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Psychometric Properties of the Turkish Version of the Parental Psychological Flexibility Questionnaire

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Bu çalışma, birinci yazarın ikinci yazar danışmanlığında yürüttüğü yüksek lisans tez çalışmasından türetilmiştir.

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Abstract

This study aimed to examine the psychometric properties of the Parental Psychological Flexibility Questionnaire (PPFQ) developed by Burke and Moore (2015) in a Turkish sample. For this purpose, the three-factor structure of the scale was tested by conducting Exploratory Factor Analysis (EFA) with a sample of 274 parents with kids aged between 9–17. The criterion-related validity of the PPFQ was tested by checking Pearson correlation coefficients. The structure of the PPFQ was confirmed by testing Confirmatory Factor Analysis (CFA) with a sample of 353 parents with kids aged between 9–17. Following the confirmation of the three-factor structure of the scale, reliability coefficients were tested for the whole scale and its subscales via test-retest reliability and Cronbach's alpha coefficients. The results of the EFA and CFA revealed that the Turkish form of the PPFQ was also a three-factor scale as it was in the original version. As a result of the analysis and concerning the criterion validity, PPFQ and Mindful Parenting Scale (MPS) 0.45, PPFQ and Acceptance and Action Questionnaire– II (AAQ-II) 0.53 were found to be significantly correlated. The Cronbach alpha of the scale was found to be 0.78, and the test-retest correlation coefficient was found to be 0.62 as a result of the reliability analysis. Finally, the reliability scores were also satisfactory. These findings were discussed in line with the relevant literature.

Keywords: parental psychological flexibility, psychological flexibility, parents, acceptance and commitment therapy

Öz

Ebeveyn Psikolojik Esneklik Ölçeğinin Türkçe Formunun Psikometrik Özellikleri

Bu çalışmanın amacı Burke ve Moore (2015) tarafından geliştirilen Ebeveyn Psikolojik Esnekliği Ölçeği'nin (EPEÖ) Türkçe formunun psikometrik özelliklerinin incelemektir. Bu amaç doğrultusunda, üç fatörlü yapıya sahip olan ölçek 9-17 yaş arasında çocuklara sahip olan 274 ebeveyn ile Açımlayıcı Faktör Analizi (AFA) yapılarak test edilmiştir. EPEÖ' nün ölçüt geçerliliği Pearson korelasyon katsayıları test edilerek gerçekleştirilmiştir. Ölçeğin yapısı 9-17 yaşları arasında çocuğa sahip olan 353 ebeveyn örneklemi ile gerçekleştirilen Doğrulayıcı Faktör Analizi (DFA) ile onaylanmıştır. EPEÖ' nün yapısının doğrulanması sonrasında, üç faktörlü ölçeğin ve alt faktörlerinin güvenirlik testleri test- tekrar test ve Cronbach Alfa katsayıları ile test edilmiştir. Açımlayıcı ve Doğrulayıcı Faktör analizi sonuçları, EPEÖ' nün Türkçe formunun orijinal formunda olduğu gibi üç faktörlü yapıya sahip olduğunu göstermiştir. Ölçüt geçerliliği sonuçları EPEÖ' nün Ebeveyn Bilinçli Farkındalık Ölçeği ile 0.45, Kabul ve Eylem Formu-II ile 0.53 oranında anlamlı bir şekilde ilişkili olduğunu göstermektedir. Ölçeğin güvenirlik analizleri sonucunda Cronbach Alfa katsayısı 0.78, test tekrar test korelasyon katsayısı ise 0.62 olarak bulunmuştur. Sonuç olarak ölçeğin güvenirlik puanları kabul edilebilir düzeydir. Bulgular ilgili literatür eşliğinde tartışılmıştır.

