



PARENTING STYLES: PARENTS WITH 5-6 YEAR OLD CHILDREN

Lecturer Kadriye Efe Azkeskin
Marmara University
Department of Preschool Teaching
Istanbul- TURKEY
ekadriye@marmara.edu.tr

Dr. Gülçin Güven
Marmara University
Department of Preschool Teaching
Istanbul- TURKEY
gulcinm@marmara.edu.tr

Research Assistant Melda Güral
Marmara University
Department of Preschool Teaching
Istanbul- TURKEY
guralmelda@gmail.com

Research Assistant Türker Sezer
Marmara University
Department of Preschool Teaching
Istanbul- TURKEY
turkersezer@marmara.edu.tr

Abstract

The aim of this research is to analyze parenting styles of families with 5-6 year-old children according to several variables (gender of children, number of children, immediate family, big family, education level of mother and father). The sample of the study consists of 2751 families living in 12 different cities in different regions of Turkey. Data was collected through "Parenting Styles and Dimensions Scale" which were developed by Kapçı ve Erdinç-Demirci (2009). The results of the study showed that child gender, number of children, parents' level of education cause significant difference on parenting style.

Key Words: Parenting Style, 5-6 Year Old Children, Preschool Education.

INTRODUCTION

Family is where socializing and social rules are learned for the first time. The rules existing in social life are passed down via family. Family also controls whether the social rules are applied by family members. Family is a social institution that ensures the continuation of society. Since family is the smallest institution forming the society, the path that the family follows regarding the child's education is very important for the formation of healthy communities. The family's attitude and actions towards education is shaped by the values and norms of the culture they live in. Whether it's from a rural or urban culture, every family has a place in the community. This social position also naturally affects the family's educational environment. During the basic education period where the child's rapid development takes place and the child establish his personality traits, the family environment has a very important place in terms of education. (Erözkan, 2000).



Parenthood is a process that starts with first child's birth and continues until all children in the family attain full maturity. The family affects the child's behavior while the child affects the family's behavior. In this manner, multi-dimensional and very different relationships are seen in the family.

The relationships between parents and children must be analyzed in order to understand the family's effect on the formation of child's personality. Parental attitudes are the basis of this relationship. Parental attitudes are formed by all interactions between the mother, the father and the child. These interactions include parents' expression of their attitudes, values, interests and beliefs, as well as their caring and educational behaviors (Uluğtekin, 1984).

Mutual interactions between the parents and the child are one of the key characteristics of child development. Parents' participation, their ability of self-helping and their parenting styles are factors affecting the parent-child interactions and contributing to early period development, transition to school and the child's efficiency in the future (Pelletier and Brent, 2003). Parents' ways of dealing with the child, supervising the child and communicating with the child are also effective on children. (Ural and Efe, 2005).

According to Güngör (1995), parents' attitudes towards their children may be influenced by the child's characteristics and his personality and demographic traits. On the other hand, the form of communication in the mother-father-child triangle causes long-term or short-term positive or negative effects on individuals, and parents and children teach each other to behave appropriately as well as inappropriately.

METHOD

Information about the research model, the sample group from which data was collected, materials used in data collection, statistic techniques used for data gathering and data analysis are presented below.

Research Model

This study is in screening model.

Sample

The population is formed by parents who live in Aydın, Bursa, Çorlu, Denizli, Eskişehir, Gaziantep, İstanbul, İzmir, Sakarya, Samsun, Konya and Kastamonu, which are cities located in different regions of Turkey; and who have 5-6 year old children attending a preschool educational institution. Also, 2751 families formed the sample of the study. 210 families from the city of Aydın, 285 from the city of Bursa, 90 from the city of Çorlu, 114 from the city of Denizli, 135 from the city of Eskişehir, 240 from the city of Gaziantep, 474 from the city of İstanbul, 168 from the city of İzmir, 240 from the city of Sakarya, 150 from the city of Samsun, 216 from the city of Kastamonu participated to the study.

Data Collection Tool

Parenting Styles and Dimensions Scale: It is developed by Kapçı and Erdiñç Demirci (2009), and the validity and reliability studies are carried out. The scale consists of 32 items and 3 factors, and it measures parenting styles. Factors are named "adult", "authoritarian", and "permissive" parenting styles (Kapçı, Erdiñç-Demirci, 2009)

Data Analysis

Data entry of information obtained with data collection tools are done in this study. Appropriate packaged software (packages, onboard software) was used for data analysis and statistics.

