

## Mother Attitudes and Children's Multiple Intelligence Areas According to Educational Levels of Parents\*

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**ABSTRACT** This study aims at determining the relationship between mother attitudes and multiple intelligence areas of 6-year-old children enrolled in public nursery schools according to the parents' educational levels. The study group is composed of 300 children, 300 mothers and 300 fathers. In the study, in order to determine mother attitudes, the Parenting Styles and Dimensions Questionnaire was used. Moreover, to determine different intelligence levels of children, the Teele Inventory of Multiple Intelligences was used. The Bonferroni corrected Kruskal Wallis H Test was used. A statistically significant difference was observed between the mothers' educational levels and their democratic and authoritarian attitude scores. Again, it was also observed that there was a statistically significant difference between the fathers' educational levels and the authoritarian mother and the permissive mother attitude scores. As the father's education level decreases, the mother's attitude becomes authoritarian. Moreover, the mothers' and the fathers' educational levels did not make a difference between the children's verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kinesthetic, intrapersonal and social scores.

### INTRODUCTION

The family is the smallest unit and one of the fundamental building blocks of the society, which supports the growth and development of an individual during the period, which spans from birth to death. A newly born child has a certain potential with genetic characteristics, which she/he inherits from his/her parents. Stimuli, which she/he receives from the very first days, may either help develop the features of this potential in a positive way, or conversely, cause a development in a negative way. With this aspect, the first living environment and effects, which she/he receives in this environment, have extremely important effects on what kind of a person the child will be (Oktay 2004). The family environment is the living quarters of preschool children. The people with whom children are in communication most of the time are their parents. For this reason, parents hold a very important place in the development of their children's intelligence and intelligence tendencies.

Especially, the family occupies an important place in the first years of the child's development (Cagdas 2002). Basic education is the one received in the family. The family is one of the institutions, which are the most effective in the child's care, development and education. Although every fam-

ily is unique, there are similarities in their social values, political beliefs and views of social events (Donmezer 1999). What makes all the potential, which a child inherits, reach the top level is the environment in which she/he is. It is rather difficult to interfere in inherited characteristics. Besides this, reaching of the inherited potential to the possible highest level is possible through appropriate environmental conditions. The first years of the childhood period is the period during which the child usually acquires a great majority of behaviors and habits which she/he is supposed to learn and will be under the effects of throughout his/her lifetime. The importance of mother-father-child relationships in the healthy personality development of the child and his/her adaptation to the environment in which she/he is has been understood better (Cagdas and Secer 2006).

The family is the institution where face-to-face relationships are lived. For this reason, it can be stated that the discipline of understanding in the family and parental attitudes play a very important role in the children's social and emotional developments. Hence, parents' attitudes and behaviors have effects on children's conscience and ethical development and if they will develop a well-adjusted or maladjusted, active or passive, dependent or autonomous, in-

troverted or extroverted personality (Donmezer 1999).

The child received the biggest support from his/her parents while she/he tries to adapt to the physical and social environment surrounding him/her, starting from birth. The identification models having a fundamental role in the formation of the child's personality are especially mothers and fathers. The child learns their life styles through imitation. Moreover, the child learns how to express him/herself and become a self-directed individual from his/her family. Parents' essences underlie many behaviors of the child. In the first years of his/her life, the child starts to see the external world through his/her parents' eyes. For this reason, parents' worldviews, value judgments and beliefs reflect on the child (Aydogmus et al. 2010). Every child is an independent individual with his/her own intelligence and personality characteristics. In addition to individual characteristics, parents' attitudes and close environmental conditions affect the child's behaviors and development (Yavuzer 2002). Parents' ways of approaching and disciplining their children give shape to the child's personality and other individual characteristics. At the same time, these attitudes affect students' successes at schools as well (Bacanli 2007).

As stated by Maccoby (2002), the first interaction starts in the family in the first period of a child's life in which she/he acquires his/her personality characteristics, social adjustment and social skills and also values. Since they are responsible for their children's care and education, parents have more effects especially in the early developmental periods. The theories and approaches related to development emphasize the parental role by considering these periods in the determination of children's early physical and social environment. Therefore, it is important that parental attitudes should be evaluated especially in the preschool period (Cited by Demir and Sendil 2008).