Anahtar Kelimeler: ebeveyn psikolojik esnekliği, psikolojik esneklik, ebeveynler, kabul ve kararlılık terapisi

INTRODUCTION

While parenting can be a very rewarding experience, with parents usually reporting greater life satisfaction and positivity than nonparents (Nelson et al., 2013), there is no doubt

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that parents face a whole variety of challenges almost everyday (Cappa et al., 2011). Furthermore, these challenges, related to academic, social, and emotional responsibilities, only increase with the age of the child (Crnic & Booth, 1991; Cappa et al., 2011; Putnick et al., 2008). As a consequence, parents may experience psychological distress, including anxiety about their parenting and depressive symptoms (Bayer et al., 2006). It has been found that such emotions may lead to parents being less nurturing and more restrictive (Lindhout et al., 2006), which may result in possible negative physical behavior towards their children (Querido et al. 2001). Such parental psychological distress can be considered as risk factors for children due to the possible transmission of those symptoms from parents to children (Moyer & Sandoz, 2015). In some cases, anxious and depressive symptoms in children may be a consequence of a reciprocal relationship with parents (Hudson & Rapee, 2004). It is therefore vital to consider the importance of the parent child relationship from psychological flexibility perspective which helps us to understand the reinforced actions in parenting context.

Psychological flexibility (PF) is a key concept of Acceptance and Commitment Therapy (ACT), which is one of the so-called third wave cognitive and behavioral therapies. Psychological flexibility is positively associated with emotional well-being (Kashdan & Rottenberg, 2010), quality of life (Leonidou et al., 2019), life satisfaction (Lucas & Moore, 2020), and negatively linked to generalized anxiety disorders (Lee et al., 2010), and depression (Nolen-Hoeksema et al., 2008). Psychological flexibility can be defined as the ability to be completely aware of the present moment as a conscious human being, as well as also being aware of chosen values and taking appropriate actions to achieve them (Hayes et al., 2012). Psychological flexibility consists of six interrelated processes: present moment awareness, values, committed actions, self-as–context, cognitive defusion, and acceptance (Hayes et al., 2012). Emerging from the underlying principles of Relational Frame Theory (RFT; Hayes, Barnes-Holmes, & Roche, 2001) and Contextual Behavioral Science (CBS), psychological inflexibility, which is the opposite of PF, is defined as leading to maladaptive and rigid responses to difficult and challenging experiences that only serves to increase stress levels.

Parental psychological flexibility is defined as the ability to accept undesired feelings, thoughts, and urges (such as yelling, anger, frustration etc.) in relation to one's child, as part of maintaining a good parent child relationship (Brassell et al., 2016; Burke & Moore, 2015). A psychologically flexible parent therefore still experiences psychological distress, but also notices child related anxiety, stress, and worry and takes the appropriate action required of a good parent (Coyne & Murrell, 2009). The psychological flexibility model is such an acceptance and value-based approach which emphasizes the importance of finding a direction, rather than focusing on reaching a certain goal. Psychological flexibility can only be understood from the context (Hayes et al., 1999), and contextual behavioral science emphasizes the importance of understanding the function of a behavior within a certain context (Gloster et al., 2012). In this regard, in the context of parenting, while having a baby can be considered a goal for a couple, being a loving parent can definitely be considered as a value.

At this point, it is vital to indicate the possible influence of Coronavirus (Covid 19) on parent child interaction – namely school closures that have often resulted in parents spending almost 24 hours with their children at home. This has often resulted in parents and their children experiencing high levels of stress, being exposed to media and screens more than ever, and other related challenges (Cluver et al., 2020). Such challenges may well include parents being faced with numerous difficulties and uncertainties about responsibilities related to their children and the avoidance of several undesired feelings and thoughts that emerge as a result of a lack of self-care (Coyne et al., 2020). In this regard, overall, a psychologically flexible parent can be considered as someone who is aware of the importance of parenting, takes actions in the service of a good or loving parenting, and accepts the psychological distress and difficult experiences.

Considering the importance of psychological flexibility in parenting, presenting valid and reliable measures can help researchers to better understand parenting related stress, difficulties and coping strategies. There are several measures besides AAQ-II (Acceptance and Action Questionnaire-II), which aims to assess psychological flexibility in a parenting context. One of these is the Parental Acceptance and Action Questionnaire (PAAQ), which was developed as a 15-item scale used to assess parent child interaction (Cheron et al., 2009). Another measurement is the Parent Psychological Flexibility Questionnaire (PPFQ), which was developed by Wallace et al. (2015) to assess parents' level of psychological flexibility based on

the child's level of chronic pain. Parental Psychological Flexibility Questionnaire was originally developed as a self-report measure to assess the psychological flexibility of parenting behavior in the context of pre-adolescents and adolescents (10–18). It is a 19-item scale with three subscales, namely acceptance, cognitive defusion and committed action. To date, PPFQ has been conducted in Chinese (Zhihong et al., 2018).