FINDINGS

Findings obtained in accordance with the main objective of the study are included in this chapter. Sub-objectives of the study are respectively discussed in the presentation of the findings.

Table 1: T-Test Results of Parenting Styles and Dimensions Scale Sub-Dimension Scores By Children's Gender

Parenting Style	Gender	N	X	SS	Sd	t	p
Competent	Female	1287	66,21	6,26	2749	2,541	,011
	Male	1464	65,57	6,71			
Authoritarian	Female	1287	16,73	3,69	2749	3,794	,000
	Male	1464	17,28	3,91			
Permissive	Female	1287	10,64	2,94	2749	1,610	,107
	Male	1464	10,81	2,66			

When Table 1 is studied, a significant difference in Parenting Styles and Dimensions Scale Adult sub-dimension scores by children's gender ($p < .05$) is found. When the source of this difference is analyzed, it is seen that parents show more competent behavior to girls.

Again, a significant difference in Parenting Styles and Dimensions Scale Authoritarian sub-dimension scores by children's gender ($p < .05$) is found. When the source of this difference is analyzed, it is seen that parents show more authoritarian behavior to boys.

Also, there was no significant difference in Parenting Styles and Dimensions Scale Permissive sub-dimension scores by children's gender ($p < .05$).

Table 2: ANOVA Results of Parenting Styles and Dimensions Scale Scores By Number of Siblings

Parenting Styles	Source of Variance	Sum of Squares	of sd	The Mean Square	F	p
Competent	Between Groups	243,223	3	81,074	1,911	,126
	Within Groups	116570,26	2747	42,435		
	Total	116813,48	2750			
Authoritarian	Between Groups	621,663	3	207,221	14,396	,000
	Within Groups	39540,125	2747	14,394		
	Total	40161,788	2750			
Permissive	Between Groups	39,493	3	13,164	1,681	,169
	Within Groups	21514,326	2747	7,832		
	Total	21553,819	2750			

No significant difference is found ($F=1.911$, $p>.05$) for Parenting Styles and Dimensions Scale Competent and Sub-Dimension Scores by number of siblings when Table 2 is studied. Again, no significant difference is found ($F=1.911$, $p>.05$) in Parenting Styles and Dimensions Scale Permissive Sub-Dimension Scores by number of siblings when Table 2 is studied. Apart from these, a significant difference ($F=14.396$, $p<.05$) is found in Parenting Styles and Dimensions Scale Authoritarian Sub-Dimension scores by number of siblings.

Groups are compared with each other to determine which groups have this difference. Since the variances are homogeneous, Tukey test is performed and the results are given in Table 3.

Table 3: Tukey Table of Parenting Styles and Dimensions Scale Authoritarian Sub-Dimension Score by Number of Siblings

Number of Siblings	N	Number of Siblings	Mean Difference	P
No Siblings	1359	Two Siblings	-,48434	,081
		Three Siblings	-,02297	1,000
		Four Siblings	-1,18435	,000
Two Siblings	468	No Siblings	,48434	,081
		Three Siblings	,46137	,326
		Four Siblings	-,70002	,015
Three Siblings	333	No Siblings	,02297	1,000
		Two Siblings	-,46137	,326
		Four Siblings	-1,16138	,000
Four Siblings	591	No Siblings	1,18435	,000
		Two Siblings	,70002	,015
		Three Siblings	1,16138	,000

When table 3 is studied, a significant difference between children with no siblings ($x=16,6$) and children with four siblings ($x=17,8$), in favor of children with four siblings; between children with two siblings ($x=17,1$) and children with four siblings ($x=17,8$), in favor of children with four siblings; and between children with three siblings ($x=16,7$) and children with four siblings ($x=17,8$), in favor of children with four siblings is found. In other words, it can be said that families with four children show more authoritarian behavior to their children.

Table 4: T-Test Results of Parenting Styles and Dimensions Scale Sub-Dimension Scores By Family Structure Variable

Parenting Style	Gender	N	X	SS	Sd	t	p
Competent	Nuclear family	2256	65,89	6,58	2749	,308	,758
	Extended family	495	65,79	6,18			
Authoritarian	Nuclear family	2256	16,98	3,77	2749	-1,143	,272
	Extended family	495	17,20	4,00			
Permissive	Nuclear family	2256	10,73	2,82	2749	-,198	,843
	Extended family	495	10,75	2,70			

When table 4 is studied, no significant difference ($p>.05$) is found for all sub-dimension scores of Parenting Styles and Dimensions Scale by family structure. In other words, it can be said that whether the family is nuclear or extended, it has no effect on parents' parenting styles.

