



INVESTIGATION OF PARENTING SELF-REGULATION SKILLS OF PRESCHOOLERS' PARENTS IN TERMS OF SOME VARIABLES

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Abstract

The study aims to examine the parenting self-regulation skills of parents of 36-72-month-old preschoolers according to several variables. The participants were parents of 204 preschoolers and the research design was the relational survey model, one of the qualitative research models. The data collection tool was “Me as a Parent” scale. The scale consists of sixteen items and four sub-dimensions. These sub-dimensions are self-management, self-efficacy, personal agency, and self-sufficiency. According to the results of the study, there is no difference between the parental self-regulation skills of mothers and fathers. The parents with the lowest parenting self-regulation skills were those with primary school graduates. As the number of children increases, parenting self-regulation skills decrease. There was a negative correlation between the total parenting self-regulation skill score and the age of the parents. Parenting self-regulation skills do not differ according to the gender of the child.

Keywords: Preschooler, 36-72 months old children, parenting, self-regulation, self-regulation.

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1. Introduction

Self-regulation (SR) is a significant central developmental feature during early childhood period (Bronson, 2000). Zimmerman (2000) defines SR as self-generated feelings, thoughts, and actions that are planned and cyclically adapted to achieve personal goals. It can be said that there are two types of SR processes; firstly, a person can overcome a challenge and reach a goal

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with the help of SR processes, and secondly, a person can activate SR processes to maintain their own integrity and adjust their personal goals. (Wrosch, Dunne, Scheier & Schulz, 2006).

SR is a complex structure that attracts researchers because it plays an important role in some aspects of daily life (McClelland, Ponitz, Messersmith & Tominey, 2010). The importance of SR for the children's socio-emotional and cognitive development has been emphasized by several researchers (McClelland & Tominey, 2011; Weis, Trommsdorf & Munoz, 2016; Montroy et al., 2016). For example, it is known that children with ideal SR tend to be socially competent (Eisenberg, Spinrad & Valiente, 2016), while children with poor SR skills are at risk of academic difficulties and peer rejection (McClelland & Tominey, 2011). Many factors shape the child's SR. Examples include screen time, income and genetics (Inoue et al., 2016; Blair & Raver, 2015; Cho, Kogan, & Brody, 2016).

Parenting is a complex task. Parental attitudes affect children's behavior and development directly or indirectly (Steinberg, Elmen & Mounts, 1989). In addition, it is observed that parental attitudes cause other problems that may cause behavioral problems in children (Uredi & Erden, 2009).

Parenting requires reflection to guide the parent's attitudes toward their strategic goal and beliefs, and particular child-rearing practices deemed adequate by some standards such as cultural and developmental (Bugental & Johnston, 2000). Parenting self-regulation (PSR) of parents includes internal capacities that enable them to give the child appropriate responses to the some demands of parenting (Callejas, Byrne & Rodrigo, 2021). PSR refers to the degree to which parents perceive themselves as competent and effective, with the ability problem solving independently, self-managing, and adapt their parenting goals and skills to various parenting challenges over time (Karoly, 1993; Sanders & Mazzucchelli, 2013). It is a construct that is increasingly recognized as important not only for understanding parenting flexibility and effective self-confidence but also for predicting positive parent and child outcomes (Hamilton, Matthews & Crawford, 2015).

PSR of parents is related to the development of their children's SR (eg, co-regulation and parenting strategies) (Schott, 2021). There are many ways in which the family can affect a child's SR capacities. One aspect of parenting that has the potential to influence a child's SR is parental self-efficacy, a domain of PSR (Schott, 2021). Parental self-efficacy refers to the parent's belief in his/her capacity to perform the behaviors necessary to produce certain results in the field of parenting and can be influenced by some factors such as emotional state, socioeconomic status, or culture (Abuhammad, 2020).

The capacity of SR is strongly related to the concept of adapting demands of child-rearing to the developmental stage. Parents need to successively adapt to developmental stages and child-rearing situations, highlighting the importance of exploring the impact of SR in supporting child development at different ages (Callejas et al., 2021). Other areas of PSR are personal agency, self-management, and self-sufficiency. Personal agency refers to the tendency of parents to attribute their children's behavioral outcomes to their own as opposed to efforts to change or development (Hamilton et al., 2015). Self-management means goal setting, monitoring, and evaluation. Finally, self-sufficiency refers to independent problem-solving and self-reliance by

identifying applicable external resources or parents' resources. These four domains may contribute to parenting competence (Schott, 2021).