The main purpose of this study is to analyze the psychometric properties of the Parental Psychological Flexibility Questionnaire (PPFQ) in Turkish, as developed by Burke and Moore (2015). It is therefore hypothesized that, as in the original version, PPFQ scores will be leading in three subscales: Cognitive Defusion, Committed Action and Acceptance.

METHOD

Study Design and Participants

This descriptive and correlational study was carried out with parents of children aged between 9–17 who attend middle and high schools during the 2019–2020 academic year. The two staged samples of this study were composed of parents of students aged between 9–17 from nine different schools in Bolu, Turkey as shown in Table 1.

The first stage sample consisted of 274 parents including 186 females (67.9%) and 88 males (32.1%). The mean age of the participants was 41.9. The majority of those parents were primary school graduates (111,40.5%), followed by high school graduates (80,29.2%). In terms of perceived socio-economic status (SES), the majority (239,87.2%) were middle SES. The second stage sample consisted of 353 parents including 306 females (86.7%), and 47 males (13.3%). The means age of the participants was 40.2. The majority of those parents were college graduates (145,41%) followed by high school graduates (110,31.2%). The majority (312,88.1%) of the sample stated their SES as middle class. While the first stage data was collected in person, the second stage data was gathered via online platforms due to Covid 19 pandemic.

Measures

The *Demographic Information Form* was designed to obtain information related to parents' age, gender, educational level, and current work status.

Table 1: Demographic characteristics of the sample

	EFA Sample	*CFA Sample*	*Test – Retest Sample*	*Total*
Females	186 (67%, 9)	306 (86%, 7)	127 (90%, 7)	619
Males	88 (32%, 1)	47 (13%, 3)	13 (9%, 3)	148
Total	274	353	140	767
The average age	41.9	40.2	39.8	40.7
Education status				
Primary school	111 (40%, 5)	37 (10%, 5)	12 (8%, 6)	160
Middle school	39 (14%, 2)	35 (9%, 9)	15 (10%, 7)	89
High school	80 (29%, 2)	110 (31%, 2)	42 (30%)	232
University	40 (14%, 6)	145 (41%)	64 (45%, 7)	249
Postgraduate	4 (1%, 5)	26 (7%, 3)	7 (5%)	37
Socio-Economical Status (SES)				
Low SES	22 (8%)	21 (5%, 9)	11 (7%, 9)	54
Middle SES	239 (87%, 2)	312 (88%, 1)	123 (87%, 9)	674
High SES	13 (4%, 7)	20 (5%, 6)	6 (4%, 3)	39
Working status				
Continually	136 (49%, 6)	177 (50%, 1)	65 (46%, 4)	378
Part time	36 (13%, 1)	35 (9%, 9)	16 (11%, 4)	87
Not working	102 (37%, 2)	141 (39%, 9)	59 (42%, 1)	302

The *Parental Psychological Flexibility Questionnaire (PPFQ)* was developed by Burke and Moore (2015) to measure the psychological flexibility levels of parents with children aged between 10–18. The development of the PPFQ was undertaken in two parts: exploratory factor analysis and confirmatory factor analysis. As a result of the analysis, PPFQ was found to be a 19-item scale with three sub scales, namely cognitive defusion (8 items, M=5.6, SD=0.96, Cronbach alpha=0.88), committed action (5 items, M=5.1, SD=0.98, Cronbach alpha=0.75) and acceptance (6 items, M=5.4, SD=0.83, Cronbach alpha=0.74). Parents rate each item on a Likert scale from 1 (never true) to 7 (always true) (Burke & Moore, 2015).

The *Mindfulness in Parenting Questionnaire (MIPQ*) was developed by McCaffrey et al. (2017) to measure the mindfulness levels of parents of children aged between 3–18. The MIPQ was originally a 28-item scale with two sub scales: parental self-efficacy and being in the moment with the child. Parents rated each item on a Likert scale from 1 (infrequently) to 4 (almost always). The scale was translated and validated in Turkish by Aslan-Gördeşli et al. (2018). The Turkish form was a 24 item with two subscales (parental self-efficacy: 13 items with Cronbach alpha=0.8 and being in the moment with child: 11 items, Cronbach alpha=0. 87) (Aslan-Gördesli et al., 2018).

