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## A Comparative Study into Social Skills of Five-Six Year Old Children and Parental Behaviors

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### Abstract

This study aims to study the relationship between the social skills of 5-6- year- old children and parental behaviors. The sampling of the study consisted of 70 children at the age of five-six attending to the kindergartens, their parents and teachers in Burdur. Data was evaluated for 64 children. The data of the study was collected; through teacher form of "Social Skills Scale (SSS)", sub-scale of "Social Skills Rating System and "Parental Self-Behavior Rating Scale" (PSBRS)" and "Personal Information Form" and "General Information Form" comprising demographic information concerning children and their parents. As a result of the study it was found that there wasn't any statistically significant difference between the children's age, gender, birth order, number of siblings and their social skills scale total scores and sub scale scores. When the findings about behaviors of parents were examined; There wasn't any statistically significant difference between mean scores that mothers obtained from the dimension of PSBRS in terms of age groups and duration of marriage. On the other hand in 'depriving of privileges' sub-dimension with respect to age groups it was found that there was a statistically significant difference between mean scores that fathers obtained from PSBRS sub dimensions ( $P < 0.05$ ). Between mean scores that mothers and fathers obtained from PSBRS sub-dimensions it was found that there was a statistically significant difference in "care and affection" sub-dimension of mothers and "pressure for success" sub-dimension of fathers with respect to educational level ( $P < 0.05$ ). Regarding to occupational group, between mean scores that mothers and fathers obtained from PSBRS sub-dimensions, in "pressure for success" sub-dimension a significant difference was found as at 0.01 level for mothers and at 0.05 level for fathers. It was stated that between the mean scores that mothers and fathers obtained from PSBRS sub-dimension there was a significant difference in "pressure for success" sub-dimension for mothers and "emotional punishment" sub dimension for fathers in terms of the time they spend with their children actively in a day. ( $P < 0.05$ ). When the findings of the relations between the social behaviors of the children and behaviors of parents are studied; a reverse relation at 0.05 level between mothers' "physical punishment" sub-dimension related to PSBRS and children's total scores related to SSS and "cooperation" sub-dimension scores and a reverse and significant relation at 0.01 level between "self-expression/assertiveness" and "self-control" sub-dimension scores were identified. At the same time, a significant and reverse relation at 0.05 level was found between "helping to reach the goals" sub-dimension scores of mothers related to PSBRS and children's "self-expression/assertion" sub-dimension scores related to SSS. Another finding of the study was that there was not a statistically significant relation between scores that fathers obtained from PSBRS sub-dimensions and children's SSS total and sub-dimension scores.

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## Introduction

Preschool years are critical years that parents and the teachers cannot ignore for the social development of the children (Johnson, Ironsmith, Snow and Poteat, 2000, p. 207). In this period children should have some kind of skills during communication and interaction process to live a life in accordance with both the children's own inner lives and the environment.

These skills in general have social-emotional characteristics. In gaining social-emotional characteristics, child's innate characteristics have an important place as much as his/her interaction with environment. Vygotsky emphasizes that all developmental skills initially begin at interpersonal levels and with interactions between parents (or other more adequate members of the society) and as leading names of environmental approach defend that their basic principles are directed by different sets and they say that learning has different types. They emphasized that as basic learning for humans, acquired skills and the role of observational learning and social behaviors (such as aggression, self-regulation, resistance to temptation, delay of gratification, moral judgment; Bandura, 1977) are gained in a wide range (Grusec and Davidov, 2010, p. 689).

According to Başaran (1966), social behavior is man's having communication competence by getting knowledge, acquiring skill and having attitude to be able to interact with someone else, and making that competence real. According to Elliot, Barnard and Gresham (1989); Walker and colleagues (1998), social behavior represents structures that are at lower order (basic social skills) and higher order structure including to compete with problem behaviors (high social skills) (Gresham and et al., 2010, p. 365).

Social skills are skills that allow to initiate and continue positive social relations with others such as communication, problem solving, giving decision, self-direction and peer relationships. Social relations are defined as; crucial behavior elements to initiate and continue interaction with others (Westwood, 1993), ability to behave appropriate for the occasion (Sorias, 1986), certain behaviors that the individuals must display to be able to fulfill duties given by the society (Mc Faal, 1982. Cited in Avcıoğlu, 2005), complicated ability of displaying behaviors that are both reinforced as positive or negative by others and displaying behaviors that are punished or extincted by others (Libet and Lewinsohn; Cartledge and Milburn, 1980. Cited in Bacanlı, 2008, p. 55).

Social competence is evaluation based on judgement or result showing that individual did his/her duty capably. According to Eisenberg and et al. (1997), Masten and Coatsworth (1998), Rothbart and Bates, social competence includes at least three dimensions which are; (a) the tendency to express agreeableness, interest in others and positive emotions with peers as well as adults, (b) the ability to integrate the behavior of self with others in the dynamic flow of social interaction, and (c) the ability to regulate attention and emotional reactivity, including the ability to self-monitor and correct errors, in positive goal-related activity (Vaughan and et al., 2007, p. 53). In terms of results, social competence is defined as not being exploited in the relations and being popular and acceptable by peers, being self sufficient as socially (for example; being a person acting influentially in social environments), initiating positive relations (friendship) and being able to continue the relations, being aware of the acceptability of personal social goals and peers' social goals and personal social goals (Vaughn and et al., 2009, p. 1776).

Calderalla and Merrell (1997), stated five dimensions as social skills of children and adolescents, which are "skills related to peers", "self-control skills", "academic skills", "compliance skills", "assertiveness skills" (Avcıoğlu, 2005, p. 12-13). In Ramani and et al. (2010)' study about positive-negative peer interactions which they carried out with 3-4 year old children, it was observed that preschool children who are easy going, have better impulse control and hostility the adults less, take part in the games with peers less negatively but more friendly and positively. According to Ironsmith and Poteat (1990, p. 23), peers of the preschool children tend to love ones who are evaluated more social by their teachers and who are in search of more positive interaction with classmates.

Relations, problematic relationships that create context for social learning can prevent the child from learning social skills and can lead him/her develop negative expectations for the future relations (Dodge and at al., 2003, p. 375). A good part of social behaviors are based on learning in the family and the models' being examples that are provided by the family member. Parents who provide children with positive social behavior opportunities and reward them and be models for their children with their own positive social behaviors, can develop expectations

for having children who cooperate (Morgan 1995).

Parents who have a relation with their children based on mutual interaction can affect the children's skills such as self-regulation, cooperation, agreement in a positive way. Games played with children in the first year, loving and close relations with the child and secure attachment support the social competence in a positive way (Clerkin and at al., 2007; Lecuyer and Houck, 2006; Spegman and Houck, 2005. Cited in Gülay and Akman, 2009, p. 65). Children who are under the protection of a sensitive and responsive caregiver develop inner models of the world that processes steadily and consistently as a place where others are reliable and loving. Emotional support experience in the family makes it easier to develop cognitive representation of the relationships that probably encourage the growth of positive relationships with friends (Booth and at al., 1998). In child development literature, there are findings that children's positive adjustment outcomes are related to support perceptions (e.g., Bost, 1995; Brynt, 1985; Dubow and Ullman, 1989; Stocker, 1994; Van Aken and Assendorf, 1997. Cited in Booth and et al., 1998, p. 430). In Booth and et al. (1998)'s study, it was revealed that daughters having insecure attachment with mothers, head for support sources out of family more than daughters who develop secure attachment.