Although most of the studies in the literature use different terminology such as self-efficacy, self-confidence, and sense of competence (Hess et al., 2004), the term PSR offers a broader, dynamic explanation of parenting competence by emphasizing four characteristics that are thought to create a general, global sense of competence and confidence in parenting (Hamilton et al., 2015). There are many studies examining parenting characteristics and child self-regulation (Uykan & Akkaynak, 2019; Uredi & Erden, 2009; Gumrukçu Bilgici, 2022; Maden, Uzkul & Oğretir, 2022; Oğuz, Tarkocin, Temiz & Ulutas; 2019; Oztapak & Ozyurek, 2018). On the other hand, parental self-efficacy (Uyanik Balat & Yılmaz, 2014; Bagatarhan & Nazli, 2013; Demirdoven & Ozyurek, 2022; Yoleri, Erdogan & Tetik, 2017) and parent-child communication (Koycegiz & Ozbey, 2019; Sahin & Aral, 2012; Zorbaz, 2018; Dereli & Dereli, 2017) studies that have effects on children stand out. However, very few studies have been conducted examining parenting self-regulation. Simsek and Atak (2021) used the "Me as a Parent" scale as one of the measurement tools in their study, which was adapted into Turkish by Sarioğlu Ertürk (2019), in their study examining the effect of a family education program for 12-18 age group on family functions. The original scale is "Me as a Parent" (MaaP) scale developed by Hamilton et al. (2015). Yılmaz Bursa and Aksoy (2023) examined the PSR skills of mothers with 0-1-year-old children. In their research, they analyzed the total Parenting self-regulation scores.

In the current study, the data collection tool is the MaaP version adapted to Turkish by Ozbay and Akin (2015). In this version, there are sixteen items and four sub-dimensions similar to the original scale.

This study aims to investigate the PSR skills of parents with preschool children (36-72 months) and to determine which variables affect it. In this sense, it can be said that the study may fill a gap in the literature of our country. In this context, answers to the following research problems will be sought:

- 1) Do the PSR skills of the parents differ significantly by the gender of the parents?
- 2) Do the PSR skills of the parents differ significantly by the parents' education levels?
- 3) Do the PSR skills of the parents differ significantly by the number of children?
- 4) Is there any correlation between the parents' age and the PSR of the parents?
- 5) Do the PSR skills of the parents differ significantly by the gender of the child?

2. Method

2.1. Research design

The research was designed with the relational survey model (comparison type), which is a quantitative research method. Comparison type relational research is a non-experimental research design with at least two variables. After grouping the independent variable, the

statistical relationship between the dependent variable and the independent variable is examined (Karasar, 2016).

2.2. *Participants and sampling procedures*

The study consists of 204 parents with at least one preschool child (36-72 months); 184 of them were female and 20 of them were male. The mean age of the parents is 34.36 and the median is 34.00. Cluster-type random sampling was used while determining the study group. In this sampling type, the universe is fragmented into clusters because it belongs to a wide geography (Kilic, 2013). Frequencies and percentages of the study group are given in Table 1.

Table 1. Frequency and percentages of the Study Group

		<i>f</i>	Mean (%)
Parent's gender	Female	184	90.2
	Male	20	9.8
Parents' education level	Elementary school	7	1.0
	Middle school	7	.5
	High school	15	9.1
	Associate degree	17	6.3
	Bachelor's degree	118	65.4
	Graduate degree	40	17.8
Gender of the child	Female	98	48.0
	Male	106	52.0
Number of children	1 child	95	46.6
	2 children	94	46.1
	3 children	15	7.3

90.2% of the participants are women and 65.4% graduated from an undergraduate program. On the other hand, 52% of the parents have a male preschooler and 46.6% of the parents have an only child.

2.3. *Measures*

The data were collected using two instruments. The first data collection tool is the "Demographic Information Form". With this form, the gender of the parents, the age of the child, the educational level of the parents, the age and gender of the child and the number of children were asked. The second and main data collection is the "Me as a Parent" (MaaPs) scale developed by Hamilton et al. (2015) and adapted into Turkish by Ozbay and Akin (2015). The scale is in five-point Likert type and is scored as "strongly disagree (1 point)" – "strongly agree (5 points)". The scale consists of four sub-dimensions, namely "Self-efficacy", "Personal agency", "Self-sufficiency" and "Self-management", and there are four questions about each

sub-dimension, a total of 16 items. In addition, the sub-dimension personal agency is scored inversely. The higher the score, the higher the parent's level of PSR.

