

Comparison of Ego Resiliency of Preschool Children According to the Variable of Divorce^{*/**}

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ABSTRACT

Resiliency is described as a successful adjustment outcome, process or capacity despite an environment including challenges and threats (Özcan, 2005). Resiliency is a personal quality and power. It is the successful adjustment and recovery against stressful situations (Henderson and Milstein, 1996; Norman, 2000). Some children and youngsters are able to “survive” and continue their interaction with the environment successfully despite various negative events. Such kind of people generally are able to be resilient against stressful events, come through very fast and even become more powerful as a result of problems and negative environmental conditions (Öğülmüş, 2001). Purpose of this study is to reveal whether ego resiliency of children attending preschool education institutions differs according to divorced and not divorced family. The study was conducted in survey method. Two groups of children from the province of Konya were included in the sample group of the study. The first group involved 70 children from the age group of 5-6 years, with divorced parents. Children live with their mothers. Mothers in this group are supported by the Dost Eli Association both psychologically and economically. The other group of the study involved 92 children from the age group of 5-6 years, whose parents are not divorced. All of the children attend preschools. “Children’s Ego Resiliency Scale” was used to determine their ego resiliency for data collection. Eisenberg and colleagues adapted Block’s Q-Sort method in 1996 to develop the Children’s Ego Resiliency Scale, which is a measuring instrument that identifies the resiliency level of children. The 12-item scale is used to assess the resiliency level of preschool-primary school children. Adaptation of the scale into Turkish was conducted by Önder and Gülay Ogelman in 2011. Ego resiliency data of children were obtained from mothers during the study. Collection of data lasted about 3 months. The state of divorce does not have a significant effect on the ego resiliency levels of girls and boys in the sample handled. According to the findings obtained, although children with divorced families have lower mean score than children of undivorced families with respect to resilience, no statistically significant difference was found. The reason for this situation may be thought that divorced mothers included in study group were provided both psychological and economical support by Friend Hand Association, which is a non-governmental organisation. There are some limitations in this study, as well. In line with these limitations, following points should be considered in future studies on this subject: This study is limited with sampling groups consisting of 70 children with divorced parents and 92 children with undivorced parents. Such numbers may be increased in future studies. In this study, ego resiliency levels of children were determined according to the views of mothers. In other studies, data should be collected by means of different information sources such as peer views, sociometry and observation. Long-term effects of divorce on children should be determined by using relational survey method and conducting longitudinal studies. This study is limited with the variable of divorce. In future studies, effect of different variables (divorce process, how much time is spent with parents after divorce and how, etc.) regarding divorce should be examined. As well as social development, effect of divorce on other development fields should be investigated. It is required to conduct studies that investigate the effects on quality of the relationship of mother-child and father-child and the development of the child during and after the divorce. According to the result of the study, it is recommended that family education programs could be prepared aimed at divorced family children and also psychological counselors can

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support the children in preschool age about the effects of divorce on child. In addition, to minimise divorce effects on children they can benefit from play therapy. In kindergartens, teachers should guide parents in divorce process, deal with children of such families personally, and observe them regularly and continuously. In addition, they should follow carefully general development of children of divorced families especially their social skills, peer relations, and school adjustment, and should immediately intervene in problems.

Keywords: Ego Resiliency, Preschool Period, Divorce.

The Type of Research: Research

Boşanma Değişkenine Göre Okul Öncesi Dönem Çocuklarının Psikolojik Sağlıklarının Karşılaştırılması