The *Acceptance and Action Questionnaire – II (AAQ-II)* is a seven-item scale which was originally developed by Bond et al. (2011) to measure the psychological inflexibility of individuals. The participants rate items of the single factor structure on a Likert scale from 1 (never true) to 7 (always true). The AAQ-II was translated and validated in Turkish by Yavuz et al. (2016). The Turkish form of the scale was confirmed as a single factor structure with seven items. The Cronbach alpha of the scale was 0.84 (Yavuz et al., 2016).

Procedure and Data Analysis

Permission was obtained for the Turkish validation study from the authors who had developed the PPFQ. Two linguists and three experts in the field of counseling with PhD degrees independently translated the scale into Turkish. The researchers then carefully examined the translations and determined the final version of each item. Subsequently, the scale was back translated into English by a different linguist. The final revised version of the scale was then applied to 20 parents who met the criteria of this study. As a result of this pilot study, none of the parents indicated any non-coherent feedback in regard to the items of the scale. In terms of ethical considerations, approval from the Bolu Abant Izzet Baysal University Human Research Ethics Committee (Protocol No: 2019/284), and the approval of the National Education Ministry (Protocol No: 2019/E. 15347) were obtained. Additionally, the participants were informed of participation being voluntary and the nature of the study before the data was collected. Finally, written consents were also obtained from the participants.

In terms of data analysis, the validity and reliability of the PPFQ were examined in three stages. Stage 1 included testing the construct validity of the factorial structure of the PPFQ by conducting exploratory factor analysis (EFA) with Principal Component Analysis and Oblimin with Kaiser Normalization rotation. Additionally, scree plot test was also used to determine the factor solution. Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of sphericity were used for the suitability of the data for the factor analysis. Statistical Package for Social Sciences (SPSS) version 26.00 was used to evaluate and analyze the data. Criterion-related validity scores were also obtained by checking Pearson correlation coefficients. In stage 2, Confirmatory Factor Analysis (CFA) was conducted to confirm the structure of the scale by using IBM AMOS 24 through $2 \leq \chi^2/df \leq 5$; $0.05 \leq$ RMSEA ≤ 0.08; $0.90 \leq$ NFI ≤ 0.95; $0.90 \leq$ CFI ≤ 0.95; $0.85 \leq$ GFI ≤ 0.90 (Kline, 2011; Schumacker & Lomax, 2010). Finally, during stage 3, test-retest reliability analysis and Cronbach alpha internal consistency analysis were included.

RESULTS

Exploratory Factor Analysis

Principal Component Analysis with Oblimin with Kaiser Normalization rotation was utilized to determine the factorial structure of the Turkish form of the PPFQ. A Kaiser-Myer-Olkin (KMO) test result (0.85) suggested a good sampling adequacy, and the Bartlett's test of sphericity was also significant $\chi^2(177)=11.912$, $p < 0.001$, and this supported the data being factorable. The number of factors in the Turkish form of the PPFQ was also tested by the Scree plot test. As a result of the exploratory factor analysis (EFA), the existence of a three-factor structure was supported in the Turkish form (Table 2). Factor loadings of the scale were satisfactory and ranged from 0.51 to 0.86. The Scree plot criteria also supported the three-factor structure of the scale (Figure 1).