Table 5: ANOVA Results of Parenting Styles and Dimensions Scale Scores by The Mother's Level of Education Variable

Parenting Style	Source of Variance	Sum of Squares	df	Mean Square	F	p
Competent	Between Groups	572,310	2	286,155	6,765	,001
	Within Groups	116241,174	2748	42,300		
	Total	116813,483	2750			
Authoritarian	Between Groups	512,967	2	256,483	17,776	,000
	Within Groups	39648,822	2748	14,428		
	Total	40161,788	2750			
Permissive	Between Groups	4,377	2	2,188	,279	,757
	Within Groups	21549,442	2748	7,842		
	Total	21553,819	2750			

When table 5 is studied, a significant difference is found ($F=6,765$, $p<.05$) for Parenting Styles and Dimensions Scale Competent Sub-Dimension scores by the mother's level of education. Again, a significant difference is found ($F=17,776$, $p<.05$) for Parenting Styles and Dimensions Scale Authoritarian Sub-Dimension scores by the mother's level of education. In contrast to these, no significant difference is found ($F=,279$, $p>.05$) for Parenting Styles and Dimensions Scale Permissive Sub-Dimension scores by the mother's level of education.

Groups are compared with each other to determine which groups have this difference. Since the variances are not homogeneous, Tamhane's T2 test is performed and the results are given in Table 6.

Table 6: Tamhane's T2 Table for Parenting Styles and Dimensions Scale Competent and Authoritarian Sub-Dimension Scores by The Mother's Level of Education Variable

	Mother's Education	N	Number of Siblings	Mean Difference	P
Competent	Primary Education	318	Secondary Education	,07553	,999
			Higher Education	-,96500	,103
	Secondary Education	465	Primary Education	-,07553	,999
			Higher Education	-1,04053	,012
	Higher Education	1968	Primary Education	,96500	,103
			Secondary Education	1,04053	,012
	Mother's Education	N	Number of Siblings	Mean Difference	P
Authoritarian	Primary Education	318	Secondary Education	,88691	,015
			Higher Education	1,33329	,000
	Secondary Education	465	Primary Education	-,88691	,015
			Higher Education	,44638	,069
	Higher Education	1968	Primary Education	-1,33329	,000
			Secondary Education	-,44638	,069

When table 6 is studied, according to Parenting Styles and Dimensions Scale Competent Sub-Dimension scores, a significant difference in favor of mothers with higher education degree is found between mothers with secondary education degree ($X= 65,12$) and mothers with higher education degree ($X=66,16$). In other words, it can be said that mothers with higher education degree show greater competent parenting style.

Also, in Parenting Styles and Dimensions Scale Authoritarian Sub-Dimension scores, a significant difference in favor of mothers with primary education degree is found between mothers with primary education degree (X=18,13), mothers with secondary education degree (X=17,24) and mothers with higher education degree (X=16,79). In other words, it can be said that mothers with primary education degree show more authoritarian parenting style than mothers with secondary and higher education degrees.

Tablo 7: ANOVA Results of Parenting Styles and Dimensions Scale Scores by The Father's Level of Education Variable

Parenting Style	Source of Variance	Sum of Squares	df	Mean Square	F	p
Competent	Between Groups	1481,322	2	740,661	17,648	,000
	Within Groups	115332,161	2748	41,969		
	Total	116813,483	2750			
Authoritarian	Between Groups	529,752	2	264,876	18,366	,000
	Within Groups	39632,037	2748	14,422		
	Total	40161,788	2750			
Permissive	Between Groups	124,931	2	62,466	8,010	,000
	Within Groups	21428,888	2748	7,798		
	Total	21553,819	2750			

When table 7 is studied, a significant difference is found ($p < .05$) for Parenting Styles and Dimensions Scale Competent, Authoritarian and Permissive Sub-Dimension scores by the father's level of education variable. Groups are compared with each other to determine which groups have these differences. Since the variances are not homogeneous, Tamhane's T2 test is performed and the results are given in Table 8.