ÖZET

Psikolojik sağlık, meydan okumalar ve tehditler içeren bir çevreye rağmen başarılı bir uyum neticesi, süreci veya kapasitesi olarak ifade edilmektedir (Özcan, 2005). Kişisel bir özellik ve güçtür. Uyum sağlama, stresli durumlar karşısında yeniden toparlanabilme gücüdür (Henderson and Milstein, 1996; Norman, 2000). Bazı çocuklar ve gençler çeşitli olumsuzluklara rağmen “ayakta kalabilmekte” ve çevre ile etkileşimlerini başarılı bir şekilde sürdürebilmektedirler. Bu tür kişiler stres yaratan olaylar karşısında genellikle yılmınlığa düşmemekte, kendilerini çabucak toparlamakta hatta sıkıntılardan ve olumsuz çevresel koşullardan daha da güçlenerek çıkmaktadırlar (Öğülmüş, 2001). Çalışmanın amacı, anne-babası boşanmış ve boşanmamış okul öncesi dönem çocuklarının psikolojik sağlık düzeylerinin karşılaştırılmasıdır. Araştırmada tarama yöntemi kullanılmıştır. Araştırmanın örnekleminde Konya ilinden iki grup çocuk yer almıştır. İlk grupta, annesi ve babası boşanmış olan, 5-6 yaş grubundan 70 çocuk bulunmaktadır. Çocuklar anneleriyle yaşamaktadır. Bu gruptaki anneler, Dost Eli Derneği tarafından psikolojik ve ekonomik olarak desteklenmektedir. Araştırmanın diğer grubu da boşanmamış ailelerdeki, 5-6 yaş grubundan 92 çocuktur. Araştırmada, veri toplama aracı olarak Çocuklar için Ego Sağlamlığı Ölçeği kullanılmıştır. Ölçek, Eisenberg ve meslektaşları tarafından 1996’da, the Block Q-Sort’tan uyarlanmış, çocukların psikolojik sağlık düzeylerini ortaya koymak amacıyla hazırlanmış bir ölçme aracıdır. Ölçek 12 maddeden oluşmakta ve okul öncesi-ilköğretim dönemi çocukların psikolojik sağlık düzeylerini değerlendirmek için kullanılmaktadır. Ölçekte alt ölçekler bulunmamaktadır. Ölçekten alınan toplam puan arttıkça, çocukların psikolojik sağlık düzeylerinin yüksek olduğu ifade edilmektedir.. Ölçek 2011’de Önder ve Gülay Ogelman tarafından Türkçe’ye uyarlanmıştır. Araştırmada çocuklar için psikolojik sağlık verileri annelerden elde edilmiştir. Verilerin toplanması yaklaşık 3 ay sürmüştür. Boşanma değişkeninin hem kız hem de erkek çocukların psikolojik sağlık düzeylerini istatistiksel açıdan anlamlı biçimde etkilemediği görülmektedir. Elde edilen bulgulara göre, tam ailelerden gelen çocukların diğer çocuklara nazaran düşük puan ortalamalarına sahip oldukları fakat puanlar arasında istatistiksel açıdan anlamlı bir farklılığın olmadığı görülmektedir. Bunun nedeni olarak araştırma grubuna alınan boşanan annelerin sivil toplum örgütü olan Dost Eli Derneği tarafından hem psikolojik hem de ekonomik yönden desteklenmesi düşünülebilir. Bu araştırmada bazı sınırlılıklar da söz konusudur. Bu sınırlılıklar doğrultusunda, konu ile ilgili sonraki çalışmalarda şu noktalara dikkat edilmelidir: Bu çalışma, ailesi boşanmış 70 ve boşanmamış 92 çocuktan oluşan çalışma grubuyla sınırlıdır. Sonraki çalışmalarda bu sayı artırılabilir. Araştırmada çocukların psikolojik sağlık düzeyleri anne görüşlerine göre belirlenmiştir. Diğer çalışmalarda, çocukların psikolojik sağlıklarını ile ilgili akran görüşü, sosyometri, gözlem gibi farklı bilgi kaynaklarından bilgi elde edilebilir. İlişkisel tarama yönteminin yanı sıra boylamsal çalışmalar yapılarak boşanmanın çocuk üzerindeki uzun süreli etkileri ortaya konulabilir. Bu araştırma, ailelerin boşanmış olup olmadıkları değişkeni ile sınırlıdır. Sonraki araştırmalarda boşanma ile ilgili farklı değişkenlerin (boşanma süresi, boşanma sonrasında ebeveynlerle ne kadar süre ve ne şekilde zaman geçirilmesi v.b.) etkisi de ele alınabilir. Boşanmanın sosyal gelişimin yanı sıra diğer gelişim alanlarına etkisi de incelenebilir. Çalışmanın sonuçlarına göre boşanmış aileler için aile eğitim programları geliştirilebilir. Ayrıca okul öncesi dönem çocuklar boşanmanın etkilerine yönelik psikolojik danışman ve rehberler tarafından desteklenebilir. Ek olarak, boşanmanın olumsuz etkilerini azaltmak için oyun terapisi gibi tekniklerden yararlanılabilir. Ayrıca boşanma sürecinde anne-babalara yol gösterecek, tüm aile bireylerinin boşanma sürecini en az zararlı atlatmasını sağlayacak rehberlik servisleri oluşturulabilir. Anaokullarında, öğretmenler anne-babalara boşanma sürecinde rehberlik edebilir, bu ailelerdeki çocuklarla birebir ilgilenir, çocukları düzenli ve sürekli olarak gözlemleyebilir. Aynı şekilde boşanmış ailelerin çocuklarının sosyal becerileri, akran ilişkileri, okula uyumları başta olmak üzere genel gelişimlerini dikkatli biçimde takip edilebilmeli, sorunlara hemen müdahale edilebilmelidir.