Developmental psychologists have become more interested in parental attitudes generally starting from the 1900s. Being a parent is complicated work including many individual and holistic behaviors affecting children's behaviors. Most of the researchers trying to define this comprehensive subject take Baumrind's definition of parental attitudes into consideration. Baumrind (1991) stated that parents create the structures of their attitudes by selecting normal ones of

efforts, which they exhibit in order to control and socialize their children (Cited by Darling 1999).

Baumrind's studies focused on democratic, authoritarian and permissive parental attitudes. When it is looked at generally, studies report that democratic parents are socially active, responsible and have children with cognitive skills, but parents having the other two attitudes have children with these characteristics which are less developed (Berk 1991).

The authoritarian attitude based on pressure and discipline is seen in parents-centered families in which there are expectations exceeding the capacity of the child. Generally, meeting needs of children and establishing communication are insufficient (Yapici 2010). Authoritarian parents are over demanding and directive but not givers. They are parents telling their children what to do clearly. They are obedience and situation focused and they want their desires to be obeyed without explanation (Baumrind 1991). A child raised with this attitude may not only become introverted, coward, dependent, deprived of self-confidence and have weak social relationships, but they also become aggressive and maladjusted (Donmezer 1999). According to Farrell (2015), it was found a significant relationship between the authoritarian attitudes of parents and preschool-aged children's degree of negative behavior. Parents emphasizing equality or exhibiting competent attitude may become successful in their expectations from their children, achieving control and discipline and establishing communication with their children. In a family having this attitude, the limits of controlling and exhibiting love are clear and needs of children are met. While putting restrictions on children, these families, at the same time, encourage achievement by providing support and approval (Yapici 2010). Democratic families put rules and guide their children without oppressing them (Santrock 2007; William 2013). In the child-centered family with a permissive attitude based on freedom, needs of the child are met, but assigning responsibilities, achieving discipline and establishing communication with the child are insufficient (Yapici 2010). They do not want mature behaviors, allow for self-control at a level, which is considered important and avoid contending. They allow their children to do what they want (Baumrind 1991).

The family attitudes on which the most comprehensive studies have been made are the authoritarian, democratic and permissive attitudes

and it was put forward that these attitudes have effects on the socialization, cognitive development and personality structure of the child at different levels in the preschool, mid-childhood and adolescent periods (Baumrind 1967, 1991; Slicker 1998, Cited by Erdogan and Ucukoglu 2011).

Besides studies indicating that individual characteristics and differences are rather related with intelligence level, in addition to the ones on intelligence level, the ones made on the areas of intelligence and how to determine and develop these areas have gained importance in recent years (Burden and Bryd 1994, Cited by Uysal 2006).

Gardner puts forward that there are more than one intelligence areas and each intelligence area can be developed according to how an individual is raised. His studies showed that intelligence is not constant (Vural 2004). In his first definition, Gardner defined intelligence as a creativity skill in addition to being a problem solving skill. According to him, intelligence is a problem solving ability or an ability to create a product appreciated in one or more cultural environments (Gardner 1983).

Gardner (1983, 1999) states that generally every individual has eight intelligence areas (Phillips 2010; Phipps 2010). The eight types of intelligence, which Gardner put forward, are (Gardner 2011) as follows,

- ◆ Verbal-Linguistic Intelligence
- ◆ Logical-Mathematical Intelligence
- ◆ Visual-Spatial Intelligence
- ◆ Musical-Rhythmic Intelligence
- ◆ Bodily-Kinesthetic Intelligence
- ◆ Interpersonal Intelligence
- ◆ Intrapersonal-Introverted Intelligence
- ◆ Naturalistic Intelligence

Intelligence is shaped by hereditary abilities and experiences, which she/he acquires in the environment in which she/he lives. Here the people who are supposed to create this environment for the child are primarily parents who are in their close environment. Later, together with parents, teachers may have different effects on the intelligence of the child through environments and teaching methods with which they provide the child. While inappropriate education and teaching and negative environmental conditions downgrade intelligence, appropriate education and teaching and positive environmental conditions develop intelligence (Vural 2004). If one

considers environment first of all, it can be said that parental attitudes may have an effect on the intelligence areas of the child.