Ozbay and Akin (2015) indicated that Cronbach's Alpha coefficients were .88 for the whole scale; .85 for the self-efficacy; .72 for the personal agency; .74 for the self-sufficiency dimension and .74 for the self-management sub-dimensions. In current study, we found that the Cronbach's Alpha coefficient for the whole scale was .85; .81 for the self-efficacy; .70 for the personal agency; .70 for the self-sufficiency and .71 for the self-management sub-dimensions. In this sense, it is seen that the scale has high reliability, and self-efficacy, personal agency, self-sufficiency and self-management scores can be interpreted as “good” (Kilic, 2016). Accordingly, it can be said that the data are reliable.

2.4. Process

After obtaining the necessary permissions (from Kastamonu University Ethics Committee, date: 03/01/2022, number: 2200020515/3), for the implementation of research, the data collection tools were transferred to the Internet. Data were collected between April and May 2022. Parents were reached through social media and other Internet channels on a voluntary basis. After the raw data were transferred to a statistical package program, they were regrouped to obtain as homogeneous groups as much as possible in terms of numbers. For example, when the parent's education levels given in Table 1 are examined, it is seen that while 7 parents with elementary school degree could be reached, 118 parents with bachelor's degree were reached. In this case, parents (46 parents) with elementary school degree, middle school degree, high school degree and associate degree were coded as a group to form a larger group, albeit partially. Calculated skewness and kurtosis values for the normal distribution of total MaaPs scores and sub-dimension scores are in Table 2.

Table 2. Normality tests of the parents' MaaPs scores

Variable	<i>N</i>	\bar{X}	<i>SS</i>	Skewness	Kurtosis
Self-efficacy	204	3.91	.49	-.121	.886
Personal agency	204	4.12	.58	-.963	1,611
Self-sufficiency	204	4.16	.42	.071	-.127
Self-management	204	4.12	.43	.150	-.18
Total	204	4.08	.37	-.137	.125

George and Mallery (2003) state that if the skewness and kurtosis coefficients in a data set are in the range ± 2 , the data set has a normal distribution. Accordingly, MaaPs and sub-dimension scores have a normal distribution. Therefore, a prerequisite for parametric tests is provided. Due to the large difference between the groups' size, Mann-Whitney-U test, one of the non-parametric methods is used in the analysis of the parents' MaaPs scores according to gender. On the other hand, independent samples t-test in the analysis of MaaPs scores according to the gender of the child, one-way analysis of variance (ANOVA) in the analysis of the MaaPs

scores according to the parents' education level and the number of children of parents were used. The correlations between parents' MaaPs scores and their age, and child's age are analyzed with the Spearman correlation test.

3. Results

In this section, the analysis of the data and the findings of the research problems are given respectively.

Table 3. Gender Differences in parents' MaaPs scores (Mann-Whitney U Test)

Sub-dimension	Gender	N	ST	SO	U	z	p
Self-efficacy	Female	184	18523.50	100.67	1503,50	-1,380	.168
	Male	20	2386.50	119.33			
Personel agency	Female	184	19181.00	104.24	1519,00	-1,296	.195
	Male	20	1729.00	86.45			
Self-sufficiency	Female	184	19033.00	103.44	1667.00	-.704	.481
	Male	20	1877.00	93.85			
Self-management	Female	184	19049.50	103.53	1650.50	-.773	.440
	Male	20	1860.50	93.03			
Total	Female	184	19001.00	103.27	1699,00	-.563	.573
	Male	20	1909,00	95.45			

There was no significant difference between parents' self-efficacy ($z = -1,380$; $p > .05$), personal agency ($z = -1.296$; $p > .05$), self-sufficiency ($z = -.704$; $p > .05$), self-management ($z = -.773$; $p > .05$) sub-dimension scores and total scale scores ($z = -.563$; $p > .05$) according to gender. Accordingly, there is no difference between the parental self-regulation skills of mothers and fathers.

