STUDY OF THE RELATIONSHIP BETWEEN 5-6 YEAR-OLD PRE-SCHOOL CHILDREN’S SOCIAL SKILLS AND BEHAVIOR PROBLEMS CONSIDERING THEIR RELATIONS WITH THEIR PARENTS
BEŞ-ALTI YAŞ ÇOCUKLARIN EBEVEYNLERİ İLE OLAN İLİŞKİLERİNİN SOSYAL BECERILERI VE DAVRANIŞ SORUNLARI ARASINDAKİ İLİŞKİНИ İNCELENMESİ
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Öz

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Abstract

Early childhood period is very essential as the children acquire the basic social skills that help them become socially effective individuals. Social skills develop in social settings such as home, school and society. A child’s close relationships, primarily with his parents, is very important in developing her/his social skills. While the effective relation between parent and child is supports the social development, the negative relation causes behavior problems. The present study is conducted to determine the effect of parent-child relations on 5-6 year-old pre-school children’s social skills and behavior problems. In order to collect the data for the present study, the following tools are used; “Personal Information Form”, “Child Parent Relationship Scale-CPRS” and “Preschool and Kindergarten Behaviour Scales-PKBS-2 (Social Skills Scale and Problem Behaviour Scale)”. Differences regarding parent-child interactions, children’s social skills and behavior problems are examined in terms of gender and age. In the end of the study there was no statistically meaningful difference for 5-6 year-olds in terms of age and gender regarding dimensions of positive relation and conflict. It is observed that 6 year-old children were more social than 5 year-olds in terms of social skills regarding age variable. Additionally, 6 year-old girls are found to be more social than 6 year-old boys. Problem behaviors are observed more in 5 year-old pre-school children and 5 year-old boys have shown more problem behaviors than girls. Besides, a relation is found between parent-child relation and social skills and also between problem behaviors and conflict dimension.

Keywords: Social Skills, Behavior Problems, Preschool Children, Family Relationship, Parent–Child Interactions

INTRODUCTION

Social skills express certain behavior patterns that the individual displays within various social settings he participates in. These skills; children’s relations with their peers, include academic, self-control, adaptation, and assertiveness skills and include cognitive and affective elements that are observable and unobservable behaviors that can be learned (Gülay Ögelman, Seçer, Alabay and Uçar, 2012; Hilooğlu, 2009).

Children who develop their social skills build healthy relations with the individuals around them, they can work cooperatively, show respect to others’ rights and feelings, can turn down offers that are not good for themselves, they are happier and more successful in their lives (Özabacı, 2006; Özyürek and Ceylan, 2014).

Family Relationship and Development of Social Skills

A child’s close relationships, primarily with his parents, is very important in terms of his healthful growing, taking place as an individual within his society and developing his social skills (Akgün and Yeşilyapırk, 2010a). Since the “attachment” affecting child’s social development in the future starts developing during early periods of life (Pianta and Steinberg, 1992). It is determined that while parenting systems that involves participation, warmth and directiveness increases children’s social competence, the child-parent relationship (e. g. Lyons-Ruth, Alpern and Repacholi, 1993) which involves hate and conflict (e. g. Owen and Cox, 1997) not only later causes a weak attachment between the child and the teacher but also leads them display aggressive behaviors towards their peers (Santos, Peceguina, Daniel, Shin and Vaughn, 2013).

Early parent-child interaction is important in terms of children’s social skill development and their emerging behavior problems. Social skills start with parent relations and develop via relations built with siblings, peers and other individuals. Children become responsible individuals
and have high self-esteem (e.g., Davis-Kean and Sandler, 2001), with self-regulated and helpful manners (Deveci, 2011; Gander and Gardiner, 2010; Özyürek, Beğde and Yavuz, 2014) when their parents build positive and warm relationships with them by being loving and caring, providing them safe settings, praising them, guiding them so that they have social acceptance, teaching them the rules and making them follow these rules when necessary.

There is an important connection between parents’ successful social behaviors-skills and their children’s positive relations with their peers. Parents’ social skills, warm relations with their children, caring and constructive interactions are all necessary for acquiring basic skills and behaviors in order to build positive peer relations (Bullock, 1990). Positive parent-child relations built during these early years affect children’s social status positively (Scaramella and Leve, 2004; Gülay Ogelman and Uçar Çabuk, 2013).

Children’s relations that are built with their parents during pre-school period and parents’ attitudes towards their children (e.g., Halpenny, Nixon and Watson, 2010; Kordi and Baharudin, 2010) affect children’s social development positively or negatively (Diener and Kim, 2004). Behavior problems emerge in children that are exposed to negative behaviors and experienced poor social skills (Wood, Emerson and Cowan, 2004).

**Family Relations and Behavior Problems**

Pre-school period is the period that children start playing in groups and interact with their peers constantly. Although children are very good friends during this period, they might still have conflicts (e.g., Comparini, Douglas, and Perez, 2014) and behavior problems might emerge in their social settings in terms of being a part of group play, starting friendships or maintaining relations (Wortham, 1998). During this term problems such as adaptation, limited emotional regulation, tantrums (e.g., Giesbrecht, Miller and Müller, 2010), disruptive behaviors (e.g., Bullock, 2002), hurting self and aggressiveness are observed frequently (Holtz, Fox and Meurer, 2015). Children with behavior problems often display more negative emotions and have poor capacity in regulating them. These children show more intense emotional reactions and it takes longer for them to calm down. Children with behavior problems usually have difficulty in understanding other’s emotional perspective and have a tendency to meet others’ emotions with anger and hate (Havighurst et al., 2012).