When previous studies were reviewed, not a study examining the relationship between mothers' attitudes and multiple intelligence areas according to parents' educational level was found.

### **Aim**

Starting from this information, the purpose of this study is to determine the relationship between mothers' attitudes and multiple intelligence areas of 6-year-old male and female children according to parents' educational level.

### **METHODOLOGY**

The study group is composed of a total of 900 people, namely 300 children (150 female and 150 male) attending the nursery schools connected to the National Education Directorate of Bursa, 300 mothers and 300 fathers. In the study, in order to determine the mothers' attitudes, the "Parenting Styles and Dimensions Questionnaire (PSDQ)" developed by Robinson et al. (2001) and the reliability and the validity studies of which were made and adapted into Turkish by Kapci and Demirci (2009) with the aim of evaluating if it could be used with Turkish mothers, was used. In order to determine the children's different intelligence levels, the Teele Inventory of Multiple Intelligences (TIMI) (appropriate for 6-year-old children) developed by Teele (1992) and adapted into Turkish by Elibol (2000) and Gogebakan (2003) was employed.

The study is a descriptive one. Since it was aimed at revealing a current situation in the study, the relational screening model was used. In the study, the sample was selected through the "stratified simple random sampling" method.

Data obtained in this study was evaluated using the SPSS 20 package program. The frequency and percentage values of data were given. In the variables, which do not distribute normally in the groups of more than two, the Bonferroni corrected Kruskal Wallis H Test was used.

### **RESULTS AND DISCUSSION**

Table 1 shows the comparison of the mothers' education levels and their attitudes. As it is seen in Table 1, a statistically significant differ-

**Table 1: Comparison of mother education level and mother attitudes**

Attitude	Education	Mother's education level						Kruskal Wallis H Test			Paired comparison
		n	X	Median	Min	Max	Sd	Mean rank	H	p	
Democratic	Primary S.	64	84.6	87.3	52.0	100.0	12.0	129.1	18.927	0.000*	1-42-43-4
	Secondary S.	32	85.0	86.7	36.0	100.0	12.7	128.6			
	High S.	114	87.7	89.3	52.0	100.0	8.9	143.5			
	Univ. and over	90	91.5	92.7	64.0	100.0	6.7	182.4			
	Total	300	87.9	89.3	36.0	100.0	9.9				
Authoritarian	Primary S.	64	35.7	33.3	20.0	83.3	11.0	198.2	47.218	0.000*	1-32-31-42-4
	Secondary S.	32	34.5	33.3	23.3	55.0	6.8	205.0			
	High S.	114	28.3	26.7	20.0	55.0	6.4	127.4			
	Univ. and over	90	28.3	26.7	20.0	53.3	6.7	126.5			
	Total	300	30.5	28.3	20.0	83.3	8.4				
Permissive	Primary S.	64	48.7	48.0	20.0	88.0	14.5	162.7	4.532	0.209	-
	Secondary S.	32	49.8	48.0	28.0	80.0	13.2	171.4			
	High S.	114	45.1	44.0	24.0	84.0	12.4	143.2			
	Univ. and over	90	45.2	44.0	24.0	76.0	11.3	143.7			
	Total	300	46.4	44.0	20.0	88.0	12.7				

\*p<0.05 1-Primary S.; 2-Secondary S., 3-High S., 4- Univ. and Over

ence is observed between the democratic mother attitude scores and the authoritarian mother attitude scores according to the mothers' education levels ( $p < 0.05$ ). The democratic mother attitude scores were significantly higher in the mothers with an education level of university and over (91.5), when compared to the mothers with the other education levels. The authoritarian mother attitude scores were significantly higher in the primary school graduate mothers (35.7) and the secondary school graduate mothers (34.5) when compared to the high school graduate mothers (28.3) and the mothers with an education level of university and over (28.3).