Table 5. One-way analysis of variance of parents' MaaPs scores by parents' education level

Sub-dimension	Education level	N	\bar{x}	ss	Source of Variance	KT	sd	KO	F	P
Self-efficacy	Elementary - associate degree	46	3,930	.569	Between G.	.313	2	.156	.637	.530
	Bachelor's degree	118	3,930	.491	Within G.	49,367	201	.246		
	Graduate degree	40	3,831	.410	Total	49,680	203			
Personal agency	Elementary- associate degree	46	3,853	.700	Between G.	5,012	2	2,506	7,910	.000**
	Bachelor's degree	118	4,242	.471	Within G.	63,674	201	.317		
	Graduate degree	40	4,106	.633	Total	68,686	203			
Self-sufficiency	Elementary - associate degree	46	4,005	.407	Between G.	1,655	2	.827	4,790	.009**
	Bachelor's degree	118	4,229	.419	Within G.	34,719	201	.173		
	Graduate degree	40	4,156	.415	Total	36,374	203			

Self-management	Elementary - associate degree	46	4,038	.405	Between G.	.593	2	.296	1,627	.199
	Bachelor's degree	118	4,165	.420	Within G.	36,592	201	.182		
	Graduate degree	40	4,121	.469	Total	37,185	203			
Total	Elementary - associate degree	46	3,957	.399	Between G.	1,194	2	.597	4,624	.011*
	Bachelor's degree	118	4,141	.343	Within G.	25,963	201	.129		
	Graduate degree	40	4,045	.360	Total	27,158	203			

*p < .05; **p < .01

There were not significant effects of the education levels of the parents on the self-efficacy ($F = .637$; $p > .05$) and self-management ($F = 1.627$; $p > .05$) scores. On the other hand, there were significant effects of the education levels of the parents on the personal agency ($F = 7.910$; $p < .01$), self-sufficiency ($F = 4.790$; $p < .01$) sub-dimension scores and total MaaPs scores ($F = 7.624$; $p < .01$). Levene's test was applied to determine the post-hoc analysis to be used to determine which groups were the source of the differences. After it was determined that the variances were homogeneous, the LSD test was used. Results are given in the next table.

Table 6. The results of the Post-Hoc LSD test on the parents' MaaPs scores by parents' education level

Sub-dimension	Age (i)	Age (j)	I-j	p
Personal agency	elementary-associate degree	Bachelor's degree	-.388	.000**
		Graduate degree	-.253	.039*
Self-sufficiency	elementary-associate degree	Bachelor's degree	-.223	.002**
Total	elementary - associate degree	Bachelor's degree	-.185	.003**

*p < .05; **p < .01

LSD Post hoc analyses indicated that the personal agency scores of parents with an education level between elementary school and associate degree were significantly lower than those of parents with bachelor's degree ($p < .01$) and graduate degree ($p < .05$). Similarly, the self-sufficiency scores ($p < .01$) and total MaaPs scores ($p < .01$) of parents with an education level between elementary school and associate degree were significantly lower than those of parents

with bachelor's degree. In general, MaaPs scores of parents with bachelor's degree are higher than other parents.

Table 7. One-way analysis of variance of parents' MaaPs scores by number of children

Sub-dimension	Number of children	N	\bar{x}	ss	Source of Variance	KT	sd	KO	F	P
Self-efficacy	One child	95	3,945	.479	between G.	.279	2	.140	.568	.567
	Two children	94	3,891	.502	inside G.	49,401	201	.246		
	Three children	14	3,817	.562	Total	49,680	203			
Personal agency	One child	95	4,284	.502	between G.	6,390	2	3,195	10,308	.000**
	Two children	94	4,045	.533	inside G.	62,297	201	.310		
	Three children	14	3,650	.934	Total	68,686	203			
Self-sufficiency	One child	95	4,232	.418	between G.	1,322	2	.661	3,792	.024*
	Two children	94	4,133	.414	inside G.	35,051	201	.174		
	Three children	14	3,933	.438	Total	36,374	203			
Self-management	One child	95	4,182	.428	between G.	.728	2	.364	2,007	.137
	Two children	94	4,080	.417	inside G.	36,457	201	.181		
	Three children	14	4,000	.472	Total	37,185	203			
Total	One child	95	4,161	.336	between G.	1,581	2	.791	6,214	.002**
	Two children	94	4,037	.350	inside G.	25,576	201	.127		
	Three children	14	3,850	.503	Total	27,158	203			

* $p < .05$; ** $p < .01$

There were no significant effects of the number of children on the self-efficacy ($F = .567$; $p > .05$) and self-management ($F = .137$; $p > .05$) scores. But there were significant effects of the number of children on the personal agency ($F = 10.308$; $p < .01$), self-sufficiency ($F = 3.792$; $p < .05$) scores and total MaaPs scores ($F = 6.214$; $p < .01$). The post hoc test results are in the table below.

