positive parenting and effective discipline methods", which will be held at the end of summer 2022, with you shortly before the seminar.

This research is carried out for a scientific purpose, the information will be used only within the scope of this research and the confidentiality of participant information is kept as a basis. Your children's and your information will be kept confidential by the researcher and project coordinator and will not be shared with anyone.

Participation in this research is completely optional. If you participate, you have the right to withdraw your consent at any stage of the study without giving any reason. If you withdraw from the study, all data up to that point will be deleted.

If you would like additional information about the research project, please contact Boğaziçi University Department of Basic Education Faculty Member Ayşegül Metindoğan (Address: Boğaziçi University; ETA B 406, 34342 Bebek, İstanbul) or conduct researcher Kevser Çeliker Cengiz. You can consult Boğaziçi University Social and Human Sciences Master's and Doctoral Thesis Ethics Review Committee (SOBETİK) (sbe-ethics@boun.edu.tr) regarding your rights about research.

If you agree to participate in this research project, please confirm this form.

Me, (name of participant)..... , I have read the text above and fully understand the scope and purpose of the work I am asked to participate in, and my responsibilities as a volunteer. I had the opportunity to ask questions about the study. I understood that I could leave this study whenever I want and without having to give any reason, and that I would not face any negative consequences if I quit.

In these conditions, I agree to participate in the research voluntarily, without any pressure or coercion. ☐

email address (optional):_ _____

APPENDIX C

PARTICIPANT INFORMATION AND CONSENT FORM (TURKISH)

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmamanın adı: Ebeveynlik stilleri ile okul öncesi dönem çocuklarının problem davranışları arasındaki ilişkide çocukların öz düzenleme becerilerinin aracı rolü

Proje Yürütücüsü: Dr. Öğretim Üyesi Ayşegül Metindoğan

E-mail adresi:

Telefonu:

Araştırmacının adı: Kevser Çeliker Cengiz

E-mail adresi:

Telefonu:

Sayın Anne,

Bu çalışma, Boğaziçi Üniversitesi Erken Çocukluk Eğitimi Bölümü Dr. Öğretim Üyesi Ayşegül Metindoğan danışmanlığında yüksek lisans öğrencisi Kevser Çeliker Cengiz tarafından yürütülmekte olan “Ebeveyn Tutumları ve Okul öncesi eğitime devam eden çocukların problem davranışları arasındaki ilişkide çocukların öz-düzenleme becerilerinin aracı rolü” konulu bilimsel bir araştırma projesidir. Bu çalışmanın amacı annelerin ebeveyn tutumları ile çocukların davranış problemleri arasındaki ilişkide çocukların öz-düzenleme becerilerinin aracı rolünü incelemektir. Bu araştırmada bize yardımcı olmanız için siz velileri de projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu onaylayınız. Bu araştırmaya katılmayı kabul ettiğiniz takdirde kısa bir demografik bilgi formunu, ebeveyn stilleri anketini, çocuklarınızın öz-düzenlemeleri ve problem davranışları hakkında sorular içeren anketleri çevrimiçi ortamda doldurmanızı rica edeceğiz. Demografik form yaşınız, eğitiminiz ve çalışma durumunuz hakkında sorular içerecektir. Bu anketleri doldurmak en çok 30 dakikanızı alacaktır. Katılımcı olarak siz velilerle istek halinde paylaşılan e-mail adreslerine gönderilmek üzere çocuklarınızla uygulamak isteyebileceğiniz öz-düzenleme becerilerini geliştirmeye yönelik günlük aktiviteler broşürünü ve 2022 yaz sonunda yapılacak

olan “Pozitif ebeveynlik ve etkili disiplin yöntemleri” konulu seminer linkini seminerden bir süre önce sizinle paylaşıyor olacağız.

Bu araştırma bilimsel bir amaçla yapılmaktadır, bilgiler yalnızca bu araştırma kapsamında kullanılacaktır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır.

Çocuklarınızın ve sizin bilgileriniz araştırmacı ve proje yürütücüsü tarafından gizli tutulacak ve hiç kimseyle paylaşılmayacaktır.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına sahipsiniz, araştırmadan çekilmeniz halinde o ana kadarki tüm veriler silinecektir.

Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Temel Eğitim Bölümü Öğretim Üyesi Ayşegül Metindoğan (Adres: Boğaziçi Üniversitesi; ETA B 406, 34342 Bebek, İstanbul) ya da araştırmacı Kevser Çeliker Cengiz ile iletişime geçiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu’na (SOBETİK) (sbe-ethics@boun.edu.tr) danışabilirsiniz.

Eğer bu araştırma projesine katılmasını kabul ediyorsanız, lütfen bu formu onaylayınız.