In a study, Saygin (2004) found that as the mothers' education levels increased, their consistent discipline behaviors towards their children increased, but conversely their physical punishment, protective and pressure behaviors for achievement decreased.

In many studies (Ayyildiz 2005; Dekovic and Gerris 1992; Durmus 2006; Mizrakci 1994; Ozyurek and Sahin 2005; Poyraz and Ozyurek 2005; Sendogdu 2000; Von Der Lippe 1999), it was reported that as parents' education levels increased, the rates of their democratic behaviors increased as well.

In Table 2, the comparisons of the children's multiple intelligence areas according to their mothers' education levels were given. As it is seen in Table 2, the mother's education levels do not make significant differences between the

children's verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kineshetic, intrapersonal and social intelligence scores ( $p > 0.05$ ). This result indicates that intelligence is independent from environment, but better environmental conditions achieve development of existing intelligence potential to the end.

In Table 3, the comparison of the fathers' education levels and the mothers' attitudes is given. When Table 3 was examined, it was observed that there is a statistically significant difference between the fathers' education levels in terms of the authoritarian mother attitude score and the permissive mother attitude score ( $p < 0.05$ ). The authoritarian mother attitude score is significantly higher in the primary school graduate (35.9) and the secondary school graduate (34.3) fathers when compared to the high school graduate (30.1) and the university and over graduate (27.9) fathers. The permissive mother attitude score is significantly higher in the secondary school graduate fathers (51.8) when compared to the high school graduate (45.9) and university and over graduate fathers (44.2).

There is not a statistically significant difference between the fathers' education levels in terms of competent-democratic mother attitude score ( $p > 0.05$ ). As the fathers' education levels decrease, the mother's attitudes become authoritarian.

The evidence indicated that knowledgeable and self-confident parents caused to reduced

**Table 2: Comparison of intelligence areas of children according to mothers' education levels**

Area of intelligence		Mother's education level						Kruskal Wallis H Test		
		n	X	Median	Min	Max	Sd	Mean rank	H	p
Verbal-linguistic	Primary S.	64	3.8	4.0	0.0	8.0	1.9	148.8	5.071	0.167
	Secondary S.	32	3.5	4.0	1.0	7.0	1.7	131.0		
	High S.	114	3.8	4.0	0.0	7.0	1.6	144.9		
	Univ. and over	90	4.2	4.0	0.0	8.0	1.5	165.7		
	Total	300	3.9	4.0	0.0	8.0	1.7			
Logical-mathematical	Primary S.	64	4.2	4.0	1.0	8.0	1.6	151.2	0.832	0.842
	Secondary S.	32	3.9	4.0	0.0	6.0	1.5	137.6		
	High S.	114	4.2	4.0	0.0	8.0	1.7	152.5		
	Univ. and over	90	4.2	4.0	1.0	8.0	1.6	152.1		
	Total	300	4.2	4.0	0.0	8.0	1.6			
Visual-spatial	Primary S.	64	4.4	4.0	1.0	8.0	1.6	134.0	15.548	0.051
	Secondary S.	32	5.6	6.0	3.0	8.0	1.2	204.3		
	High S.	114	4.6	4.0	1.0	8.0	1.5	145.2		
	Univ. and over	90	4.6	5.0	1.0	8.0	1.6	149.8		
	Total	300	4.7	5.0	1.0	8.0	1.5			
Musical-rhythmic	Primary S.	64	4.2	4.0	1.0	7.0	1.4	156.3	6.043	0.110
	Secondary S.	32	3.4	3.0	0.0	7.0	1.8	118.8		
	High S.	114	4.2	4.0	1.0	7.0	1.6	159.1		
	Univ. and over	90	3.9	4.0	0.0	7.0	1.6	146.8		
	Total	300	4.0	4.0	0.0	7.0	1.6			
Bodily-kinesthetic	Primary S.	64	3.9	4.0	0.0	8.0	1.6	146.2	3.290	0.349
	Secondary S.	32	4.3	4.5	1.0	8.0	1.7	168.8		
	High S.	114	4.0	4.0	0.0	7.0	1.4	155.6		
	Univ. and over	90	3.7	4.0	1.0	8.0	1.6	140.5		
	Total	300	3.9	4.0	0.0	8.0	1.5			
Intrapersonal	Primary S.	64	4.1	4.0	1.0	6.0	1.3	159.7	1.280	0.734
	Secondary S.	32	3.9	4.5	0.0	7.0	1.7	155.6		
	High S.	114	3.8	4.0	0.0	8.0	1.5	147.5		
	Univ. and over	90	3.9	4.0	1.0	8.0	1.4	145.9		
	Total	300	3.9	4.0	0.0	8.0	1.5			
Social	Primary S.	64	3.5	4.0	0.0	8.0	1.8	157.2	1.149	0.765
	Secondary S.	32	3.6	4.0	0.0	7.0	1.8	159.6		
	High S.	114	3.3	3.0	0.0	8.0	1.6	145.9		
	Univ. and over	90	3.4	3.0	0.0	7.0	1.6	148.4		
	Total	300	3.4	3.0	0.0	8.0	1.6			