In a study carried out by Lamb (1982) it was revealed that for baby's being socialized, father has an important role as much as mother. It was stated that babies who became socialized very well, had secure attachment with both mothers and fathers and babies that became socialized least had interaction with only fathers (Ekşi, 1990, p. 34). In Albukrek (2002)'s study in which father-child relationships were measured separately with regard to child's, mother's and father's perceptions, it was observed that when father's behaviors were perceived negative, child's self-concept was influenced by this as negative.

In McElwain and at al. (2007)'s study, it was found that reactions reported by mother-father for negative feelings of the children were important, in emotional socialization, high parents violence and low parents support to child's negative feelings entailed a risk and at the same time for child's emotional socialization, one parents' low support against other's high support had high function for 6 year-old children's emotional perceptions and 5 year-old children's friendship quality.

When mothers' reactions to children's emotional showings are more supportive and more positive (Denham and at al.,1994; Fabes, Poulin, Eisenberg, and Madden-Derdich, 2002) and less discouraging or less negative (Denham and et al.,1994; Garner, Jones, and Miner, 1994), preschool children showed a greater emotional understanding (McElwain, Halberstadt and Volling, 2007, p. 1409-1410). In one of the studies of Denham and at al. (1997) including both of mother and father, it was found that when mothers and fathers together used more negative reinforcement for negative feelings, children showed lower emotional understanding (McElwain, Halberstadt and Volling, 2007, p. 1410).

Hunter (1984) indicated that children of mothers, who were in positive emotional interaction with children, had a more adaptable personality in social relations than the other children (Çağdaş, 1997, p. 102). Lack of warm emotional interaction between mother-father and child not only affects child's emotional development but also affects his/her social development and social development of the child, who cannot establish positive social relationship with others, is delayed and aggressive behaviors develop (Çağdaş, 1997, p. 102). Berk (1991) found that parents at low socio-economic level applied physical punishment and strict discipline methods in childrearing. Physical punishment, refusing, inadequate love and inconsistent punishments can cause the development of aggressive behaviors (Orçan, 2010, p. 142). On the other hand, children raised in a democratic environment are more self-reliant, self-confident, and with their entrepreneur features are preferred by friends and communicate with peers easier. But dependent children have difficulties in being accepted to group of friends.

Daily interactions of the child with family such as agreement, talking, playing game, have the characteristics of rehearsal relating to social world in terms of the child (Laible, Carlo, Torquati and Ontai, 2004. Cited in Grusec and Davidov, 2010). According to Parpal and Maccoby (1985), parent-child relationship occurs not when the child is anxious but when parent and child interact with each other as equal status partners (Grusec and Davidov, 2010, p. 694). Giving permission to children to control the nature of interaction increases positive mood and positive behaviors (Lay and at al., 1989; Parpal and Maccoby, 1985. Cited in Grusec and Davidov, 2010, p. 695). It was found that children having negative relationship with parents more often displayed angry, aggressive, hostile, disruptive behaviors in peer groups (Chen and et al., 2005. Cited in Gülay, 2008, p. 46).

During 3-6 year period when children have the ability to regulate their feelings and behaviors, they can form successful and adequate interactions with peers and this situation creates a phase for children to develop peer social competence (Ramani and et al., 2010, p. 219).

Yurduşen and et al. (2012) analysed mother's psychologically being in good situation and having parent

age attitudes which they thought to have significant influence on the development of behavior and emotional problems; External problems such as aggressiveness in children, hyperactivity, experiencing disagreement with other people and concentration problem and inner problems such as emotional reaction, anxiety or depressed mood, somatic complaints and social withdrawal, and found that these inner and external problems children had, were closely related to these factors.

According to citations of Gülay and Akman (2009, p. 66), Lamb and Baumrind, (1978), Patterson (1975), Parke (1975), Aronfreed (1968) it was revealed that while children of parents having punishing and aggressive attitude, were deprived of cooperation skills, were always defensive, stubborn and showed a forcing approach toward their parents, children raised in democratic families were responsible and had independent studying skills and social competence.

Hart and et al. (1992) analyzed the relation between parents' child raising methods and childrens' behaviors toward their friends and being loved by them. In this study, children raised by parents making explanations and children raised by parents using force, were observed in preschool and school environment and the result was that children raised by parents making explanations annoyed friends less and showed positive behaviors more often and were more popular (Hortaçsu, 2003, p. 230-231).

In mother-child relationship, mother's protective attitude for child did not make it possible for the child does even personal works on his/her own (Yavuzer, 2000, p. 15- 16). According to Grusec and Davidov (2010, p. 693), positive parenting forms such as mutuality/reciprocity, appropriate discipline, guided learning or encouragement for group participation do not support child's confidence and feeling of being protected, and these are not capable for reaction appropriate for threat. In the same way, protection and comforting when not functional in child protection environment, it then becomes an improper parenting form.

With appropriate parental protection, children develop more skills for self-regulation and giving proper response to stress (Gunnar, 2000. Cited in Grusec and Davidov, 2010, p. 693). Cassidy (1994), when compared with peers having insecure attachment, found that children having secure attachment underwent experience of more intense caregiver in protection domain. Davidov and Grusec (2006a); Eisenberg, Wentzel and Harris (1998) found that they had a larger ability for empathy, Eisenberg and Fabes (1998) found that ability of evaluating others' emotional states allowed children for prosocial behavior, Eisenberg and et al. (1999) and at the same time it could lower anti-social behavior as the negative results of one's behaviors could be comprehended easily by others (Grusec and Davidov (2010, p. 693-694).

As seen in literature, parent-child relationship and parental behaviors displayed during this relationship have a significant influence on children's social skills and peer relationships. In this study relation of parents' behaviors with children's cooperation, self-expression/assertion and self-control skills has been examined.

## **1. Method**

It is a descriptive research which was carried out to compare parent behaviors and children's social skills.

### **1.1. Study Group**

70 children from preschools in Burdur at the age of 5-6, their parents and teachers participated in the study. Because of imperfect knowledge about six children, data obtained from 64 children were analyzed.

### **1.2. Instrument**

As instrument, Social Skill Rating Scale, which was developed by Gresham ve Elliott (1990 ) for 3-5 year-old children and consisted of 30 items and of which reliability validity tests were checked by Elibol Gültekin (2008), and Parental Behavior Rating Scale, which was developed by Çağdaş (1997) based on Perceived Parental Behavior Inventory formed by Devereux and his friends in 1969, were used. Social Skills Rating Scale was presented to 12 preschool teachers with the aim of evaluation of social and emotional behaviors of seventy 5-6 year old preschool children in Burdur. Data were obtained as the result of 12 teachers' evaluating their own students and parents of the children's evaluating their own behaviors.