Anahtar Kelimeler: Psikolojik Sağlık, Okul Öncesi Dönem, Boşanma

Çalışmanın Türü: Araştırma

1. INTRODUCTION

The family, consisting of mother, father and children, is the smallest unit of society. Elements such as love, respect, cooperation and loyalty are the basic components of family structure (Kurtuluş, 1998). Changes in family and marriage relationships have reached to remarkable levels today. The most prominent aspect regarding such change is the increase in divorce rates, and thus in families with single parent (Kurtuluş, 1998; Süleymanov, 2009). Divorce, in general terms, is

the termination of marriage contract. When divorce rates in Turkey are considered, a general increase is observed. TR Ministry of Interior, General Directorate of Population and Citizenship Affairs states that number of divorced couples in Turkey was 95.323 in 2002, 95.895 in 2005, 93.489 in 2006, 125.305 in 2013 (TR Ministry of Internal, Statistics of Marriage and Divorce, 2011, TurkStat, Marriage and Divorce Statistics, 2013). As is seen, although a decrease occurred in divorce rates in 2006, the increase has continued in the following years. The rate of divorce has increased by 1.6 % compared to the same period of the previous year (TurkStat, Marriage and Divorce Statistics, 2013). As is seen, divorce rates in Turkey show significant increases by years.