Tablo 8: Tamhane's T2 Table for Parenting Styles and Dimensions Scale Competent, Authoritarian and Permissive Sub-Dimension Scores by The Father's Level of Education Variable

	Father's Education	N	Number of Siblings	Mean Difference	P
Competent	Primary Education		Secondary Education	,25315	,952
			Higher Education	-1,44580	,008
	Secondary Education		Primary Education	-,25315	,952
			Higher Education	-1,69895	,000
	Higher Education		Primary Education	1,44580	,008
			Secondary Education	1,69895	,000
	Father's Education	N	Number of Siblings	Mean Difference	P
Authoritarian	Primary Education		Secondary Education	,04482	,998
			Higher Education	,99032	,000
	Secondary Education		Primary Education	-,04482	,998
			Higher Education	,94550	,000
	Higher Education		Primary Education	-,99032	,000
			Secondary Education	-,94550	,000
	Father's Education	N	Number of Siblings	Mean Difference	P
Permissive	Primary Education		Secondary Education	-,44328	,088

		Higher Education	,11551	,861
Secondary Education		Primary Education	,44328	,088
		Higher Education	,55879	,001
Higher Education		Primary Education	-,11551	,861
		Secondary Education	-,55879	,001

When table 8 is studied, according to Parenting Styles and Dimensions Scale Competent Sub-Dimension scores, a significant difference in favor of fathers with higher education degree is found between fathers with primary education degree ($X=64,90$) and fathers with higher education degree ($X=66,34$); and a significant difference is found in favor of fathers with higher education degree is found between fathers with secondary education degree ($X=64,64$) and fathers with higher education degree ($X=66,34$).

A significant difference in favor of fathers with primary education degree is found in The Parenting Styles and Dimensions Scale Authoritarian Sub-Division Scores between fathers with primary education degree ($X=17,73$) and fathers with higher education degree ($X=16,74$); and a significant difference in favor of fathers with secondary education degree is found in The Parenting Styles and Dimensions Scale Authoritarian Sub-Division Scores between fathers with secondary education degree ($X=17,69$) and fathers with higher education degree ($X=16,74$).

Also, a significant difference in favor of fathers with secondary education degree is found in The Parenting Styles and Dimensions Scale Permissive Sub-Dimension Scores between fathers with secondary education degree ($X=11,17$) and fathers with higher education degree ($X=10,61$).

CONCLUSION AND DISCUSSION

When the results obtained in light of the findings are studied, a significant difference is found for parenting styles and dimensions sub-division scores in terms of children's gender. Researches with similar findings were encountered in some studies. It is emphasized that child's gender is effective on parents' attitude and behavior (Tezel Şahin and Özyürek, 2008).

Results that overlap with those of other studies are obtained according to The Parenting Styles and Dimensions scores in terms of the number of siblings. It is found that the number of siblings of children increase punishment and pressure/discipline in parents' attitude.

Mangır and others (1995) determined that there is a significant relationship between a child's moment of birth and cases of physical abuse. In their study of the analysis of parental attitudes, Volling and Elins (1998) observed that parents tend to discipline the older sibling rather than the younger children. It is determined that in families with a compatible marriage and with at least two children, fathers apply more discipline to the older sibling, while mothers discipline both siblings equally.

In terms of family structure variable, no significant difference is found for any sub-division score of parenting styles and dimensions scale. The situation shows differences in some studies. In Aktaş's study for determining the problems faced by working mothers, it is emphasized that some problems emerge because of grandmothers' traditional child care and child rearing methods, and parents' different attitudes on child education and therefore their disciplining. In his study, Şendoğdu (2000) determined the importance of the relationship between over-protective motherhood and number of individuals in the family.

In this study, it is observed that families' level of education affects parenting styles. Studies show that when parents' level of education increases, so does their democratic attitudes towards their children; and when their level of education decreases, they apply more pressuring discipline (Arı, Bayhan and Artan: 1995; Mızrakçı, 1994; Özyürek and Poyraz, 2005; Şendoğdu, 2000; Yalkın, 1994).

In Özcan's study (1996), it is observed that when the parents' level of education increases, an increase in 5th grade elementary school students' academic success and a decrease in overprotectiveness, rejection of the



housewife role, dissension between husband and wife, and parent attitudes based on coercive discipline takes place. But no significant relationship is found between parent attitudes for democratic behavior and the mother's level of education.

In 1986, Inceoğlu, Erkman and Aytar found with their study that families with a high level of education and living in Turkey adopt the democratic attitude more, and the coercive attitude less than families with a low level of education, and who lived abroad and settled in Turkey (Quote: Özeri, 1995).

It is thought that the findings support the research findings, and parents' attitudes positively change with an increase in the level of education.

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