Ben, (katılımcının adı), yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum. ☐

e-posta adresi (isteğe bağlı): _____

APPENDIX D

DEMOGRAPHIC INFORMATION FORM ABOUT MOTHERS (ENGLISH)

Degree of Closeness of Completion to Child: Mother_____Father_____ Other
(Please explain)_____

Questions About Your Child

1. Child's date of birth: Day_____Month_____Year_____
2. Gender of the child: Boy_____Girl_____
3. When did your child start kindergarten/nursery? (Month-year)_____
4. Write down the number of all individuals (mother, father, sibling, grandfather, etc.) with whom the child lives at home: _____
5. Write down your child's birth order: _____

Questions about the Child's Mother and Father

1. Mother's age: _____
2. Mother's occupation: _____
3. Is the mother currently working?
Part-time_____Full-time_____Not working_____Other (Explain) _____
If he is, please describe what he does _____
4. What is the current marital status of the mother? Married_____Single_____Other
(Please explain) _____
5. What is the mother's education level?
Literate_____Primary school graduate_____Secondary school graduate_____High
school graduate_____High school graduate (2 years)_____University graduate (4
years)_____Specialization degree (Master, PhD) _____
6. Father's age:_____
7. Father's occupation: _____
8. Is the father currently working?
Part-time_____Full-time_____Not working_____If employed, please describe what
she does _____
9. What is the father's current marital status? Married_____Single_____Other
(Please explain) _____
10. What is the father's education level?

Literate _____ Primary school graduate _____ Secondary school graduate _____
High school graduate _____ High school graduate (2 years) _____ University
graduate (4 years) _____ Specialization degree (Master, PhD) _____

11. What is the total income of the household?

Child-Rearing Values

1. Which of the following characteristics do you think is more important for a child?

(Please tick ONE of the options below.)

Independence OR Respect for elders

2. Which of the following characteristics do you think is more important for a child?

(Please tick ONE of the options below.)

Obedience OR Self-reliance

3. Which of the following characteristics do you think is more important in a child?

(Please tick ONE of the options below.)

Curiosity OR Good manners

4. Which of the following characteristics do you think is more important for a child?

(Please tick ONE of the options below.)

Being Considerate OR well-behaved

APPENDIX E

DEMOGRAPHIC INFORMATION FORM ABOUT MOTHERS (TURKISH)

Dolduran Kişinin Çocuğa Yakınlık Derecesi: Anne_____Baba_____Diğer
(Lütfen açıklayınız)_____

Çocuğunuz ile İlgili Sorular

1. Çocuğun doğum tarihi: Gün_____Ay_____Yıl_____
2. Çocuğun cinsiyeti: Erkek_____Kız_____
- 3.Çocuğunuz ne zaman anaokuluna/ kreşe başladı? Ay_____Yıl_____
4. Çocuğun evde sürekli beraber yaşadığı tüm birey (anne, baba, kardeş, dede v.b.) sayısını yazınız: _____
5. Çocuğunuzun doğum sırasını yazınız: _____

Çocuğun Annesi ve Babası ile İlgili Sorular

1. Annenin yaşı: _____
2. Annenin mesleği: _____
3. Anne şu anda çalışıyor mu?
Yarı-zamanlı_____Tam zamanlı_____Çalışmıyor_____Diğer(Açıklayınız)

Eğer çalışıyorsa, ne iş yaptığını lütfen açıklayınız _____

4. Annenin şu anki medeni hali nedir? Evli_____Bekar_____Diğer (Lütfen açıklayınız) _____
5. Annenin öğrenim düzeyi nedir?
Okur-yazar_____İlkokul mezunu_____Ortaokul mezunu_____Lise mezunu _____
Yüksek okul mezunu (2 yıllık)_____Üniversite mezunu (4 yıllık)_____Uzmanlık
derecesi (Master, doktora gibi) _____

6. Babanın yaşı: _____
7. Babanın mesleği: _____

8. Baba şu anda çalışıyor mu?

Yarı-zamanlı_____Tam zamanlı_____Çalışmıyor_____Eğer çalışıyorsa, ne iş
yaptığını lütfen açıklayınız _____

9. Babanın şu anki medeni hali nedir? Evli_____Bekar_____Diğer (Lütfen
açıklayınız) _____

10. Babanın öğrenim düzeyi nedir?

Okur-yazar _____ İlkokul mezunu _____ Ortaokul mezunu _____ Lise mezunu _____
Yüksek okul mezunu (2 yıllık) _____ Üniversite mezunu (4 yıllık) _____
Uzmanlık derecesi (Master, doktora gibi) _____

11. Hane halkının toplam geliri nedir?

Çocuk Yetiştirme Değerleri

1. Sizce biz çocukta aşağıdaki özelliklerden hangisinin olması daha önemli? (Lütfen aşağıdaki seçeneklerden BİRİNİ işaretleyiniz.)