#### **1.2.1. Social Skills Rating System- SSRS**

Social Skills Rating System- SSRS was developed by Frank M. Gresham and Stephen N. Elliott (1990). It is used

to evaluate social skills of the children between the ages 3 to 18. Preschool version teacher form was created to evaluate social skills of 5 year old children. It consists of 2 parts and 40 items. First part is “Social Skills Scale” and consists of items between 1-30. Second part is “Problematic Behavior Scale” and consists of items between 31-40.

**1.2.1.1. Social Skills Scale;** In teacher form of preschool version, Social Skills are evaluated as three subscales. These subscales measure positive social behaviors such as cooperation, self-control and self expression. (Elibol Gültekin, 2008). As the result of factor analysis Bartlett test of Social Skills scale, suitability for factor analysis of data set of scale was found as “perfect” (0,94). Scale’s Internal consistency total Cronbach’s Alfa value was found as 0,95 was found 0,88 for cooperation factor, 0,90 for self expression and 0,85 for self control. When result of Test-retest reliability was examined, cooperation subscale of Social Skills Scale was found as ( $z=-0.595$ ,  $p>0.05$ ), Self-expression subscale was found as ( $z=-1.901$ ,  $p>0.05$ ), self-control subscale was found as ( $z=-1.158$ ,  $p>0.05$ ), Social Skills Scale Total Score was found as ( $z=-1.561$ ,  $p>0.05$ ). In this study, Social Skills Scale, consisting of 3 sub-dimensions of Social Skills Rating System, was used.

### 1.2.2. Parental Behavior Rating Scale

Parental Behavior Rating Scale was developed by Çağdaş (1997) on the basis of Perceived Parental Behaviors Inventory of Devereux and et al. (1969). Parental Self-Behavior Rating Scale revealed parents’ behaviors, assessments towards their children. PSBRS consisted of 21 items regarding parents’ behaviors towards their children.

“PSBRS” assessed parental behaviors in nine dimensions which were; Nurturance, Instrumental Companionship, Principled Discipline, Predictability of Standards, Protectiveness, Physical Punishment, Achievement Pressure, Deprivation of Privileges, Affective Punishment and each dimension formed a sub-dimension. To calculate correlation between the scores given by 20 reviewers for each sub-dimension, intra-class correlation technique was used. Safety coefficients (factor) of sub-dimensions were found as; Nurturance  $r=.74$ , Instrumental Companionship  $r=.86$ , Principled Discipline  $r=.78$ , Predictability of Standards  $r=.76$ , Protectiveness  $r=.72$ , Physical Punishment  $r=.81$ , Achievement Pressure  $r=.88$ , Deprivation of Privileges  $r=.85$ , Affective Punishment  $r=.84$ . As a result of test-retest, with first PSBRS scores, following coefficients of consistence were obtained; Nurturance  $r=.76$ , Instrumental Companionship  $r=.82$ , Principled Discipline  $r=.78$ , Predictability of Standards  $r=.77$ , Protectiveness için  $r=.72$ , Physical Punishment  $r=.79$ , Achievement Pressure  $r=.78$ , Deprivation of Privileges  $r=.76$ , Affective Punishment  $r=.81$  (Çağdaş, 1997, p. 139-141).

### 1.3. Analysis of Data

Frequency and percent results regarding demographic features were evaluated. Social skills of children were determined with regard to their age, gender, birth order and number of siblings and PBRS scores of parents were evaluated with regard to age, educational level, occupational group, time they spend actively with their children. While determining social skills of children and evaluating PBRS scores of parents, Mann-Whitney U test was used for pair wise groups and Kruskal Wallis test was used for multiplex groups and to test the relations between social skills of children and mean scores of parents that they obtained from PBRS sub-dimensions, Spearman’s Rho analysis techniques were used. In the study, significance level was accepted as 0.05. Situations with 0.01 significant level were stated.

## 2. Findings

This study was carried out to examine parental behaviors and social skills of 5-6 year old children from preschool comparatively. As the findings of the study;

The study included; personal information regarding children and parents, findings regarding social skills of children with regard to their age, gender, birth order and number of siblings, comparisons of social skills of children with regard to educational levels and occupations of parents, findings regarding parental behaviors and findings regarding comparisons of social skills of children with parental behaviors.

As some “n” values obtained from mother’s profession, father’s profession, educational level of mother, time mother spends actively with her child data were so low that categories were combined. Also as there were not any children having four or more siblings, 5<sup>th</sup> category was not put into process and evaluation included 4 categories. With respect to age variable, as there were not any mothers in the category of “46 and more”, 6<sup>th</sup> category was removed, and mother age was assessed as 5 categories.

## 2.1. Personal Information Regarding Children and Parents

Personal Information regarding children was given in Table.1 and personal information regarding parents was given in Table. 2.

**Table.1-Distribution of children with regard to gender, birth rate, number of siblings**

Variables		N	%
Age	5 year old	31	48.4
	6 year old	33	51.6
	<b>Total</b>	<b>64</b>	<b>100.0</b>
Gender	Girl	31	48.4
	Boy	33	51.6
	<b>Total</b>	<b>64</b>	<b>100.0</b>
Birth Rate	First-born	41	64.1
	Middle /one of middle	9	14.1
	Last Child	14	21.9
	<b>Total</b>	<b>64</b>	<b>100.0</b>
Number of Sibling	An only child	29	45.3
	One Sibling	15	23.4
	Two Sibling	14	21.9
	Three Sibling	6	9.4
	<b>Total</b>	<b>64</b>	<b>100.0</b>

When looked at the findings in Table.1, %48.4 of the children were from year 5 age group, %51.6 were from year 6 age group and % 48.4 of the children were girls , %51.6 of them were boys.

%64.1 of the children were first-born children, %14.1 were middle children or one of the middle children, %21.9 were last children and %45.3 of them were only children, %23.4 of the children had one sibling, %21.9 of them had two siblings, %9.4 of them had three siblings. It can be said that majority of the children were first-born children.

**Table.2- Distribution of Parents with regard to Age, Educational Level, Occupational Group, Working or not working and time they spend with their child actively in a day**

Variables		N	%
Maternal Age	20-25	1	1,6
	26-30	13	20,3
	31-35	26	40,6
	36-40	17	26,6
	41-45	7	10,9
	<b>Total</b>	<b>64</b>	<b>100,0</b>
Father's Age	26-30	8	12,5
	31-35	23	35,9
	36-40	22	34,4
	41-45	6	9,4
	46 years old and over	5	7,8
<b>Total</b>	<b>64</b>	<b>100,0</b>	
Mother's Education Level	Primary School Graduated	9	14,1
	Secondary School Graduated	4	6,3
	High School Graduated	19	29,7
	Associate Degree	8	12,5
	Bachelor's Degree	23	35,9
	Master's or Higher Degree	1	1,6
<b>Total</b>	<b>64</b>	<b>100,0</b>	