In terms of number of children; the fact that 40-45% of divorce is seen in childless families makes us think that the child is effective in suspension of divorce decision (Türkaskan, 2007). However, it is another result obtained from digital data that half of divorced couples have children. One of remarkable important findings in terms of divorce and children is that divorce is preferred instead of a family in which discordant parents cause stress, trouble, fights and even violence. The children, accordingly, may adopt the divorce of parents more easily against the tension at home (Amato, Loomis and Booth, 1995; Çamkuşu-Arifoglu, 2006). In this regard, the divorce is no longer considered as an undesirable event. Nevertheless, the children may be affected by divorce more than their parents (Çağdaş and Seçer, 2004; Kelly, 2000). The age and gender of children, progress of divorce, qualities of life style after divorce, and communication and relations between mother-father-children after divorce determine how and how much the children are affected by divorce (Chiang, 2002; Parke, 1981). Especially during pre-school period, living with the parent having same gender is important in terms of identification process (Peretti and DiVitorrio, 1993). Starting to live with single parent and leaving the parent with same gender as a result of the divorce may result in continuous problems in personality development of preschool children (Cashmore, 1985). When considered generally, it is stated that depression levels of children may increase as well as behavioural problems against divorce such as anger, aggressiveness. Children may get harmed socially, emotionally and mentally due to divorce (Peretti and DiVitorrio, 1993). Researchers (Allison and Furstenberg, 1989; Zill, Morrison and Coiro, 1993), state that preschool children may be at a high risk due to divorce. The existence of this risk is associated with the fact that young children need significantly their parents by their development and they do not have the realistic and objective viewpoint to comprehend the real reasons of divorce. Information related to the subject demonstrates that young children may be affected adversely by divorce. In Turkey, number of studies conducted on the preschool children with divorced parents and effects of divorce is limited (Şirvanlı-Özen, 1998). There are a greater number of studies conducted on effects of divorce on adults and older children (Arabacı-Pişken, 2008; Bulut-Serin and Öztürk, 2007; Çamkuşu-Arifoglu, 2006; Karaoğlan, 1997; Öngider, 2011; Sönmez, 2001). Considering the increase in divorce rates, it is required to conduct studies on the reaction of young children to divorce and how they are affected by divorce.

Along with the divorce, another concept involved in this study is resiliency. Resiliency is described as a successful adjustment outcome, process or capacity despite an environment including challenges and threats (Özcan, 2005). Resiliency is a personal quality and power. It is the successful adjustment and recovery against stressful situations (Henderson and Milstein, 1996; Norman, 2000). Some children and youngsters are able to “survive” and continue their interaction with the environment successfully despite various negative events. Such kind of people generally are able to be resilient against stressful events, come through very fast and even become more powerful as a result of problems and negative environmental conditions (Öğülmüş, 2001). There are two concepts related to resiliency. The first of them is the risk factors and the other is protective factors. Risk factors are the elements which can create or trigger the stress encountered by an individual. Primary risk factors for the children in particular can be listed as socio-economic elements (low socio-economic level, poverty, etc.), negative parental attitudes, living apart from family or single parent, divorce, loss of parents, negative life events (war, natural disaster, etc.), loss of a job or the chronic illness of parents, genetic conditions, child abuse/neglect, and homelessness (Greene, 2002; Masten, 2001; Masten et al., 1990; Reed-Victor and Stronge, 2002; Werner, and

Smith, 2001). As is seen, risk factors may be divided into two groups: individual (internal) and environmental (external). Protective factors are attitudes and skills which help the effect of risk factors decrease. As in risk factors, such factors are also divided into two groups as individual (internal) and environmental (external) (Greene and Conrad, 2002). Individual (internal) protective factors include cognitive (intelligence, specific talents, creativeness, high success motivation, problem solving skills, etc.), social (social skill, social competence, verbal abilities, social responsiveness) and emotional (self-esteem, self-adjustment, self-efficacy, self-control, coping strategies, empathy, self-confidence, etc.) characteristics and positive temperament (Haynes, 2005). Environmental protective factors for children are ones caused by family, social environment and society. Regarding the family, tender, attentive, democratic, understanding, warm attitudes, competent adult parenting figures, positive sibling relationships are elements protecting children from adverse effects of risky situations. Social environment involves peers, teachers, school environment and community (Reed-Victor and Stronge, 2002; Werner, and Smith, 2001). Whereas extensive research on children's functioning after divorce has identified numerous factors associated with risk, much less emphasis has been placed on factors related to more resilient outcomes (Watters, 2000, p. 2).

Within the scope of this study, no study has been found which reveals the effect of divorce on ego resiliency levels of preschool children in Turkey. The purpose of this study is to investigate the ego resiliency levels of children aged 5-6, whose parents are divorced and not divorced, in a comparative way. For this purpose, answers of following questions have been sought:

Is there any difference between ego resiliency levels of preschool children at the age group of 5-6 years with divorced and undivorced parents?