Bağımsızlık

YA DA

Büyüklere saygı

2. Sizce biz çocukta aşağıdaki özelliklerden hangisinin olması daha önemli? (Lütfen aşağıdaki seçeneklerden BİRİNİ işaretleyiniz.)

İtaat

YA DA

Kendine güven

3. Sizce bir çocukta aşağıdaki özelliklerden hangisinin olması daha önemli? (Lütfen aşağıdaki seçeneklerden BİRİNİ işaretleyiniz.)

Merak

YA DA

İyi huyluluk

4. Sizce biz çocukta aşağıdaki özelliklerden hangisinin olması daha önemli? (Lütfen aşağıdaki seçeneklerden BİRİNİ işaretleyiniz.)

Düşünceli olmak

YA DA

Uslu olmak

APPENDIX F

PARENTING STYLES SCALE (ENGLISH)

After reading the sentences, indicate how well that statement applies to you by ticking the box under one of the 5 options below. There is no right or wrong in these statements, you just have to choose the option that suits you. Answering all questions is very important. Therefore, even if some statements sound similar to you, please answer all of them.

| | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 1. I allow my child to interrupt when I am talking to someone else. | (1) | (2) | (3) | (4) | (5) |
| 2. I accept that my child has a unique point of view. | (1) | (2) | (3) | (4) | (5) |
| 3. When we disagree with my child, I force him to accept my ideas. | (1) | (2) | (3) | (4) | (5) |
| 4. I protect my child from the little difficulties of life. | (1) | (2) | (3) | (4) | (5) |
| 5. I help my child learn to be independent. | (1) | (2) | (3) | (4) | (5) |
| 6. I explain to my child why he or she must follow the rules. | (1) | (2) | (3) | (4) | (5) |
| 7. I make my child feel that what he is doing is important. | (1) | (2) | (3) | (4) | (5) |
| 8. I protect my child from work that may be tiring for him. | (1) | (2) | (3) | (4) | (5) |
| 9. I hit my child when he disobeys. | (1) | (2) | (3) | (4) | (5) |
| 10. I explain how I feel about my child's good and bad behavior. | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| 11. I scold my child for correcting. | (1) | (2) | (3) | (4) | (5) |
| 12. I act protectively towards my child. | (1) | (2) | (3) | (4) | (5) |
| 13. I praise my child when he behaves well. | (1) | (2) | (3) | (4) | (5) |
| 14. I respect my child's personal views. | (1) | (2) | (3) | (4) | (5) |
| 15. I encourage my child to do things by himself. | (1) | (2) | (3) | (4) | (5) |
| 16. I protect my child when his friends tease him. | (1) | (2) | (3) | (4) | (5) |
| 17. I allow my child to interrupt when others are talking. | (1) | (2) | (3) | (4) | (5) |
| 18. I correctly answer questions my child asks about sexual matters in a language they understand. | (1) | (2) | (3) | (4) | (5) |
| 19. I yell at my child when he misbehaves. | (1) | (2) | (3) | (4) | (5) |
| 20. I apologize to my child when I make a mistake in parenting. | (1) | (2) | (3) | (4) | (5) |
| 21. I protect my child from work that may be difficult for him. | (1) | (2) | (3) | (4) | (5) |
| 22. I worry about my child getting sick. | (1) | (2) | (3) | (4) | (5) |
| 23. I allow my child to freely express their feelings. | (1) | (2) | (3) | (4) | (5) |
| 24. I let my child sleep whenever he wants. | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 25. When my child misbehaves, I explain why it is wrong. | (1) | (2) | (3) | (4) | (5) |
| 26. When I get angry with my child, I punish my child. | (1) | (2) | (3) | (4) | (5) |
| 27. I use corporal punishment as a way to discipline my child. | (1) | (2) | (3) | (4) | (5) |
| 28. I do my best to ensure that my child is not disappointed. | (1) | (2) | (3) | (4) | (5) |
| 29. I believe that my child should be willing to try new things as he gets older. | (1) | (2) | (3) | (4) | (5) |
| 30. I let my child do everything. | (1) | (2) | (3) | (4) | (5) |
| 31. I ignore my child's misbehavior. | (1) | (2) | (3) | (4) | (5) |
| 32. I compare my child with other children. | (1) | (2) | (3) | (4) | (5) |
| 33. I tolerate my child's spoilers. | (1) | (2) | (3) | (4) | (5) |
| 34. I spoil my child. | (1) | (2) | (3) | (4) | (5) |
| 35. I get angry quickly with my child. | (1) | (2) | (3) | (4) | (5) |
| 36. When my child is telling me something, I listen without interrupting. | (1) | (2) | (3) | (4) | (5) |
| 37. When I buy something for my child, I get his opinion. | (1) | (2) | (3) | (4) | (5) |
| 38. I can talk about anything with my child. | (1) | (2) | (3) | (4) | (5) |
| 39. I am impatient with my child. | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 40. I punish my child for the slightest mistake. | (1) | (2) | (3) | (4) | (5) |
| 41. I would sacrifice almost all my entertainment for my child. | (1) | (2) | (3) | (4) | (5) |
| 42. I give my child the opportunity to try things he can do on his own. | (1) | (2) | (3) | (4) | (5) |
| 43. I allow my child to take and use any of my personal belongings without asking me. | (1) | (2) | (3) | (4) | (5) |
| 44. Which television program to watch in our home is determined according to my child's wishes. | (1) | (2) | (3) | (4) | (5) |
| 45. I force my child to do more than they can. | (1) | (2) | (3) | (4) | (5) |
| 46. I keep my child away from hard work that might discourage him. | (1) | (2) | (3) | (4) | (5) |