<b>Father's Education Level</b>	Primary School Graduated	4	6,3
	Secondary School Graduated	5	7,8
	High School Graduated	20	31,3
	Associate Degree	9	14,1
	Bachelor's Degree	22	34,4
	Master's or Higher Degree	4	6,3
	<b>Total</b>	<b>64</b>	<b>100,0</b>
<b>Maternal Work Status</b>	Working	32	50
	Not Working	32	50
	<b>Total</b>	<b>64</b>	<b>100,0</b>
<b>Father's Work Status</b>	Working	62	96,9
	Not Working	2	3,1
	<b>Total</b>	<b>64</b>	<b>100,0</b>
<b>Maternal Professional Group</b>	Employees at Public Organization	24	37,5
	Workers at Public Organization	4	6,3
	Self-Employed Persons	4	6,3
	Retired	2	3,1
	Other (housewife)	30	46,9
	<b>Total</b>	<b>64</b>	<b>100,0</b>
<b>Father's Professional Group</b>	Employees at Public Organization	30	46,9
	Workers at Public Organization	3	4,7
	Self-Employed Persons	27	42,2
	Retired	1	1,6
	Other	3	4,7
	<b>Total</b>	<b>64</b>	<b>100,0</b>
<b>The time mother spent with her child in a day actively</b>	Less than one	1	1,6
	Two hours	18	28,1
	3-4 hours	28	43,8
	5-6 hours	4	6,3
	7 hours or more	13	20,3
	<b>Total</b>	<b>64</b>	<b>100,0</b>
<b>The time father spent with his child in a day actively</b>	Less than one	14	21,9
	Two hours	23	35,9
	3-4 hours	18	28,1
	5-6 hours	2	3,1
	7 hours or more	7	10,9
	<b>Total</b>	<b>64</b>	<b>100,0</b>

When Table.2 was analysed, it was observed that % 1.6 of the mothers were between 20-25 years old, %20.3 were between 26-30 years old, %40.6 were between 31-35 years old , %26.6 were between 36-40 years old, %10.9 were between 41-45 years old. And for fathers, %12.5 of the fathers were between 26-30 years old, %35.9 were between 31-35 years old, %34.4 were between 36-40 years old, %9.4 were between 41-45 years old, %7.8 were at the age of 46 or more. Majority of mothers were between 31-35 years old and majority of fathers were between 36-40 years old.

When educational levels of mothers were analysed, it was seen that %14.1 of the mothers graduated from primary school, %6.3 of them graduated from secondary school, %29.7 of them graduated from high school, %12.5 of them had associate degree,%35.9 of them had bachelor's degree, %1.6 of them had master's or higher degree; %6.3 of the fathers graduated from primary school, %7.8 of them graduated from secondary school, %31.3 graduated from high school, %14.1 of them had associate degree, %34.4 of them had bachelor's degree and %6.3 had master or higher degree. It can be said that majority of mothers and fathers had bachelor's degree.

%50 of the mothers and %96.9 of the fathers worked and %50 of the mothers, %3. 1 of the fathers did not work. When profession groups were analysed, it was seen that %37.5 of the mothers were employees at public

organization, %6.3 were workers at public organization, %6.3 were self-employed persons, %3.1 were retired, %46.9 were in other group (housewife). It was seen that %46.9 of the fathers were employees at public organization, %4.7 were workers at public organization, %42.2 were self-employed persons, %1.6 were retired, %4.7 were in other group. Half of the mothers within the scope of the study did not work. It is possible to say that majority of mothers were housewives and some of the fathers were employees at a public organization and self-employed persons.

It was seen that the time mother spent with her child in a day actively was less than one hour for %1.6, was two hours for %28.1 of the mothers, was 3-4 hours for %43.8, was 5-6 hours for %6.3, was 7 hours or more for %20.3 of the mothers. The time fathers spent with their children in a day actively was less than one hour for %21.9 of the fathers, two hours for %35.9 of them, 3-4 hours for %28.1 of them, 5-6 hours for %3.1 of them, 7 hours or more for %10.9 of them. It is possible to say that majority of mothers spent 3-4 hours with their children and majority of fathers spent 2 hours actively with their children.

## 2.2. Findings Regarding Social Skills of the Children

In Table 3, the results of scores the children obtained from SSS with regard to age; in Table.4, Mann-Whitney U Test results of scores the children obtained from SSS with regard to gender ; in Table.5, Kruskal Wallis Test results of the scores the children obtained from SSS with regard to birth order; in Table.6, Kruskal Wallis Test results of the scores the children obtained from SSS with regard to number of siblings; in Table.7, Kruskal Wallis Test results of the scores the children obtained from SSS with regard educational level of mother; in Table.8, Kruskal Wallis Test results of the scores the children obtained from SSS with regard to mother's profession, were given.

**Table.3 –Mann Whitney U Test Results of Scores the Children Obtained from Social Skill Scale With Regard to Age**

SSS sub-dimension	Age	N	Sd	Mean Rank	Mann-Whitney U	P
Cooperation	5	31	5,096	27,97	371,00	,058
	6	33	4,703	36,76		
Self-expression/ assertion	5	31	5,248	29,48	418,00	,207
	6	33	5,315	35,33		
Self-control	5	31	3,190	28,50	387,50	,093
	6	33	3,040	36,26		
SSS Total Score	5	31	13,15	28,45	386,00	,091
	6	33	12,78	36,30		

$p > 0.05$

As seen in Table.3, there was not a significant difference in scores the children obtained from Social Skills Scale with regard to their age ( $p > 0.05$ ).

**Table. 4- Mann Whitney U Test Results of Scores the Children Obtained from Social Skills Scale With Regard to Gender**

SSS sub-dimension	Gender	N	Sd	Mean Rank	Mann-Whitney U	P
Cooperation	Girl	31	5,20	34,32	455,00	,446
	Boy	33	4,83	30,79		
Self-expression/ assertion	Girl	31	5,10	35,65	414,00	,188
	Boy	33	5,38	29,55		
Self-control	Girl	31	3,14	34,23	458,00	,469
	Boy	33	3,15	30,88		
SSS Total Score	Girl	31	13,09	34,79	440,50	,339
	Boy	33	13,06	30,35		

$p > 0.05$



As seen in Table.4, there was not a significant difference in scores the children obtained from Social Skills Scale with regard to their gander ( $p>0.05$ ).

**Table.5- Kruskal Wallis Test Results of Scores the Children Obtained from Social Skills Scale With Regard to Birth Order**

SSS Sub-dimension	Birth Order	N	Sd	Mean Rank	$\chi^2$	P
<b>Cooperation</b>	First-born	41	4,73	34,98	2,35	,309
	Middle /one of middle	9	5,29	25,39		
	Last Child	14	5,55	29,82		
<b>Self-expression/ assertion</b>	First-born	41	4,97	34,89	1,91	,384
	Middle /one of middle	9	5,38	27,61		
	Last Child	14	6,13	28,64		
<b>Self-control</b>	First-born	41	2,94	34,96	2,10	,349
	Middle /one of middle	9	3,27	26,78		
	Last Child	14	3,60	28,96		
<b>SSS Total Score</b>	First-born	41	12,20	34,88	1,94	,378
	Middle /one of middle	9	13,72	26,94		
	Last Child	14	15,13	29,11		

$p>0.05$

As seen in Table.5, there was not a significant difference in scores the children obtained from Social Skills Scale with regard to their birth order ( $p>0.05$ ).