Table 2: Exploratory factor analysis results of the Turkish form of the PPFQ

Item	*Factor 1*	*Factor 2*	*Factor 3*	*α if Item Deleted*	*M*	*SD*
1. Duygularım, olmak istediğim ideal ebeveyn olma yolunda bana engel olur.	0.842	-	-	0.774**	5.9	1.35
2. Endişelerim başarılı bir ebeveyn olma yolunda bana engel olur.	0.861	-	-	0.768**	5.9	1.42
3. Duygularım çocuğumla ilişkimde problemlere yol açar.	0.797	-	-	0.772**	6.1	1.25
4. İnsanların birçoğunun benden daha iyi ebeveyn olduğunu düşünürüm.	0.754	-	-	0.768**	6.1	1.22
5. Acı veren hatıralarım istediğim gibi bir ebeveyn olmamı engeller.	0.729	-	-	0.768**	6.2	1.31
6. Duygularım beni çocuklarım için en iyi olduğunu bildiğim şeyi yapmaktan alıkoyar.	0.753	-	-	0.771**	6.4	1.13
7. Çocuklarım hakkındaki duygularımı kontrol edememekten endişe duyarım.	0.452	-	-	0.770**	5.9	1.52
8. Çocuğuma sevgi ya da ilgi göstermeden önce, keyfim yerinde olmalı.	0.513	-	-	0.769**	6.0	1.42
9. Çocuğum yanlış bir şey yaptıysa hissedeceğim suçluluk duygusuyla baş edemem.	-	-	0.536	0.772**	5.8	1.47
10. Çocuğumun arkadaşları ile birçok şey yapmasına izin vermem çünkü eğer o'na kötü bir şey olursa bununla baş edebileceğimi sanmıyorum.	-	-	0.771	0.779**	5.1	1.84
11. Çok fazla endişeleneceğimi düşünerek çocuğum için önemli olan birçok şeyi yapmasına izin vermedim (Örneğin, arkadaşlarıyla zaman geçirmesine, okula kadar kendi başına yürümesine)	-	-	0.631	0.777**	5.8	1.72
12. Çocuğuma, beni endişelendirecek şeyler yapmasına izin vermem.	-	-	0.696	0.797**	4.3	2.14
13. Çocuğumun davranışından ben sorumluyum.	-	-	0.613	0.803**	3.7	2.15
14. Yorgun, stresli, üzgün ya da kızgın hissetsem bile ebeveynlik sorumluluklarımı yerine getirebilirim.	-	0.836	-	0.773**	5.4	1.83
15. Çocuklarıma kızabilir ve yine de iyi bir ebeveyn olabilirim.	-	0.747	-	0.782**	5.3	1.90
16. Hislerim ve düşüncelerim ne olursa olsun, çocuklarımla iyi bir ilişki kurabilirim.	-	0.856	-	0.771**	5.5	1.74
17. Çocuğumun büyürken yeni deneyimler kazanmasını (örneğin, liseye başlaması, ilk aşkı, ergenliği) izlemek ilginç ve heyecan vericidir.	-	0.598	-	0.788**	4.6	2.06
18. Kendimi nasıl hissettiğimi, çocuklarıma nasıl tepki verdiğimden ayırabilirim.	-	0.745	-	0.781**	4.7	1.91
19. Ebeveyn olmanın öngörülemezliği, onu eğlenceli ve ödüllendirici yapan şeylerden biridir.	-	0.749	-	0.777**	4.6	1.92

N=274; **p<0.01; *p<0.05.

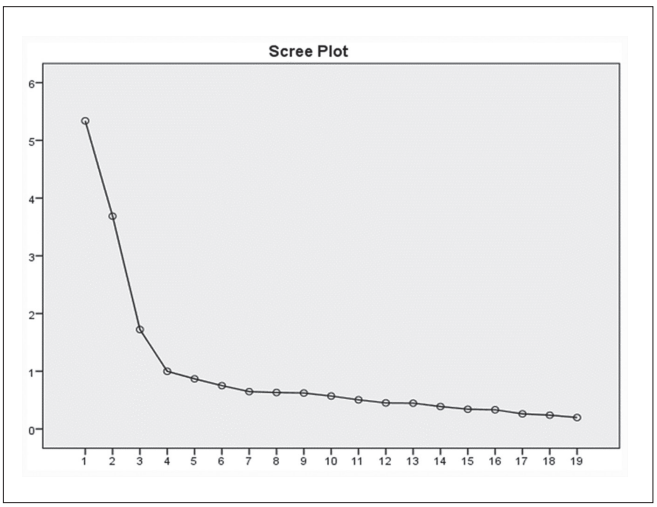

Figure 1. Scree Plot.