APPENDIX G

PARENTING STYLES SCALE (TURKISH)

Cümleleri okuduktan sonra o ifadenin size ne kadar uyduğunu aşağıdaki 5 seçenekten birinin altındaki kutucuğa işaret koyarak belirtiniz. Bu ifadelerde doğru veya yanlış yoktur, sadece size uyan seçeneği işaretlemeniz gerekiyor. Bütün soruların cevaplandırılması çok önemlidir. Bu nedenle, bazı ifadeler size benzer gelse de lütfen hepsini mutlaka cevaplandırınız. Soruları

| | Hiçbir zaman böyle değildir | Nadiren böyledir | Bazen böyledir | Çoğunlukla böyledir | Her zaman böyledir |
|--|-----------------------------|------------------|----------------|---------------------|--------------------|
| 1. Ben bir başkasıyla konuşurken çocuğumun araya girmesine izin veririm. | (1) | (2) | (3) | (4) | (5) |
| 2. Çocuğumun kendine özgü bir bakış açısı olduğunu kabul ederim. | (1) | (2) | (3) | (4) | (5) |
| 3. Çocuğumla aynı fikirde olmadığımız zaman, benim fikirlerimi kabul etmesi için onu zorlarım. | (1) | (2) | (3) | (4) | (5) |
| 4. Çocuğumu, hayatın ufak tefek güçlüklerinden korurum. | (1) | (2) | (3) | (4) | (5) |
| 5. Çocuğuma bağımsız olmayı öğrenmesi konusunda yardımcı olurum. | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| 6. Çocuğuma, kurallara neden uyması gerektiğini açıklarım. | (1) | (2) | (3) | (4) | (5) |
| 7. Çocuğuma yaptığı şeyin önemli olduğunu hissettiririm. | (1) | (2) | (3) | (4) | (5) |
| 8. Çocuğumu, kendisi için yorucu olabilecek işlerden korurum. | (1) | (2) | (3) | (4) | (5) |
| 9. Çocuğum söz dinlemediğinde ona vururum. | (1) | (2) | (3) | (4) | (5) |
| 10. Çocuğumun iyi ve kötü davranışı karşısında neler hissettiğimi ona açıklarım. | (1) | (2) | (3) | (4) | (5) |
| 11. Çocuğumu yola getirmek için onu azarlarım. | (1) | (2) | (3) | (4) | (5) |
| 12. Çocuğuma karşı koruyucu davranırım. | (1) | (2) | (3) | (4) | (5) |
| 13. Çocuğum iyi davrandığında onu överim. | (1) | (2) | (3) | (4) | (5) |
| 14. Çocuğumun kişisel görüşlerine saygı gösteririm. | (1) | (2) | (3) | (4) | (5) |
| 15. Çocuğumu bir şeyleri kendi başına yapması konusunda cesaretlendiririm. | (1) | (2) | (3) | (4) | (5) |
| 16. Arkadaşları çocuğuma sataştığı zaman onu korurum. | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 17. Çocuğumun başkaları konuşurken araya girmesine izin veririm. | (1) | (2) | (3) | (4) | (5) |
| 18. Çocuğumun cinsel konularda sorduğu soruları anlayacağı bir dilde doğru olarak cevaplarım. | (1) | (2) | (3) | (4) | (5) |
| 19. Çocuğum yanlış bir şekilde davrandığında ona bağırırım. | (1) | (2) | (3) | (4) | (5) |
| 20. Ebeveynlik konusunda bir yanlış yaptığımda çocuğumdan özür dilerim. | (1) | (2) | (3) | (4) | (5) |
| 21. Çocuğumu, kendisi için zor olabilecek işlerden korurum. | (1) | (2) | (3) | (4) | (5) |
| 22. Çocuğumun hastalanmasından endişe ederim. | (1) | (2) | (3) | (4) | (5) |
| 23. Çocuğumun duygularını serbestçe ifade etmesine izin veririm. | (1) | (2) | (3) | (4) | (5) |
| 24. Çocuğumun istediği saatte uyumasına izin veririm. | (1) | (2) | (3) | (4) | (5) |
| 25. Çocuğum yanlış davrandığında, bunun neden yanlış olduğunu ona açıklarım. | (1) | (2) | (3) | (4) | (5) |
| 26. Çocuğuma kızdığımında çocuğumu cezalandırırım. | (1) | (2) | (3) | (4) | (5) |
| 27. Fiziksel cezayı, çocuğumu disipline | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| sokmanın bir yolu olarak kullanırım. | | | | | |
| 28. Çocuğumun hayal kırıklığına uğramaması için elimden geleni yaparım. | (1) | (2) | (3) | (4) | (5) |
| 29. Çocuğumun büyüdüğü yeni şeyler denemeyi göze alması gerektiğine inanırım. | (1) | (2) | (3) | (4) | (5) |
| 30. Çocuğumun her şeyi yapmasına izin veririm. | (1) | (2) | (3) | (4) | (5) |
| 31. Çocuğumun yanlış davranışını görmezden gelirim. | (1) | (2) | (3) | (4) | (5) |
| 32. Çocuğumu başka çocuklarla kıyaslarım. | (1) | (2) | (3) | (4) | (5) |
| 33. Çocuğumun şımarıklıklarına göz yumarım. | (1) | (2) | (3) | (4) | (5) |
| 34. Çocuğumu şımartırım. | (1) | (2) | (3) | (4) | (5) |
| 35. Çocuğuma karşı çabuk öfkelenirim. | (1) | (2) | (3) | (4) | (5) |
| 36. Çocuğum bana bir şey anlatırken sözünü kesmeden dinlerim. | (1) | (2) | (3) | (4) | (5) |
| 37. Çocuğuma bir şey alırken onun da fikrini alırım. | (1) | (2) | (3) | (4) | (5) |
| 38. Çocuğumla her konuyu konuşabilirim. | (1) | (2) | (3) | (4) | (5) |
| 39. Çocuğuma karşı sabırsızım. | (1) | (2) | (3) | (4) | (5) |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 40. En ufak bir hatasında, çocuğumu cezalandırırım. | (1) | (2) | (3) | (4) | (5) |
| 41. Çocuğum için hemen hemen bütün eğlencelerimden fedakârlık ederim. | (1) | (2) | (3) | (4) | (5) |
| 42. Çocuğumun kendi başına becerebileceği şeyleri denemesi için ona fırsat tanırım. | (1) | (2) | (3) | (4) | (5) |
| 43. Çocuğuma bana sormaksızın şahsi eşyalarımın herhangi birini alıp kullanmasına izin veririm. | (1) | (2) | (3) | (4) | (5) |
| 44. Evimizde hangi televizyon programının izleneceği, çocuğumun isteğine göre belirlenir. | (1) | (2) | (3) | (4) | (5) |
| 45. Çocuğumu yapabileceğinden fazlasını yapması için zorlarım. | (1) | (2) | (3) | (4) | (5) |
| 46. Çocuğumu, onun cesaretini kırabilecek zor işlerden uzak tutarım. | (1) | (2) | (3) | (4) | (5) |