**Table.6- Kruskal Wallis Test Results of Scores the Children Obtained from Social Skills Scale With Regard to Number of Siblings**

SSS dimension	Sub- Number of Sibling	N	Sd	Mean Rank	$\chi^2$	P
<b>Cooperation</b>	An only child	29	4,68	36,28	3,95	,267
	One Sibling	15	5,33	29,17		
	Two Sibling	14	5,13	33,11		
	Three Sibling	6	5,03	21,17		
<b>Self-expression/ assertion</b>	An only child	29	4,87	36,83	4,69	,195
	One Sibling	15	5,67	29,00		
	Two Sibling	14	5,70	32,50		
	Three Sibling	6	4,66	20,33		
<b>Self-control</b>	An only child	29	2,95	36,29	2,90	,407
	One Sibling	15	3,27	29,00		
	Two Sibling	14	3,32	31,82		
	Three Sibling	6	3,39	24,50		
<b>SSS Total Score</b>	An only child	29	12,02	36,40	3,72	,292
	One Sibling	15	14,05	28,63		
	Two Sibling	14	14,02	32,93		
	Three Sibling	6	12,70	22,33		

$p>0.05$

As seen in Table.5, there was not a significant difference in scores the children obtained from Social Skills Scale with regard to their number of siblings ( $p>0.05$ ).

**Table.7- Kruskal Wallis Test Results of Scores the Children Obtained from Social Skills Scale With Regard to Educational Level of Mother**

SSS Sub-dimension	Mother's Education Level	N	Sd	Mean Rank	$\chi^2$	P
<b>Cooperation</b>	Primary school graduated	9	6,00	24,06	10,098	,039*
	Secondary school graduated	4	1,73	12,38		
	High school graduated	19	4,67	33,66		
	Associate degree	8	4,48	29,13		
	Bachelor's degree or more	24	4,61	39,23		
<b>Self-expression/ assertion</b>	Primary school graduated	9	6,12	23,78	10,239	,037*
	Secondary school graduated	4	2,21	10,88		
	High school graduated	19	4,98	33,68		
	Associate degree	8	4,03	31,63		
	Bachelor's degree or more	24	5,19	38,73		
<b>Self-control</b>	Primary school graduated	9	3,96	27,17	7,757	,101
	Secondary school graduated	4	,95	13,00		
	High school graduated	19	2,81	33,24		
	Associate degree	8	2,19	29,38		
	Bachelor's degree or more	24	3,26	38,21		
<b>SSS Total Score</b>	Primary school graduated	9	15,95	24,50	9,274	,055
	Secondary school graduated	4	4,69	12,50		
	High school graduated	19		33,68		
				12,20		
	Associate degree	8	9,53	29,88		
	Bachelor's degree or more	24		38,77		
				12,83		

\*p&lt;0.05

As seen in Table.7 a significant difference, with regard to educational level of mother, was found in favor of mothers having bachelor's or more, for "cooperation", "self expression/assertion sub-dimension scores of children's social skills scale (p<0.05).

With regard to educational level of father, no significant difference was found at the level of (p>0.05) for social skills scale total score ( $\chi^2 = 4,135$ ; p=,530), cooperation ( $\chi^2 = 7,163$ ; p=,209), self expression/assertion ( $\chi^2 = 3,753$ ; p=,585) and self- control ( $\chi^2 = 2,849$ ; p=,723) sub-dimension scores.

**Table.8- Kruskal Wallis Test Results of Scores the Children Obtained from Social Skills Scale With Regard to Profession of Mother**

SSS Sub-dimension	Mother's Profession	N	Sd	Mean Rank	$\chi^2$	P
<b>Cooperation</b>	Employee at Public Organization	24	4,91	36,38	10,952	,012*
	Worker at Public Organization	4	4,85	46,13		
	Self-Employed Persons	4	2,87	49,75		
	Other	32	4,64	25,73		
<b>Self-expression/ assertion</b>	Employee at Public Organization	24	4,49	37,29	9,671	,022*
	Worker at Public Organization	4	5,25	45,63		
	Self-Employed Persons	4	3,94	44,88		
	Other	32	5,33	25,72		
<b>Self-control</b>	Employee at Public Organization	24	2,91	35,25	11,990	,007**
	Worker at Public Organization	4	2,00	51,63		
	Self-Employed Persons	4	1,89	49,00		
	Other	32	3,08	25,98		
<b>SSS Total Score</b>	Employee at Public	24		36,54	11,321	,010*

Organization		11,78	
Worker at Public Organization	4	48,13	
		12,08	
Self-Employed Persons	4	48,25	
		8,61	
Other	32	12,79	25,55

\*p<0.05

\*\*p<0.01

As seen in Table.8 there was a significant difference, with regard to profession of mother in “cooperation”, “self expression/assertion” (p<0.05), “self-control” (p<0.01) sub-dimension scores of children’s social skills scale.

**2.3. Findings Regarding Parental Behaviors**

Below, there are Kruskal-Wallis Test results regarding mean scores obtained from Parental Self-Behavior Rating Scale Sub-dimensions with regard to mother-father age, educational level of mother-father, profession of mother-father, time mother-father spend actively with child in a day.

**Table.9- Kruskal-Wallis Test Results Fathers Obtained From Deprivation of Privileges Sub-dimension of Parental Self-Behavior Rating Scale with regard to Age**

PSBRS Sub-dimension	Father’s Age	N	Sd	Mean Rank	$\chi^2$	P
Deprivation of Privileges	26-30	8	2,100	21,38	10,358	,035
	31-35	23	1,196	38,83		
	36-40	22	1,457	32,14		
	41-45	6	1,632	38,00		
	46 years old and over	5		16,20		
				,894		

p<0.05

As seen in Table 9, a significant difference (p<0.05) was found in favor of fathers between 31-35 years old with mean scores they obtained from “deprivation of privileges” sub-dimension of Parental Self-Behavior Rating Scale (p<0.05).

There was no significant difference in parents’ mean scores they obtained from; nurturance (Mother:  $\chi^2 = 2,376$  p=,498; Father:  $\chi^2 = 4,014$  p=,404), Instrumental Companionship (Mother:  $\chi^2 = 2,559$  p=,465; Father:  $\chi^2 = 4,027$  p: ,402), principled discipline (Mother:  $\chi^2 = ,137$  p=,987; Father:  $\chi^2 = 1,203$  p=,878), predictability of standards (Mother:  $\chi^2 = 2,298$  p=,513; Father:  $\chi^2 = 4,466$  p= ,347), protectiveness (Mother:  $\chi^2 = 6,772$  p=,080; Father:  $\chi^2 = 2,953$  p= ,566. p>0.05), physical punishment (Mother:  $\chi^2 = ,752$  p=,861; Father:  $\chi^2 = 1,095$  p=,895), achievement pressure (Mother:  $\chi^2 = 3,174$  p=,366; Father:  $\chi^2 = 4,505$  p= ,342), affective punishment (Mother:  $\chi^2 = ,948$  p=,814; Father:  $\chi^2 = 4,507$  p= ,342), deprivation of privileges (Mother:  $\chi^2 = 1,295$  p=,730), sub-dimensions of Parental Behavior Rating Scale with regard to age (p>0.05).

