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The Associations between Sleep Problems, Parental Attitudes, and Behavioral Problems in Preschool Children

ABSTRACT

This study aims to examine the relationships between preschool children's sleep characteristics, social competence, behavioral problems, and parental attitudes and focus specifically on how preschool children's sleep mediates the relationship between parental attitudes and children's social competence and behavioral problems. This study's sample consisted of 142 parents of preschoolers. Data were collected using the "Demographic Information Form", "Children's Sleep Habits Questionnaire", "Social Competence" and Behavior Evaluation Scale-30, and Parenting Attitude Scale. Significant moderate correlations were found between sleep habits, parental attitudes, and children's behavioral-emotional problems. The mediatory role of sleep duration and sleep anxiety of the children between democratic parental attitude and social competence was also significant. The mediators (sleep duration and sleep anxiety) accounted for part of the pathway through which democratic parenting affects social competence. This study emphasizes the pivotal role of parental attitudes in influencing children's sleep-related difficulties and daytime behavioral problems. Effective management of sleep anxiety and sleep duration in children has the potential to enhance their behavioral and emotional outcomes.



Democratic parenting practices significantly impact preschoolers' sleep duration, sleep anxiety, and social competence.



An increase in sleep anxiety appears to be linked to a decrease in children's social skills and an increase in behavioral problems.



Children's sleep duration and sleep anxiety appear to be key factors influencing how democratic parenting affects their social skills.



Daytime sleepiness and sleep problems are connected to anxiety and withdrawal symptoms, while sleep disorders negatively affect social skills.