APPENDIX H

SELF-REGULATION SCALE (ENGLISH)

1. Does he play pretend games (such as house, doctor, mechanic)?

☐ Yes ☐ No

How often does he play if your answer is “Yes”:

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

2. What is your opinion about the child's math skills?

☐ Not Developed ☐ Underdeveloped ☐ Developing ☐ Developed
☐ Very Well Developed

| | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 1. Sorts the events according to their priority. | 1 | 2 | 3 | 4 | 5 |
| 2. Makes the necessary arrangements step by step to reach the target. | 1 | 2 | 3 | 4 | 5 |
| 3. Follows the given instructions. | 1 | 2 | 3 | 4 | 5 |
| 4. Solves a problem by collecting concentration. | 1 | 2 | 3 | 4 | 5 |
| 5. Maintains an activity or activity to the end. | 1 | 2 | 3 | 4 | 5 |
| 6. Establishes a cause-effect relationship between events. | 1 | 2 | 3 | 4 | 5 |
| 7. Remembers the plans (like remembering to go out to the garden after dinner when it is said "We will go out to the garden after dinner"). | 1 | 2 | 3 | 4 | 5 |
| 8. Remembers where to put his things. | 1 | 2 | 3 | 4 | 5 |
| 9. He remembers where he put his things. | 1 | 2 | 3 | 4 | 5 |
| 10. Recalls what he has learned (like remembering a song he has learned). | 1 | 2 | 3 | 4 | 5 |
| 11. Remembers the instructions given to do a task or activity. | 1 | 2 | 3 | 4 | 5 |
| 12. Expresses his feelings and thoughts easily. | 1 | 2 | 3 | 4 | 5 |
| 13. Expresses himself in front of the crowd. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 14. Tells the causes and consequences of other people's emotions. | 1 | 2 | 3 | 4 | 5 |
| 15. Says positive things about himself (like I drew a beautiful picture). | 1 | 2 | 3 | 4 | 5 |
| 16. Reveals himself in a healthy way where he should. | 1 | 2 | 3 | 4 | 5 |
| 17. Controls himself in a situation that will create tension. | 1 | 2 | 3 | 4 | 5 |
| 18. Uses different ways to control his anger. | 1 | 2 | 3 | 4 | 5 |
| 19. Obeys the rules even when his wishes conflict with the rules. | 1 | 2 | 3 | 4 | 5 |
| 20. He does not play a favorite toy without permission. | 1 | 2 | 3 | 4 | 5 |