Does variable of gender affect ego resiliency levels of preschool children at the age group of 5-6 years with divorced and undivorced parents?

2. METHODS

The study was conducted using survey method. The relational survey method is a research model, which aims to determine presence and degree of covariance between two and more variables (Karasar, 2005).

2.1. Participants

Two groups of children from the province of Konya were included in the sample group of the study.

The first group involved 70 children from the age group of 5-6 years, with divorced parents. Children live with their mothers. Mothers in this group are supported by the Dost Eli Association both psychologically and economically. The other group of the study involved 92 children from the age group of 5-6 years, whose parents are not divorced. All of the children attend preschools.

With respect to the children of divorced families; 35 (50%) of children were boys and 35 (50%) were girls. Children's age mean is 5 years 4 months and 22 days (min. 4 years, 11 months; max. 5 years, 8 months, 4 days). Eleven of their mothers were literate (15.7%), 41 were primary school graduates (58.6%), 15 were secondary school graduates (21.4%) and 3 were university graduates (4.3%). 14 of these mothers were between 20-30 years (20.0%), 46 were between 31-40 years (65.7%), and 10 were 41 years and older (14.3%). Divorced mothers received psychological and economic support from the non-governmental organization of Konya that is called Dost Eli for at least 6 months. The psychological support was provided as a group consultancy for 2 hours a week and as individual therapy for those in need. As a result of the psychological support of six months, mothers are given the Training of Assistant Cook with the cooperation of the Ministry of National Education. At the end of this training, a study aimed at employment will be conducted by receiving the training of entrepreneurship from KOSGEP. The needs of kitchen are met every month, which is the economic support. Their children are provided with clothing support in every six months.

With respect to the children of full families; 49 (53%) of them were girls and 43 (47%) were boys. Children's age mean is 5 years 6 months and 10 days (min. 4 years, 10 months, 9 days; max. 5 years, 9

months). Eight of their mothers were literate (8.7%); 57 were primary school graduates (62.0%); 21 were secondary school graduates (22.8%), and 6 were university graduates (6.5%). Moreover, 30 of these mothers were between 20-30 years (32.6%), 49 were between 31-40 years (53.3%) and 13 were 41 years and older (14.1%).

2.2. Instruments

A personal information form, and the Children's Ego Resiliency Scale were used to gather data.

2.2.1. Form of Demographic Data

The researchers prepared a form of demographic data there were same questions about children, mother and father such as age and gender of children etc.

2.2.2. Children's Ego Resiliency Scale

This scale, Eisenberg and colleagues adapted Block's Q-Sort method in 1996 to develop the Children's Ego Resiliency Scale, which is a measuring instrument that identifies the resiliency level of children. The 12-item scale is used to assess the resiliency level of preschool-primary school children. Evaluation of the scale is between 1 and 9; where 1 is "not at all descriptive of resiliency" and 9 is "most descriptive of resiliency." The scale has no sub-scales. A high score obtained from the scale indicates that children in the study group have a high resiliency level. Items of the scale measure the resiliency properties of children in various situations, their reactions and behaviours when faced with difficult stressful situations. For example: "When under stress, he/she gives up and backs off. Can bounce back or recover after a stressful or bad experience". Every item expresses reactions given towards different stressful situations, as the scale has no sub-scales. The Cronbach Alpha coefficient for the Teacher Version of the original scale form is .87, and .65 for the Mother-Father form. The test-retest reliability of the Teacher Version of the original scale form is .87, and .75 for the Mother-Father form (Eisenberg, Fabes and Guthrie et al., 1997).