**Table.10- Kruskal-Wallis Test Results of Mean Scores that Parents Obtained from Parental Self-Behavior Rating Scale Sub-dimensions With Regard to Educational Level of Parents**

PSBRS dimensions	Sub- Mother’s Education	N	Sd	Mean Rank	$\chi^2$	P
Nurturance	Primary school graduated	9	,52	36,50	11,573	,021*
	Secondary school graduated	4	,50	28,25		
	High school graduated	19	,56	42,05		
	Associate degree	8	,70	29,81		

Achievement Pressure	Father's Education Level		N	Sd	Mean Rank	$\chi^2$	P
	Primary school graduated	Secondary school graduated					
	Bachelor's degree or more		24	1,12	25,04		
	Primary school graduated		4	,57	54,00	17,126	,004**
	Secondary school graduated		5	2,68	32,40		
	High school graduated		20	1,49	40,65		
	Associate degree		9	1,93	21,06		
	Bachelor's degree		22	1,25	24,86		
	Master's or higher degree		4	2,16	38,13		

\*p&lt;0.05

\*\*p&lt;0.01

As seen in Table.10, there was a significant difference in mean scores of mothers they obtained from Parental Self-Behavior Rating Scale “nurturance “ sub-dimension with regard to educational level of mother, in favor of mothers who graduated from high school ( $p<0.05$ ); and there was a significant difference in mean scores of fathers they obtained from Parental Self-Behavior Rating Scale “achievement pressure” sub-dimension with regard to educational level of fathers, in favor of fathers who graduated from primary school ( $p<0.01$ ).

There was not a significant difference in mean scores parents obtained from PSBRS (Parental Self-Behavior Rating Scale) sub-dimensions; nurturance (Father:  $\chi^2=10,204$   $p=,070$ ) instrumental companionship (Mother:  $\chi^2=3,878$   $p=,423$ ; Father:  $\chi^2=4,058$   $p=,541$ ), principled discipline (Mother:  $\chi^2=2,562$   $p=,634$ ; Father:  $\chi^2=2,392$ ;  $p=,793$ ), predictability of standards (Mother:  $\chi^2=3,368$   $p=,498$ ; Father:  $\chi^2=5,355$   $p=,374$ ), protectiveness (Mother:  $\chi^2=2,369$   $p=,668$ ; Father:  $\chi^2=9,946$   $p=,077$ ), physical punishment (Mother:  $\chi^2=1,922$   $p=,750$ ; Father:  $\chi^2=4,885$   $p=,430$ ), achievement pressure (Mother:  $\chi^2=9,207$   $p=,056$ ), deprivation of privileges (Mother:  $\chi^2=4,595$   $p=,331$ ; Father:  $\chi^2=4,190$   $p=,522$ ), affective punishment (Mother:  $\chi^2=7,422$   $p=,115$ ; Father:  $\chi^2=3,773$ ;  $p=,583$ ) with regard to educational level of parents ( $p>0.05$ ).

**Table.11- Kruskal-Wallis Test Results of Mean Scores that Parents Obtained from Parental Self-Behavior Rating Scale “Achievement Pressure” Sub-dimension With Regard to Profession of Parents**

PSBRS dimension	Sub- dimension	Mother's Profession	N	Sd	Mean Rank	$\chi^2$	P
Achievement Pressure	Employee Organization	at Public	24	1,61	23,10	11,784	,008**
	Worker at Public Organization		4	2,06	39,88		
	Self-Employed Persons		4	1,82	26,75		
	Other		32	1,64	39,34		
		Father's Profession	N	Sd	Mean Rank	$\chi^2$	P
	Employee Organization	at Public	30	1,65	26,77	11,408	,010*
	Worker at Public Organization		3	1,52	44,83		
	Self-Employed Persons		27	1,60	39,80		
	Other		4	1,89	17,00		

\*p&lt;0.05

\*\*p&lt;0.01

As seen in Table.11, there was a significant difference in favor of fathers ( $p < 0.05$ ) and mothers ( $p < 0.01$ ), who are workers at public organization with regard to mean scores parents obtained from PSBRS “achievement pressure” sub-dimension. Parents working at public organization as workers pressure their children for achievement more than parents from other profession groups.

**Table.12- Kruskal Wallis Test Results of Mean Scores That Mothers Obtained from Parental Behavior Rating Scale “Achievement Pressure” Sub-dimension and Fathers Obtained from Parental Self-Behavior Rating Scale “Affective Punishment” Sub-dimension With Regard to Time Parents Spend With Their Children Actively in a day**

PSBRS dimension	Sub-	The time mother spent with her child in a day actively	N	Sd	Mean Rank	$\chi^2$	P
Achievement pressure		1-2 hours	19	1,91	24,55	8,828	,032
		3-4 hours	28	1,68	31,79		
		5-6 hours	4	2,06	39,88		
		7 hours or more	13	1,26	43,38		
Affective Punishment		The time father spent with her child in a day actively	N	Sd	Mean Rank	$\chi^2$	P
		Less than one hour	14	3,08	37,93	10,816	,029
		Two hours	23	3,02	35,57		
		3-4 hours	18	3,37	22,28		
		5-6 hours	2	3,53	56,75		
	7 hours or more	7	2,37	30,93			

$p < 0.05$

As seen in Table.12, there was a statistically significant difference in mean scores that mothers obtained from PSBRS “achievement pressure” sub-dimension and fathers obtained from PSBRS “affective punishment” sub-dimension with regard to time parents spend with their children actively in a day ( $p < 0.05$ ). Mothers spending 7 or more hours with their children pressure their children for achievement more than the mothers in the other group. Fathers spending 5-6 active hours with their children, punish their children affectively much more than the fathers in the other group.

**2.4. Findings Regarding the Relationship between Social Skills of Children and Parental Behaviors**

Results of the relationship between scores that children obtained from SSS and mean averages that mothers obtained from PSBRS sub-dimensions was given In Table.13 and results of the relationship between scores that children obtained from SSS and mean averages that fathers obtained from PSBRS sub-dimensions was given in Table.14 .