APPENDIX I

SELF-REGULATION SCALE (TURKISH)

1.Mış gibi oyunlar (Evcilik, doktorculuk, tamirci gibi) oynar mı? () Evet ()

Hayır

Cevabınız “Evet” ise ne kadar sıklıkla oynar:

() Hiçbir zaman () Nadiren () Bazen () Sıklıkla () Her zaman

2.Çocuğun matematik becerileri hakkındaki görüşünüz nedir?

() Hiç Gelişmemiş () Gelişmemiş () Gelişmekte () Gelişmiş () Çok İyi Gelişmiş

| | Hiçbir Zaman | Nadiren | Bazen | Çoğunlukla | Her Zaman |
|---|--------------|---------|-------|------------|-----------|
| 1.Olayları önceliğine göre sıralar. | 1 | 2 | 3 | 4 | 5 |
| 2.Hedefe ulaşmak için aşama aşama gerekli düzenlemeleri yapar. | 1 | 2 | 3 | 4 | 5 |
| 3.Verilen yönergeleri takip eder. | 1 | 2 | 3 | 4 | 5 |
| 4.Konsantrasyonu toplayarak bir sorunu çözer. | 1 | 2 | 3 | 4 | 5 |
| 5.Bir aktiviteyi veya etkinliği sonuna kadar sürdürür. | 1 | 2 | 3 | 4 | 5 |
| 6.Olaylar arasında neden sonuç ilişkisi kurar. | 1 | 2 | 3 | 4 | 5 |
| 7.Yapılan planları hatırlar (“Yemekten sonra bahçeye çıkacağız” denildiğinde yemekten sonra bahçeye çıkılacağını hatırlaması gibi). | 1 | 2 | 3 | 4 | 5 |
| 8.Eşyalarını koyması gereken yeri hatırlar. | 1 | 2 | 3 | 4 | 5 |
| 9.Eşyalarını koyduğu yeri hatırlar. | 1 | 2 | 3 | 4 | 5 |
| 10.Öğrendiklerini hatırlar (Öğrendiği bir şarkıyı hatırlaması gibi). | 1 | 2 | 3 | 4 | 5 |
| 11.Bir görevi ya da etkinliği yapması için verilen yönergeleri hatırlar. | 1 | 2 | 3 | 4 | 5 |
| 12.Duygu ve düşüncelerini rahatça ortaya koyar. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 13.Kalabalık karşısında kendini ifade eder. | 1 | 2 | 3 | 4 | 5 |
| 14.Başkalarının duygularının nedenlerini ve sonuçlarını söyler. | 1 | 2 | 3 | 4 | 5 |
| 15.Kendisiyle ilgili olumlu şeyler söyler (Çok güzel bir resim çizdim gibi). | 1 | 2 | 3 | 4 | 5 |
| 16.Kendini ortaya koyması gerektiği yerde sağlıklı şekilde ortaya koyar. | 1 | 2 | 3 | 4 | 5 |
| 17.Gerginlik yaratacak bir durumda kendini kontrol eder. | 1 | 2 | 3 | 4 | 5 |
| 18.Kızgınlığını kontrol etmek için farklı yollar kullanır. | 1 | 2 | 3 | 4 | 5 |
| 19.İstekleri ile kurallar çeliştiğinde bile kurallara uyar. | 1 | 2 | 3 | 4 | 5 |
| 20.Çok sevdiği bir oyuncacı izin almadan oynamaz. | 1 | 2 | 3 | 4 | 5 |