p> 0.05

negative behaviours of their children (Winter et al. 2012). Also September, Rich and Roman (2015) indicated that the parents in their study were found to be mostly authoritative and also knowledgeable.

In Table 4, the comparison of the multiple intelligence areas of the children according to the fathers' education levels is seen. As is seen in Table 4, the father's education level does not make a significant difference between the children's verbal linguistic, logical mathematical, visual spatial, musical rhythmic, bodily kinesthetic, intrapersonal and social intelligence scores (p> 0.05). This result again indicates that intelligence is independent from the environment, but the existing potential can be developed to the end in better environmental conditions.

### CONCLUSION

In conclusion, it was observed that there was a statistically significant difference between the mother's education level and the democratic and the authoritarian mother attitude scores. Again, there was a statistically significant difference between the father's education level and the authoritarian mother and the permissive mother attitude scores. As the father's education level decreases, the mother's attitude becomes authoritarian. Moreover, the parents' education levels do not make significant differences in the children's verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kinesthetic, intrapersonal and social scores.

**Table 3: Comparison of the mothers' attitudes according to fathers' education levels**

Education	Father's education level						Kruskal Wallis H Test			Paired comparison	
	n	X	Median	Mean	Max	ss	Sıra Ort.	H	p		
<i>Demo- cratic</i>	Primary S.	36	84.0	88.0	52.0	100.0	12.3	124.3	6.806	0.078	
	Secondary S.	41	86.9	92.0	36.0	100.0	12.4	148.3			
	High S.	109	87.6	89.3	61.3	100.0	9.2	145.1			
	Univ. and over	114	89.8	90.7	52.0	100.0	8.2	164.7			
	Total	300	87.9	89.3	36.0	100.0	9.9				
<i>Autho- ritarian</i>	Primary S.	36	35.9	33.3	20.0	83.3	11.2	202.9	33.904	0.000*	1-31-42-32-4
	Secondary S.	41	34.3	31.7	20.0	65.0	9.2	190.4			
	High S.	109	30.1	28.3	20.0	55.0	7.4	147.3			
	Univ. and over	114	27.9	26.7	20.0	55.0	6.6	122.7			
	Total	300	30.5	28.3	20.0	83.3	8.4				
<i>Permi- ssive</i>	Primary S.	36	48.6	46.0	28.0	88.0	14.5	159.8	11.231	0.011*	2-32-4
	Secondary S.	41	51.8	52.0	32.0	80.0	13.0	188.6			
	High S.	109	45.9	44.0	20.0	84.0	12.9	146.7			
	Univ. and over	114	44.2	44.0	24.0	76.0	11.3	137.5			
	Total	300	46.4	44.0	20.0	88.0	12.7				