Table 3: Correlations between the study variables

	MIPQ	*AAQ-II*
PPFQ	0.45**	-0.53**
Cognitive defusion	0.32**	-0.58**
Committed action	0.078	-0.32**
Acceptance	0.40**	-0.14*

N=274; **p<0.01; *p<0.05.

Criterion Related Validity

The criterion-related validity scores were obtained by correlating the PPFQ with the Mindfulness in Parenting Questionnaire (MIPQ) and Acceptance and Action Questionnaire-II (AAQ-II) as shown in Table 3. As a result of the Pearson correlation coefficient analysis, PPFQ

was significantly correlated with MPS (0.45*) and AAQ-II (-0.53*). In terms of the correlation of the subscales of the PPFQ, Cognitive Defusion was significantly correlated, both with MIPQ (0.32*) and AAQ-II (0.58*), Acceptance was significantly correlated with both MIPQ (0.40*) and acceptance (0.14*), and Committed Action was significantly correlated with AAQ-II (0.32*) but not significantly correlated with MIPQ (0.08).

Confirmatory Factor Analysis

Confirmatory factory analysis (CFA) was performed to test the factorial structure of the PPFQ, and the results confirmed a three-factor structure of the Turkish form of the PPFQ. Various goodness of fit indice values were used, including chi-square degree of freedom (χ^2/df), goodness of fit index (GFI), normed fit index (NFI), comparative fit index (CFI), and root mean square residuals (RMSEA) to evaluate the fitness of the model. The results of the CFA revealed acceptable and good fit scores with the values of CMIN/df (χ^2/df)=3.077, GFI 0.89, CFI 0.91, NFI 0.88, and RMSEA 0.77.

Reliability Analysis

The test-retest reliability coefficient was calculated within a four-week period via Pearson Correlation Coefficient to test the consistency of the over time. The findings of the analysis revealed that while the overall reliability score of the PPFQ was 0.62 ($p<0.05$), the Cognitive Fusion subscale score was 0.98 ($p<0.05$), the Committed Action score was 0.49 ($p<0.05$), and the Acceptance score was 0.57 ($p<0.05$). Finally, the Cronbach alpha internal consistency score for the overall PPFQ was 0.78, Cognitive Defusion was 0.89, Committed Action was 0.75, and Acceptance was 0.91 (Figure 2).

DISCUSSION

The purpose of this study was to examine the psychometric properties of the Turkish adaptation of the PPFQ among parents of children aged 9–17. Accordingly, the EFA was conducted to test the construct validity, and the relationships between PPFQ, AAQ-II and MIPQ were examined to check the criterion-related validity. Confirmatory Factor Analysis analysis was also conducted as a subsequent step to confirm the structure of the Turkish form of the PPFQ. Finally, test-retest reliability and Cronbach's alpha internal consistency tests were conducted to check the reliability of the PPFQ in Turkish.