APPENDIX J

EMOTION REGULATION SUBSCALE (ENGLISH)

| In this questionnaire, there are statements about the emotional state of the person. Please tick how often you observe the following behaviors in this person. Tick one (1) if the person never or rarely does the behavior described, two (2) if he does it sometimes, three (3) if he does it often, and four (4) if he always does it. | Never/Rarely | Sometimes | Often | Always |
|---|--------------|-----------|-------|--------|
| 1. He is a cheerful child. | 1 | 2 | 3 | 4 |
| 2. Responds positively to the friendly or casual (neutral) approach of adults. | 1 | 2 | 3 | 4 |
| 3. Responds positively to the friendly or casual (neutral) approach of his peers. | 1 | 2 | 3 | 4 |
| 4. He can say that he is sad, angry, angry or afraid. | 1 | 2 | 3 | 4 |
| 5. Appears sad or sluggish. | 1 | 2 | 3 | 4 |
| 6. His face is expressionless; His emotions are incomprehensible from his facial expression. | 1 | 2 | 3 | 4 |
| 7. Puts himself in the shoes of others and understands their feelings; Shows interest in others when they are upset or distressed. | 1 | 2 | 3 | 4 |
| 8. If his peers act aggressively or forcibly interfere in his work, he appropriately shows the negative emotions (anger, fear, anger, distress) he may feel in these situations. | 1 | 2 | 3 | 4 |

APPENDIX K

EMOTION REGULATION SUBSCALE (TURKISH)

| Bu ankette kişinin duygusal durumu ile ilgili ifadeler yer almaktadır. Aşağıdaki davranışları bu kişide ne kadar sıklıkla gözlemlediğinizi işaretleyiniz. Eğer kişi anlatılan davranışı hiçbir zaman yapmıyorsa ya da nadiren yapıyorsa bir (1), bazen yapıyorsa iki (2), sık sık yapıyorsa üç (3), ve her zaman yapıyorsa dördü (4) işaretleyiniz. | Hiçbir Zaman/ Nadiren | Bazen | Sık Sık | Her Zaman |
|--|-----------------------|-------|---------|-----------|
| | 1 | 2 | 3 | 4 |
| 1. Neşeli bir çocuktur. | 1 | 2 | 3 | 4 |
| 2. Yetişkinlerin arkadaşça ya da sıradan (nötr) yaklaşımlarına olumlu karşılık verir. | 1 | 2 | 3 | 4 |
| 3. Yaşlılarının arkadaşça ya da sıradan (nötr) yaklaşımlarına olumlu karşılık verir. | 1 | 2 | 3 | 4 |
| 4. Üzülüğünü, kızıp öfkelendiğini veya korktuğunu söyleyebilir. | 1 | 2 | 3 | 4 |
| 5. Üzgün veya halsiz görünür. | 1 | 2 | 3 | 4 |
| 6. Yüzü ifadesizdir; yüz ifadesinden duyguları anlaşılmaz. | 1 | 2 | 3 | 4 |
| 7. Kendini başkalarının yerine koyarak onların duygularını anlar; başkaları üzgün ya da sıkıntılı olduğunda onlara ilgi gösterir. | 1 | 2 | 3 | 4 |
| 8. Yaşlıları ona saldırgan davranır ya da zorla işine karışırsa, bu durumlarda hissedebileceği olumsuz duygularını (kızgınlık, korku, öfke, sıkıntı) uygun bir şekilde gösterir. | 1 | 2 | 3 | 4 |

APPENDIX L

SOCIAL COMPETENCE AND BEHAVIOR ASSESSMENT SCALE (ENGLISH)

| | | | | | | |
|---|-------|--------|---|-------|---|--------|
| The following questionnaire contains statements about the emotional state and behavior of the person. Rate how often you observe the following behaviors in this person. Tick one (1) if the person never does the behavior described, two (2) or three (3) if he does it sometimes, four (4) or (5) if he does it often, and six (6) if he always does it. | Never | Rarely | | Often | | Always |
| 1. Emotions are difficult to understand from facial expression. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Comforts or helps a peer or acquaintance in distress. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Easily disappointed and angered. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. He gets angry when his work is interrupted. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. He is grumpy, gets angry quickly. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Helps with day-to-day tasks (eg preparing a table, tidying a table). | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. He is reserved and timid; avoids new environments. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Is sad, unhappy or depressed. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Is restless or introverted when in a group. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Shouts or screams at the slightest thing. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. When working in a group, it is not difficult, it is comfortable. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. He is sedentary, prefers to watch an activity from far. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Seeks solutions to disputes. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Prefers to be alone, away from the group. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. He takes into account the opinions of his peers or acquaintances. | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|--|---|---|---|---|---|---|
| 16. Hits, bites or kicks peers or acquaintances. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Works with other people and cooperates with them in the works that need to be done together. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Has conflicts with peers or acquaintances. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. He is tired. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. He takes good care of his belongings and knows the value of his belongings. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Does not talk during group activities or avoids participating in activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. He is wary of younger people. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. It is difficult to notice in the group. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. They force their peers and acquaintances to do things they don't want to do. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. When he gets angry, he hits family members or damages things in the house. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. He gets worried. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. Approaches to compromise when plausible explanations are made. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. He opposes the suggestions of his mother or father. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. When punished (for example, deprived of something) he rebels, resists. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. He takes pleasure in his own achievements. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX M