\*p&lt;0.05 1-Primary S.; 2-Secondary S., 3-High S., 4- Univ. and Over

**Table 4: Comparison of multiple intelligence areas of children according to fathers' education levels**

Area of intelligence	Education	Father's education level						Kruskal Wallis H Test		
		n	X	Median	Min	Max	Sd	Mean rank	H	p
<i>Verbal- linguisitc</i>	Primary S.	36	3.3	3.0	0.0	7.0	1.8	128.0	5.103	0.164
	Secondary S.	41	4.1	4.0	0.0	8.0	1.8	163.4		
	High S.	109	3.8	4.0	0.0	8.0	1.7	144.3		
	Univ. and over	114	4.0	4.0	0.0	8.0	1.5	158.9		
	Total	300	3.9	4.0	0.0	8.0	1.7			
<i>Logical- mathematical</i>	Primary S.	36	4.2	4.0	1.0	8.0	1.7	152.2	1.340	0.720
	Secondary S.	41	4.0	4.0	0.0	8.0	1.8	142.3		
	High S.	109	4.3	4.0	0.0	8.0	1.6	157.3		
	Univ. and over	114	4.1	4.0	1.0	8.0	1.5	146.4		
	Total	300	4.2	4.0	0.0	8.0	1.6			
<i>Visual- spatial</i>	Primary S.	36	4.6	4.0	2.0	8.0	1.4	143.9	1.207	0.751
	Secondary S.	41	4.8	5.0	2.0	7.0	1.5	159.4		
	High S.	109	4.6	5.0	1.0	8.0	1.5	145.6		
	Univ. and over	114	4.7	5.0	1.0	8.0	1.6	154.0		
	Total	300	4.7	5.0	1.0	8.0	1.5			
<i>Musical- rhythmic</i>	Primary S.	36	3.8	4.0	2.0	6.0	1.1	137.5	1.015	0.798
	Secondary S.	41	4.1	4.0	0.0	7.0	1.6	154.7		
	High S.	109	4.0	4.0	0.0	7.0	1.7	151.0		
	Univ. and over	114	4.1	4.0	1.0	7.0	1.6	152.6		
	Total	300	4.0	4.0	0.0	7.0	1.6			
<i>Bodily- kinesthetic</i>	Primary S.	36	4.3	4.0	1.0	8.0	1.6	166.5	5.142	0.162
	Secondary S.	41	3.6	3.0	1.0	7.0	1.5	131.5		
	High S.	109	4.1	4.0	0.0	8.0	1.6	159.2		
	Univ. and over	114	3.8	4.0	0.0	7.0	1.5	144.0		
	Total	300	3.9	4.0	0.0	8.0	1.5			
<i>Intrapersonal</i>	Primary S.	36	4.4	5.0	1.0	6.0	1.3	180.4	5.120	0.163
	Secondary S.	41	3.8	4.0	1.0	6.0	1.4	148.0		
	High S.	109	3.8	4.0	0.0	8.0	1.6	146.8		
	Univ. and over	114	3.9	4.0	0.0	8.0	1.4	145.5		
	Total	300	3.9	4.0	0.0	8.0	1.5			
<i>Social</i>	Primary S.	36	3.3	4.0	0.0	6.0	1.9	150.1	0.016	0.999
	Secondary S.	41	3.4	3.0	0.0	8.0	2.0	149.2		
	High S.	109	3.4	3.0	1.0	7.0	1.4	151.1		
	Univ. and over	114	3.4	3.0	0.0	7.0	1.6	150.5		
	Total	300	3.4	3.0	0.0	8.0	1.6			

p&gt; 0.05



When the attitudes are looked at in accordance to the education levels, the democratic and the competent attitude is significantly higher in the mothers with an education level of university and over when compared to the mothers at the other education levels. The authoritarian attitude is significantly higher in the primary school and the secondary school graduate mothers when compared to the mothers at the education level of university and over.

Moreover, the authoritarian mother attitude is significantly higher in the primary school and the secondary school graduate fathers when compared to the fathers at the education level of high school and university and over. The permissive mother attitude is significantly higher in the secondary school graduate fathers when compared to the fathers at the education level of university and over.

It was observed that the mothers' education level and the fathers' education level did not have an effect on the multiple intelligence areas of the children. This result indicates that intelligence is independent from the environment and is more hereditary.

### RECOMMENDATIONS

Further studies can be redone with increased number of samples.

Seminars or activities can be organized in order to increase parents' education level considering the positive effect of attitudes of educated parents on children. Therefore, they can be conscious about requirements of raising children.

### NOTE

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