Table 8. The results of the Post-Hoc LSD test on the parents' MaaPs scores by number of children

Sub-dimension	Number of Children (i)	Number of Children (j)	I-j	p
Personal agency	One child	Two children	.239	.004**
		Three children	.634	.000**
Self-sufficiency	One child	Three children	.298	.011*
Total	One child	Two children	.123	.018*
		Three children	.311	.002**

* $p < .05$; ** $p < .01$

LSD Post hoc analyses indicated that the personal agency scores of parents with one child were significantly higher than those of parents with two children ($p < .01$) and three children (p

< .05). Also, the self-sufficiency scores of parents with one child were significantly higher than those of parents with three children ($p < .05$). Finally, the total MaaPs scores of parents with one child were significantly higher than those of parents with two children ($p < .05$) and those of parents with three children ($p < .01$).

As the number of children of parents increases, it is seen that all dimensions of MaaPs scores of the parents decrease. To clarify this prediction, the correlation coefficients between the number of children of the parents and the MaaPs scores were examined in the table below.

Table 9. Spearman correlation analysis between the number of children and MaaPs scores of the parents.

	Statistics	Self- efficacy	Personal agency	self- sufficiency	Self- management	MaaPs score
Number of children	rho	-.082	-.267	-.204	-.146	-.231
	p	.244	.000**	.003**	.037*	.001**

* $p < .05$; ** $p < .01$

There was no correlation between the number of children of the parents and the self-efficacy scores ($r(202)=-.082$; $p > .05$). On the other hand, there are negative correlations between the number of children of the parents and the personal agency ($r(202)=-.267$; $p < .01$), self-sufficiency ($r(202)=-.204$; $p < .01$), self-management ($r(202)=-.146$; $p < .05$) scores and total MaaPs ($r(202)=-.231$; $p < .01$) scores. Therefore, it can be said that as the number of children of parents increases, their MaaPs scores decrease.

The correlation analysis between the ages of the parents and the MaaPs scores of the parents is in the next table.

Table 10. Spearman correlation analysis between parents' ages and MaaPs scores of the parents.

	Statistics	Self- efficacy	Personal agency	self- sufficiency	Self- management	MaaPs score
Age	rho	-.104	-.79	-.148	-.129	-.138
	P	.138	.263	.035*	.065	.049*

* $p < .05$

There was no correlation between the ages of the parents and the self-efficacy, personal agency, and self-management scores ($p > .05$). But, there are negative correlations between the

ages of the parents and self-sufficiency ($r(202)=-.148$; $p < .05$), and total MaaPs scores ($r(202)=-.138$; $p < .05$).

Table 11. Gender of the child differences in parents' MaaPs scores (Independent samples t-test)

Sub-dimension	Gender of the child	F	\bar{X}	SS.	sd	T	P
Self-efficacy	Female	98	3.91	.48	202	.075	.940
	Male	106	3.90	.51			
Personal agency	Female	98	4.17	.55	202	1,026	.306
	Male	106	4.09	.61			
Self-sufficiency	Female	98	4.20	.44	202	1,212	.227
	Male	106	4.13	.41			
Self-management	Female	98	4.15	.44	202	.936	.350
	Male	106	4.09	.42			
Total scale score	Female	98	4.11	.37	202	1,058	.291
	Male	106	4.05	.36			

There were no significant differences between in the scores of self-efficacy ($t=.075$; $p > .05$), personal agency ($t=1.026$; $p > .05$), self-sufficiency ($t=1.212$; $p > .05$), self-management ($t=.936$; $p > .05$) and total MaaPs ($t=1.058$; $p > .05$) according to the gender of the child. Accordingly, it can be said that the gender of the child does not cause any change on the parent's PSR.

4. Discussion

In the study, PSR skills of the parents of 36-72-month-old preschool children were examined according to various variables. The study group of the research, which was conducted in a relational screening model, consists of 204 parents. The data were collected using the "Demographic Information Form" and "Me as a Parent" scale. Data were statistically analyzed and the results of the analysis were presented in the findings. Finally, the results of the research were discussed and suggestions were made.