**Tablo.13- Results of the relationship between the scores that Mothers Obtained from Parental Self-Behavior Rating Scale Sub-dimensions and scores that Children Obtained from Social Skills Scale**

PSBRS dimensions	Sub-	SSS Sub-dimensions		Self-	SSS Total Score
		Cooperation control	Self-expressive/assertion		
Nurturance	Spearman's rho	-,003	,012	-,033	-,021
	P	,982	,928	,797	,871
	N	64	64	64	64
Instrumental Companionship	Spearman's rho	-,214	-,285*	-,166	-,244

	P	,089	,023	,190	,052
	N	64	64	64	64
Principled Discipline	Spearman's rho	,084	,074	,021	,061
	P	,510	,563	,866	,633
	N	64	64	64	64
Predictability of Standards	Spearman's rho	,030	,052	,011	,025
	P	,814	,681	,934	,844
	N	64	64	64	64
Protectiveness	Spearman's rho	-,108	-,160	-,158	-,131
	P	,396	,207	,211	,304
	N	64	64	64	64
Physical Punishment	Spearman's rho	-,246*	-,322**	-,331**	-,296*
	P	,050	,010	,008	,018
	N	64	64	64	64
Achievement Pressure	Spearman's rho	-,213	-,203	-,120	-,190
	P	,091	,107	,347	,133
	N	64	64	64	64
Deprivation of Privileges	Spearman's rho	,084	,077	,127	,101
	P	,509	,546	,317	,428
	N	64	64	64	64
Affective Punishment	Spearman's rho	-,198	-,231	-,182	-,195
	P	,117	,067	,149	,123
	N	64	64	64	64

\*p&lt;0.05

\*\*p&lt;0.01

As seen in Table.13, a significant and indirect relation was found between scores that mothers obtained from PSBRS “physical punishment” sub-dimension and total that children obtained from social skills scale and “cooperation” sub-dimension(p<0.05), and between “self-expression/assertion and self-management sub-dimension scores(p<0.01). Indirect significant relation was found between scores mothers obtained from Parental Self-Behavior Rating Scale “Instrumental Companionship” sub-dimension and scores children obtained from social skills scale “self-expression/assertion sub-dimension (p<0.05).

**Table.14- Results of the relationship between the scores that Fathers Obtained from Parental Self-Behavior Rating Scale Sub-dimensions and scores that Children Obtained from Social Skills Scale**

PSBRS Sub-dimensions	Sub-	SSS Sub-dimension		SSS Total Score
		Cooperation control	Self-expression/assertion	
Nurturance	Spearman's rho	-,003	,012	-,021
	P	,982	,928	871
	N	64	64	64
Instrumental Companionship	Spearman's rho	-,130	-,208	-,164

		P	,304	,099	,465	,194
		N	64	64	64	64
Principled Discipline		Spearman's rho	,082	,049	,025	,053
		P	,519	,703	,844	,675
		N	64	64	64	64
Predictability of Standards		Spearman's rho	,057	,052	,033	,043
		P	,655	,686	,796	,735
		N	64	64	64	64
Protectiveness		Spearman's rho	-,119	-,170	-,175	-,148
		P	,351	,180	,167	,244
		N	64	64	64	64
Physical Punishment		Spearman's rho	-,091	-,226	-,243	-,178
		P	,474	,073	,053	,159
		N	64	64	64	64
Achievement Pressure		Spearman's rho	-,082	-,076	-,043	-,063
		P	,521	,552	,734	,619
		N	64	64	64	64
Deprivation of Privileges		Spearman's rho	,104	,102	,153	,128
		P	,413	,424	,228	,315
		N	64	64	64	64
Affective Punishment		Spearman's rho	-,185	-,217	-,168	-,180
		P	,144	,085	,185	,154
		N	64	64	64	64

### Discussion

In this study, the relationship between social skills of 5-6 year old children and parental behaviors was investigated in terms of different variables. 70 children from preschools in Burdur, their parents and their teachers attended the study. Data were collected through Behavior Rating Social Skills Scale, Parental Self-Behavior Rating Scale and Personal Information Form. Data about 64 children were analysed. To test the differences between variables, Mann-Whitney U test was used for paired comparisons, Kruskal Wallis was used for multiple comparisons, Spearman's Rho analysis test was used for correlations.

There was not a significant difference between scores children obtained from behavior rating social skills scale and their ages and genders. According to Literature, as the educational level of women and the number of working women increased in today's modern education system, efficiency of mother in family increased while authority of father decreased gradually. There was a decrease in number of children in family (education of children gained more importance and families no more made discrimination between the girls and the boys (Dirim, 2003, s. 35). Child's being a girl or a boy did not affect the behaviors of mother and father in the families which cared and perceived the child as an individual (Bilgin Aydın, 2003, s. 46). Findings of the study supported these views. As different from findings of this study, Seng (1992) in his longitudinal study analysed cognitive and social development processes and social behaviors of preschool children at different ages in terms of gender, home and school environment factors. It was found that in all age groups girls displayed better performance than boys at social skills. Similarly, in Koçak and Tepeli (2006)'s study, it was found that gender variable affected social relations and cooperation behaviors of 4-5 year old children and mean scores of girls were higher than mean scores of boys regarding both cooperation and social relations behaviors. In this study, although social skills scale sub-dimensions and total score rank means of girls were higher (Cooperation, G:34,32 B:30,79; Self-expression/assertion, G:35,65

B:29,55; Self-control, G:34,23 B:30,88; SSSTS, G:34,79 B:30,35) than those of boys, there was no statistically significant difference. In Baran (2005)'s study also, there was no difference in social behaviors of children with regard to gender.

There was no statistically significant difference between SSS sub-dimension and scale total scores and birth order of the children. In Literature, it is stressed that parents fall all over first born children much, first born children are the center of excessive interest but when a sibling comes, interest decreases and they then have to take responsibilities and because of that maturation process shortens, and self-confidence of the child increases by taking responsibility but it is also stressed in the Literature that sometimes opposites of these above mentioned are possible, in other words child can feel rejected and develop an introvert, misfit/incompatible personality (Dirim, 2003, s. 32-33). When SSS sub-dimension and total scores of the children analysed with regard to number of sibling, no significant difference was found. Similarly, also in Eminoğlu's (2007) study, it was ascertained that there was no significant difference in mean scores of children that they obtained from behavior rating scale "cooperation" and "social relations" dimensions with regard to number of siblings.

There was a significant difference in favor of mothers having bachelor's or master degree in SSS cooperation and self-expression/assertion sub-dimension scores with regard to educational level of mother ( $p < 0.05$ ) (see table 7); there was a significant difference statistically in SSS total score, cooperation, self-expression/assertion ( $p < 0.05$ ), self-control ( $p < 0.01$ ) sub-dimension scores with regard to mother's occupation (see table 8).

There was not a significant difference in mean scores that mothers obtained from parental behavior rating scale sub-dimensions with regard to mother age. In Çakıcı (2006)'s study findings, it is seen that mother age does not affect mother-child relationship. When parental behavior rating scale scores of fathers were analysed with regard to father age, there was a statistically significant difference in favor of fathers between 31-35 years in "deprivation of privileges" (not allowing children to play with friends or depriving them of activities as punishment) sub-dimension ( $p < 0.05$ ) (see table 9). In young adulthood parents have strict rules, they are more idealistic while raising a child but with increasing age they show a more democratic approach as they become older and experienced. In Saatçılar (1997)'s study, mother's attitudes toward child are more friendly and they take care of the child more than the fathers, % 84 of them talk to child and show the right when they get angry, as the educational level rises they behave tender toward their children and with increasing age their anger is in the way of showing the right behavior.

Çıkrıkçı (1999) analysed the relation between attitudes of families and school maturity of 5-6 year old children from bank kindergartens in Ankara. There was no significant difference between attitudes of families and school maturity. In school maturity it was regarded that there was no significant difference between genders whereas it was observed that as level of income and educational levels of parent increased children's achievements increased also. In this study, it was regarded that there was no significant difference between genders regarding social skills scores, but it was stated that children's self-expression and cooperation sub-scale scores got high as mother's educational level got high. Çıkrıkçı, at the same time, stated that only children were more successful than children having siblings. In this study, although SSS order means of only children are higher than other groups, this result was not thought to be significant statistically.