Adaptation of the scale into Turkish was conducted by Önder and Gülay Ogelman in 2011. In conclusion of consistency coefficient (Cronbach Alpha) measurements, conducted on the Children's Ego Resiliency Scale's Turkish version (Teacher, Mother, and Father Forms), the internal consistency coefficients (Cronbach Alpha) of all forms are acceptable (teacher form's cronbach alpha =.86, mother form's cronbach alpha: .86; father form's cronbach alpha: .89). In conclusion of analysing the coefficients of total separate items, remaining items, and distinctive items, items of all versions of the scale presented significant results. In accordance with this result, all items within the scale's three forms were accepted as reliable and left within the context of the test. Results of test-retest conducted on the Children's Ego Resiliency Scale's Teacher, Mother, and Father forms prove that the test-retest reliability of all three versions of the scale are high (for teacher form: $r = .96$, for mother form: .94; for father form: .94). Correlation coefficients between the Ego Resiliency Scale's Teacher, Mother, and Father Forms illustrate that there are significantly high relationships between the different form types; this proves the validity of Forms (Önder and Gülay-Ogelman, 2011).

2.2.3. Procedure

Ego resiliency data of children were obtained from mothers during the study. Due to the difficulty of accessing children of divorced families; within the scope of the activity performed by Dost Eli Association, which is a non-governmental organisation, regarding divorced mothers, interviews were made with mothers who had come to the association for at least six months, received both psychological and economic support from the association and had 5-6 year old children. After these mothers stated that they could be involved in this study, they were informed about the study and then they completed Ego Resiliency Scale regarding their children. With respect to the children of undivorced parents, constituting the comparison group of study; the children, attending in the same schools as children with divorced parents received education, were contacted. Necessary permissions were obtained from principals of these schools and then the

study was explained by the teacher to the mothers of children included in the sample group. Lastly these mothers filled out the scale for their children and submitted them to the teacher. Collection of data lasted about 3 months.

2.2.4. Data Analysis

SPSS 13.0 statistical software program was used to analyse the data. Ego resiliency levels of children with divorced and full families, and ego resiliency mean scores of girls and boys in terms of divorce were analysed using Independent Samples T-Test.

3. RESULTS

Table 1. T Test results for Ego Resiliency scores depending on whether or not the child's parents are divorced

Ego resiliency	N	$\bar{\chi}$	S	sd	t	p
Children with divorced parents	70	70,858	12,421	160	1.187	.237
Children with undivorced parents	92	68,628	11,050			

According to Table 1, there is not a significant difference between the ego resiliency of children based on whether or not their parents are divorced or together [t= 1.187; p>0.05].

Table 2. Values related to the comparison of ego resiliency scores of 5-6 year old preschool girls depending on whether or not the child's parents are divorced

Girls	N	$\bar{\chi}$	S	sd	t	p
Children with divorced parents	48	71,604	14,817	81	.987	.327
Children with undivorced parents	35	68,571	12,312			

According to Table 2, there is no significant difference between in ego resiliency scores of girls, depending on divorce of parents [t= .987; p>0.05].

Table 3. Values related to the comparison of ego resiliency scores of 5-6 year old preschool boys depending on whether or not the child's parents are divorced

Boys	N	$\bar{\chi}$	S	sd	t	p
Children with divorced parents	43	69,767	9,154	76	.503	.617
Children with undivorced parents	35	68,685	9,809			

According to Table 3, there is no significant difference between in ego resiliency scores of boys, depending on divorce of parents [t= .503; p>0.05].

4. DISCUSSION

According to the results of this study; the state of divorce does not have a significant effect on the ego resiliency levels of girls and boys in the sample handled. One of the reasons of this result could be explained with the fact that mothers of children of divorced families are supported by the association, which provides constant support for them, both psychologically and economically (Ministry of National Education, KOSGEP-Republic of Turkey Small and Medium Enterprises Development Organization- and Dost Eli Association -which is a non-governmental organisation). From this point of view, it could be asserted that it is beneficial for mothers, who live with their children in particular, to receive economic and psychological support after the divorce. It is also observed that it is important to extend the supports provided to divorced mothers and children in our society, where divorce is gradually increasing.