There are many studies in the literature examining the child's SR skills or the relationship between some characteristics of the parents and the child's self-regulation skills. When we look at the studies on SR, it is striking that PSR skills are a relatively new concept and there are not enough studies examining this concept. In this respect, it is thought that the present study is important in terms of its contribution to the field. While the results of the research were discussed in line with the literature, studies on parental characteristics were also included in the discussion, since there are few studies in the field of PSR.

In the study, it was concluded that there was no difference between PSR skills of mothers and fathers. Similar to the results of the study, Callejas, Byrne, and Rodrigo (2021) stated that the

parent's gender did not affect the model they developed on PSR skills and daily health routines in early childhood. Unlike the research result, Hudson et al. (2003) stated that mothers have more PSR skills than fathers, while Murdock (2013) stated that mothers show more parental self-efficacy than fathers. It is thought that this difference between the results of the research may be due to the low number of father participants in the study or the high level of education of the participants.

It was determined that the education levels of parents did not differ in the self-efficacy and self-management sub-dimensions of PSR skills but caused a difference in the sub-dimensions of personal management and self-sufficiency. In the sub-dimensions of personal management and self-sufficiency, it was determined that the parents with the lowest PSR skills were the parents who received education between primary school and associate degree, and the parents with the highest PSR skills were the parents with a bachelor's degree. Similarly, Uygun and Kozikoglu (2020) found that parents show more positive attitudes towards their children as their education level rises, and Kurt and Aslan (2020) revealed that the group with the lowest self-efficacy skills is the mothers with elementary degree and middle school degree. In another study, Yilmaz Bursa and Aksoy (2023) stated that among mothers with 0-1-year-old children, the parents with the lowest PSR were elementary and middle school graduates, and the parents with the highest PSR were associate degree graduates. In addition, it was concluded in the study that the self-efficacy of the parents did not change according to their education level. The higher the level of education, the higher the level of PSR can be associated with parents' learning what, when, where, and how they should or should not do. As the education level of the parents increases, the increase in PSR skills reveals the importance of education, not hearing or seeing from others.

While there was no difference according to the number of children in the self-efficacy and self-management sub-dimensions of the PSR, it was determined that there was a difference between the personal control and self-management sub-dimensions of the PSR according to the number of children. In general, it was concluded that as the number of children increased, PSR skills decreased. Ozyurek and Tezel Sahin (2005) also stated in their study that as the number of children increases, the negative attitudes of the parents towards the child increase. As the number of children increases, the decrease in PSR may have been caused by parents' inability to manage time well, the complexity of the division of labor, and economic inadequacies.

While no correlation was found between parents' ages and self-efficacy, personal agency, and self-management PSR sub-dimensions, a weak negative correlation was obtained with the self-sufficiency sub-dimension. There are some studies stating that parental competence does not change according to the age of the parent (Demir, 2015; Salonen et al., 2009). Yilmaz Bursa and Aksoy (2023) stated that as the age of the mother increases, the perception of PSR decreases. This statement does not contradict the current study. A negative correlation between the PSR skill scores and the age of the parent was also obtained in this study.

In the study, no significant difference was found between the child's gender and PSR skills in any sub-dimension. Similar results are also found in studies conducted by Yilmaz Bursa and

Aksoy (2023) and Callejas et al. (2021). This result may be since the parent does not differ in parenting attitudes and behaves similarly to their children, regardless of the child's gender.

5. Conclusions

There are many studies examining the SR skills of preschool children or the relationship between some characteristics of the parents and the child's SR skills. From this perspective, PSR is a fairly new and rarely studied concept. In this study, PSR of parents with preschooler (36-72 months) were examined. Based on the results of the research, the following suggestions were made:

Parents of 36-72 months old preschool children were studied in the study. Since the MaaP scale covers parents with children up to the age of 15, the MaaP scale can be applied to parents with children in different age groups, and it can be checked whether the parent's self-regulation skills change as the age of the children changes.

In the study, it was found that education increased parental self-regulation skills. Parents with low parental self-regulation can be educated about parental self-regulation and then the effectiveness of this education can be investigated.

The relationship between the parent's parental self-regulation skill and the child's self-regulation skill can be investigated.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest.

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