When mothers' parental behavior rating scale scores were examined in terms of mother educational level aspect, it was found that there was a statistically significant difference in favor of mothers graduated from high school in "nurturance" sub-dimension ( $p < 0.05$ ) (see table 10). In Eminoğlu (2007)'s study, it was found that "nurturance" mean scores of mothers were significantly low for mothers graduated from university. Aytun Kasuto (2004) studied to what extent mother's behaviors of rejecting and accepting the child affected child's development. According to findings of the study regarding this one, it was found that social development of the 4-6 year old children, whose mothers were rejecting, was lower than the ones whose mothers were accepting and child's gender and educational level of the parent variables were effective in determining the social development of the child.

Black and Logan (1995) analysed the communication in family and peer group in relation to sociometric conditions of children. It was found that parents of the children in need of attention used "please" word more than the parents who took care of their children, but they did not give enough time to do the thing they requested with "please" word. Again it was observed that children who were cared by their parents, were successful in making explanations to peers and attending the common discourse activity.

When fathers' parental behavior rating scale scores were examined in terms of father educational level aspect, it was found that there was a statistically significant difference in favor of fathers graduated from primary school in "achievement pressure" sub-dimension ( $p < 0.01$ ) (see Table 10). Fathers graduated from primary school put pressure on their children for achievement more than the other fathers in the group. Father's having graduated from



primary school brought along expectations for their children to have a higher educational level and occupation with high status.

When fathers' and mothers' parental behavior rating scale scores were examined in terms of father and mother occupations aspect, it was found that there was a statistically significant difference in favor of mothers ( $p < 0.01$ ) and fathers ( $p < 0.05$ ) working in a public institute in "achievement pressure" sub-dimension (see table 11). Mothers and fathers working for public institute put more pressure on their children for achievement than mothers and fathers in other groups. It is possible that this result developed out of the expectations of parents for an occupation with high status for their children as they worked under difficult conditions and had unsatisfactory wage.

It was found that there was a statistically significant difference in favor of mothers spending 7 or more active hours with children in parental behavior rating scale "achievement pressure" sub-dimension and for fathers it was found that there was a significant difference in favor of fathers spending five-six active hours with children in "affective punishment" sub-dimension ( $p < 0.05$ ) (see table 12). According to the finding of the study, it is possible to think that mothers displayed more negative behaviors during seven hours they spent with their children and fathers displayed more negative behaviors during 5-6 hours they spent with their children.

When Sarı (2007)'s results of the study which he carried out to analyse the effect of child raising attitudes of mothers having 5-6 year old children at kindergarten, on children's social adaptation and skills, related to this one are examined; It was found that "overprotective mother" dimension of Parental Attitude Research Instrument was affected by number of siblings, educational level of mother, educational level of father, age of mother, mother's working or not working, father's occupation variables. In this study, inverse correlation between PSBRS "protectiveness" sub-dimension scores and SSS scores of the children was considered not significant. In Sarı (2007)'s study, it was found that "Pressure and Discipline" dimension was affected by number of siblings, educational level of parent, mother's working or not working and father's occupation and similarly, in this study it was found that parental behavior rating scores in "Achievement pressure" sub-dimension differed in terms of time mother spent with her child actively in a day and occupations of mother and father, educational level of father. Özyürek (2004) carried out a study with parents having 5-6 year old children, living in the city center or in the rural and the study was carried out was to learn about the attitudes of parents toward their children, and in Özyürek's study results related to this study, it was found that as the educational level of parent increased, protectiveness and strict rules attitudes decreased.

Öğretir (1999), in the study she carried out to reveal the relationship between social games of 6 year old children and mother's and father's attitudes, it was found that mother's and father's attitudes dramatically affected social play behaviors such as children's aggression, dominance, cooperation, social potential and complying. Moreover, it was found that social economic level, gender, number of sibling and mother's work status affected mother's and father's attitudes with children's social play behaviors.

As seen in Table.13, there was statistically an indirect significant relation between scores mothers obtained from PBRS "instrumental companionship" sub-dimension and scores children obtained from SSS "self-expression/assertion" sub-dimension ( $p < 0.05$ ); between scores mothers obtained from PBRS "physical punishment" sub-dimension and scores children obtained from SSS sub-dimensions "cooperation" ( $p < 0.05$ ), "self-expression/assertion" ( $p < 0.01$ ), "self-control" scores ( $p < 0.01$ ) and social skill total score ( $p < 0.05$ ).

In view of these findings, as a result parents' negative behaviors such as pressure for success, affective and physical punishment have negative effects on children's social skill behaviors. It was remarkable that negative behaviors were seen in parents spending more active time with children.

It is thought that indirect relation between scores mother obtained from PSBRS "instrumental companionship" sub-dimension and scores children obtained from SSS "self-expression/assertion" sub-dimension, resulted from its being academical; defined goals were not social, rather mother taught what she thought to be necessary and she helped the child when the child was not able to do an activity and comforted him/her. As physical punishment increases it is an expected result to see fall in total score and children's "cooperation", "self-expression/assertion", "self-control" sub-dimension scores.

In the study Rueter and Conger (1995) carried out with fathers, mothers, adolescent girls and boys (age average=12.7) from 431 rural area families by using warm and hostile interaction forms, they suggested that characteristic interaction style of an individual would predict his/her own problem solving behavior and family's problem solving effectiveness. Results revealed that hostile interaction form predicted asserted destructive problem solving behavior directly and predicted family problem solving effectiveness indirectly. It was found that a warm interaction form was related to constructive problem solving behavior directly and was related to family problem

solving effectiveness indirectly. In this study, it was revealed that negative parental behaviors affected social skills scores of the children in a negative way.

There was not a statistically significant relation between scores that fathers obtained from Parental Self-Behavior Rating Scale sub-dimensions and total and sub-dimension scores that children obtained from Child Behavior Rating SSS. Inverse correlations in nurturance, instrumental companionship, protectiveness, achievement pressure, physical punishment, affective punishment sub-dimensions were statistically not significant.

### Conclusion

In making children gain awareness, the first and the most important environment is family. With this point of view, family is child's first social environment. In children's gaining social skills, mother's and father's behaviors that they display during the interaction with child, have great importance.

As seen in findings of the study, children's SSS "cooperation", "self-expression/assertion sub-dimensions were affected by educational level of mother; SSS and all sub-dimensions were affected by occupation of mother. When examined from the aspect of scores that parents obtained from PSBRS sub-dimensions, it was revealed that nurturance sub-dimension was affected by educational level of mother; deprivation of privileges sub-dimension was affected by father's age; achievement pressure sub-dimension was affected by educational level of father, profession of mother and father, time mother spent with child actively in a day; affective punishment sub-dimension was affected by time father spent with child actively in a day.

Starting from these results, as the status and behaviors of the parents have great importance on the development of children's social skills, educational levels of parents and professional conditions should be improved. Parents should be made aware of that their interaction with children is so important that they should correct their behaviors positively.

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