However, according to the studies in literature, it is asserted that divorce adversely affects ego resiliency levels of children. According to the experts, regular and healthy communication between children and parents, positive mother-father models positively affect development of ego resiliency. Ego resiliency takes shape by means of positive experiences in a supportive environment (Masten et al., 1990). In divorced families, although children communicate regularly with the single parent, such situation does not provide the social ambience in undivorced families. Meeting regularly with the parents, who have significant effect on development of the child as a role model, can affect ego resiliency levels, as well. In their study, Cowen et al. (1990) stated that resiliency develops as a result of healthy family relations, and factors such as divorce, financial difficulties, diseases of parents may adversely affect resiliencies of children. Rutter (1990) also stated that parent-child relationship increases resiliency levels of children, protects them from stress and makes them contentious against problems. Of course, new family environment for the child starting to live with single parent as a result of divorce will not be the same as living with two parents. This may negatively affect the quality of the relationship between the child and leaving parent.

It should be remembered that the family has an important place in the lives of children. The family not only supports the development of children but also enables them gain behaviours, values and skills (Burchett, 1999). Siegelman et al. (1970) emphasised the importance of the family on environmental conditions affecting ego resiliency. In their longitudinal study (Siegelman et al., 1990), they observed children who left their mothers during preschool period and who very rarely met them, when they were at the ages of 11, 13, and 15 years. According to the results, there were some differences between girls and boys. It was observed that girls are more powerful and durable compared to boys in terms of optimism, having tendency to social relations and mental skills, which are all related to the lack of mothers. There are some researches that found meaningful result for girls and boys in psychological resilience after divorce. In some of these researches, girls' psychological resilience was found higher than boys. (Hetherington, 1993; Wintre et al, 2011). In others, boys' psychological resilience was found higher than girls. In some others, there is no difference in psychological resilience scores according to gender (Grant et al., 1993). It is seen that there exist different results in terms of gender. In this point, family-child interaction, sibling relation, character, personal and family factor can affect psychological resilience after divorce besides gender.

5. CONCLUSION

According to variable of divorce of parents, ego resiliency levels of children do not vary. There are some limitations in this study, as well. In line with these limitations, following points should be considered in future studies on this subject: This study is limited with sampling groups consisting of 70 children with divorced parents and 92 children with undivorced parents. Such numbers may be increased in future studies. In this study, ego resiliency levels of children were determined according to the views of mothers. In other studies, data should be collected by means of different information sources such as peer views, sociometry and observation. Long-term effects of divorce on children should be determined by using relational survey method and conducting longitudinal studies. This study is limited with the variable of divorce. In future studies, effect of different variables (divorce process, how much time is spent with parents after divorce and how, etc.) regarding divorce should be examined. As well as social development, effect of divorce on other development fields should be investigated. It is required to conduct studies that investigate the effects on quality of the relationship of mother-child and father-child and the development of the child during and after the divorce.

Moreover, guidance services, which lead mothers-fathers during divorce period and which enable to minimise the negative effects of divorce for all family members, should be formed. The number of non-governmental organizations such as the Dost Eli Association, which provide psychological and economic support for divorced mothers and even fathers, should be increased. The studies aimed at divorced mothers and even fathers should be extended in governmental agencies and institutes, as well. In-service trainings should be provided for preschool trainers

regarding what the children should do in cases such as “divorce” and how they should communicate with their parents.

In kindergartens, teachers should guide parents in divorce process, deal with children of such families personally, and observe them regularly and continuously. In addition, they should follow carefully general development of children of divorced families especially their social skills, peer relations, and school adjustment, and should immediately intervene in problems. On the other hand, it could also be recommended to evaluate the ego resiliency of children of divorced families in a longitudinal way even after a long period following the divorce and conduct follow-up studies. The next studies should evaluate the ego resiliency of children, whose mothers receive no support after the divorce.

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