SOCIAL COMPETENCE AND BEHAVIOR ASSESSMENT SCALE (TURKISH)

| Aşağıdaki ankette kişinin duygusal durumu ve davranışları ile ilgili ifadeler yer almaktadır. Aşağıdaki davranışları bu kişide ne kadar sıklıkla gözlemlediğinizi derecelendiriniz. Eğer kişi anlatılan davranışı hiçbir zaman yapmıyorsa bir (1), bazen yapıyorsa iki (2) veya üç (3), sık sık yapıyorsa dört (4) veya (5) ve her zaman yapıyorsa altı (6) işaretleyiniz. | Hiçbir Zaman | Bazen | | Sık sık | | Her Zaman |
|---|--------------|-------|---|---------|---|-----------|
| 1. Yüz ifadesinden duyguları zor anlaşılır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Zor durumda olan bir yaşıtlını veya tanıdığını teselli eder ya da ona yardımcı olur. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Kolaylıkla hayal kırıklığına uğrayıp sinirlenir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Yaptığı iş kesintiye uğradığında kızar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Huysuzdur, çabuk kızıp öfkelenir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Gündelik işlere yardım eder (ör: masa hazırlama, masa toplama gibi). | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Çekingen ve ürkektir; yeni ortamlardan kaçınır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Üzgün, mutsuz ya da depresiftir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Grup içindeyken huzursuz veya içe dönüktür. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. En ufak bir şeyde bağırır ya da çığlık atar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Grup içinde çalışırken zorlanmaz, rahattır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Hareketsizdir, katılabileceği bir aktiviteyi uzaktan seyretmeyi tercih eder. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Anlaşmazlıklara çözüm yolları arar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Gruptan ayrı, kendi başına olmayı tercih eder. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Yaşıtlarının veya tanıdıklarının görüşlerini dikkate alır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Yaşıtlarına veya tanıdıklarına vurur, onları ısırır ya da tekmeler. | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17. Birlikte yapılması gereken işlerde, diğer insanlarla birlikte çalışır, onlarla işbirliği yapar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Yaşlıları veya tanıdıklarıyla çatışma yaşar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Yorgundur. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Eşyalarına iyi bakar, eşyalarının kıymetini bilir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Grup faaliyetleri sırasında konuşmaz ya da faaliyetlere katılmaktan kaçınır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Kendinden küçüklere karşı dikkatlidir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Grup içinde zor fark edilir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Yaşlılarını ve tanıdıklarını istemedikleri şeyleri yapmaya zorlar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. Kızdığı zaman aile bireylerine vurur ya da evdeki eşyalara zarar verir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. Endişeye kapılır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. Akla yatan açıklamalar yapıldığında uzlaşmaya yanaşır. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. Anne veya babasının önerilerine karşı çıkar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. Cezalandırıldığında (örneğin herhangi bir şeyden yoksun bırakıldığında) başkaldırır, karşı koyar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. Kendi başarılarından memnuniyet duyar. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX N

PROBLEM BEHAVIORS SCALE-HYPERACTIVITY/CARELESS SUBSCALE

(ENGLISH)

| If the child frequently or highly engages in the behavior described in the sentence, the section under the “Absolutely True” column, if less frequently or to a lesser degree, the section under the “Sometimes True” column, if the child does not engage in the behavior described in the sentence according to your observations, “Not True” Tick the section below the column. | Not true | Sometimes True | Absolutely right |
|--|----------|----------------|------------------|
| 1. Cannot stand still. Runs or jumps on the spot. | 1 | 2 | 3 |
| 2. Fidget. | 1 | 2 | 3 |
| 3. His concentration is not good; his attention span is limited. | 1 | 2 | 3 |
| 4. Careless. | 1 | 2 | 3 |

APPENDIX O

PROBLEM BEHAVIORS SCALE-HYPERACTIVITY/CARELESS SUBSCALE

(TURKISH)

| | | | |
|--|----------------|----------------|---------------------|
| Eğer çocuk cümlede tanımlanan davranışta sıklıkla veya yüksek derecede bulunuyorsa, “Kesinlikle Doğru” sütununun altındaki bölümü, eğer daha az sıklıkla veya daha az derecede bulunuyorsa, “Bazen Doğru” sütununun altındaki bölümü, eğer çocuk gözlemlerinize göre cümlede tanımlanan davranışta bulunmuyorsa, “Doğru Değil” sütununun altındaki bölümü işaretleyiniz. | Doğru Değil | Bazen Doğru | Kesinlikle Doğru |
| 1. Sakince duramaz. Koşturur veya olduğu yerde zıplar. | 1 | 2 | 3 |
| 2. Kıpır Kıpırdır. | 1 | 2 | 3 |
| 3. Konsantrasyonu iyi değildir, dikkat süresi kısıtlıdır. | 1 | 2 | 3 |
| 4. Dikkatsiz. | 1 | 2 | 3 |

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