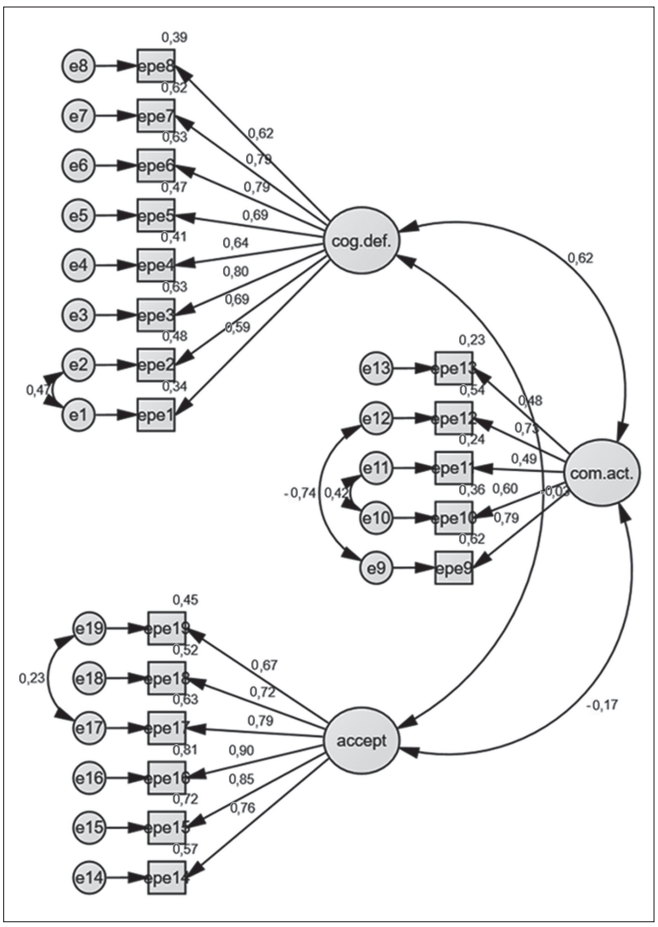

Figure 2. Results of confirmatory factor analysis of the three-factor model of the Turkish form of the PPFQ.

The Turkish form of the PPFQ had a similar factor structure to the original form. Exploratory Factor Analysis revealed a three-factor structure; cognitive defusion, committed action, and acceptance, being present in the Turkish form as in the original version. The three factors structure accounted for 56.57% of the total variance, which was significantly higher than the original version (39.36%) (Burke & Moore, 2015) and slightly lower than the Chinese version (58.1%) (Zhihong et al., 2018). The three subscales' standardized item loadings were between 0,452 and 0.861. Overall, the item loadings were higher than 0.30, as suggested by Field (2009). The criterion related validity results revealed that PPFQ was significantly and positively related with MIPQ (mindfulness parenting) and significantly and negatively correlated with AAQ-II (psychological inflexibility). As stated by Leeming and Hayes (2016), parents with mindfulness skills are more likely to avoid being reactive, harsh, and impatient, and instead act more positively towards their children, and this emphasizes the importance of psychological flexibility. In

addition, as a supporting finding, a low level of parental psychological flexibility was found to be associated with higher parenting stress (Sairanen et al., 2018). Finally, parental psychological flexibility was found to be negatively associated with depression, anxiety, and insomnia in the context of Covid 19 (McCracken et al., 2021).

The confirmatory factor analysis of the PPFQ with three subscales revealed adequate fitting results. This was indicated by CFI, NFI, GFI, RMSEA, and CMIN/DF fit incide scores, after allowing some error terms to covary, as suggested by Hu and Bentler (1999). The CFA results were found to be consistent with the original version (Burke & Moore, 2015), and the Chinese version (Zhihong et al., 2018) in terms of the factor structure. However, we found that fit indices in the Turkish version were slightly lower than the others with df (χ^2/df)=3.077, GFI 0.89, CFI 0.91, NFI 0.88, and RMSEA 0.77.

In terms of the reliability of the PFFQ in Turkish, the Cronbach alpha internal consistency coefficients for the cognitive fusion subscale were 0.89, the committed action subscale was 0.75, the acceptance subscale was 0.91, and the overall Cronbach alpha coefficient was 0.78, indicating satisfactory reliability scores. As suggested by Pallant (2011), values higher than 0.70 are considered acceptable, although the number of items in the scale should be taken into consideration when analyzing the Cronbach value. In this regard, the Turkish form of the PPFQ appears to have a good level of internal consistency. The test-retest reliability scores of the PPFQ observed in the current study were 0.98, 0.49, 0.57, and 0.62 respectively for cognitive defusion, committed action, acceptance, and overall.

Limitations and Conclusions

Overall, the findings of the present study supported the psychometric properties of the PPFQ among a Turkish sample. However, this study has some limitations that must also be considered. Firstly, the sample was not balanced in terms of gender as the majority of the data was gathered from only from mothers via self-reporting. Future studies should consider conducting research with more gender balanced data to gain a better understanding of the psychological flexibility of both mothers and fathers. Secondly, while the data for the first phase of this study was collected just before the start of the Covid 19 pandemic, the data for the second phase was collected two weeks after the beginning of the pandemic. Therefore, the relationship between parents and children could have been affected by the Covid 19 restrictions, and so further Covid 19 specific studies are required to clarify the potential impact of the influence of the pandemic on parental psychological flexibility.

Ethics Committee Approval: The study was approved by the Bolu Abant Izzet Baysal University Human Research Ethics Committee (date and number of approval: 2019/284).

Informed Consent: Informed consent was obtained from all individual participants included in the study.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The authors declare no conflict of interest.

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