Behavior problems are usually classified as internalizing (e.g., Morgan, Izard and Hyde, 2014) and externalizing behavior problems (Yaşar Ekici, 2014; Yoleri, 2014). Behaviors such as peer rejection and delinquency (e.g., Hong, Huang, Golden, Patton and Washington, 2014) in the social-emotional field might turn into externalizing behaviors. Children who display behavior problems during early periods might face difficulties while participating in learning activities and whole academic studies carried out within the classroom environment in academic fields (McWayne and Cheung, 2009).

Externalizing behavior problems include anti-social, aggressiveness (e.g., DiCarlo, Baugartner, Ota and Jenkins, 2015), hyperactivity (e.g., Chen, 2010), inattentiveness, impulsive behaviors (e.g., Montroy, Bowles, Skibbe and Foster, 2014), oppositional behaviors (e.g., Ezpeleta, et al. 2014). As for internalizing behavior problems anxiety, somatic complaints, depression or extreme social inhibition, shyness, low self-esteem and loneliness are the social and emotional indicators. Internalizing behavior problems generate a primary dimension of maladaptation in children
During this term children learn cooperating, regulating their own behaviors and emotions, showing empathy and display positive social behaviors (Hartas, 2011; Senemoğlu, 1994). Children developing these social behaviors are successful in social and academic fields, have developed empathy skills and are helpful. Children who are not social or less social lack empathy or show withdrawal behaviors have difficulty not only in understanding other people and communicating with them but also with solving problems, understanding social clues, active listening and expressing their emotions, and they don’t want to cooperate. As a result, these children are lonely, have low self-esteem, show aggressive behaviors and face social exclusion or are abused by their peers (Bornstein, Hahn and Haynes, 2010; Choi and Yunus, 2011; Diener and Kim, 2004; Leyva, Berrocal and Nolivos, 2014; Stanton-Chapman, Walker and Jamison, 2014). Parents are one the most effective ones on their children’s social skill development or their children’s emerging behavior problems. In the present study, the effect of parent-child relations on 5-6 year-old pre-school children’s social skills and behavior problems is examined. While pre-school teachers observe essential differences in some children’s social skills, they observe serious behavior problems in others. These teachers have problems in communicating children with behavior problems and have difficulty in understanding parent’s attitude, family structure and their relations with their children. In most of the studies conducted children’s social skill development or problem behaviors are studied in terms of parent-child interaction and social skill development or relations between parent and problem behaviors. However, the present study aims to revealing how important is parents’ relations with their children for their children’s social development and for the solution of their behavior problems.
Purpose

The purpose of the present study is to determine how 5-6 year-old pre-school children’s relationship with their parents affect their social skills and behavior, the relation between parents’ relationship with their children and its relation between their children’s social skills and behavior problems. Relational screening model is used within the study. Relational screening model studies are studies that determine the relation between two or more variables and aimed at determining the degree of this relation, applied to find cause-effect clues and to have better understanding of the facts which are examined (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2010; Gall, Gall and Borg, 1999).

The answers to the following questions are searched for in the present study:

1. Are there any differences in terms of age and gender in family relationships, social skills and behavior problems of five/six-year-olds?
2. Are there any relations between five/six-year-old children’s relations with their parents and their social skills?
3. Are there any relations between five/six-year-old children’s relations with their parents and their problem behaviors?

METHOD

Research Design

In the present study general screening model is used. General screening model is applied to make a judgement about population on the whole population or on a group chosen from the population (Karasar, 1994).

Study Population

In the present study the relationship between 5-6 year-old pre-school children’s relations with their parents and their social skills and behavior problems is examined.

50.9% of the children in the study (155) were 5 years-old, 49.1% were 6 years old (150), 52.8% of them were female (161), 47.2% were male (144), 74% of the children (228) had siblings, 25.2% (77) had no siblings. 51.1% of these children (156) had one sibling, 20.7% (63) had two siblings and 3.3% (10) had three siblings.

When demographics of the parents who participated in the research were examined in terms of educational status: 0.3% of the mothers (1) were not literate, 14.1% (43) finished elementary school, 6.6% (20) finished secondary schools, 20.7% (63) were high school graduates, 3.9% (12) were two-year vocational high school graduates, 48.2% (147) were university graduates and 6.2% (19) had postgraduate studies/PhD degree. The same percentages for fathers are as follows: 0.3% of the fathers (1) were only literate, 8.2% (25) finished elementary school, 4.6% (14) finished secondary school, 16.4% (50) finished high school, 2% (6) were two-year vocational school graduates, 54.8% (167) were university graduates, and 13.8% (42) had postgraduate studies/PhD degree. When parents’ professions are examined: 35.1% (107) of the mothers were officers (teacher, technician), 6.2% (19) were workers, 7.2% (22) were health personnel (nurses, caregivers, hospital staff), 43% (131) were housewives, 4.6% (14) were doctors, 1% (3) were judges/prosecutors/lawyers, 2% (6) were engineers, and 1% (3) were self-employed. For fathers, these percentages are as follows: 37.4% (114) were officers (teachers, police, officer / non-commissioned officers, technicians), 19.3% (59) were workers, 2.3% (7) were health personnel, 9.5% (29) were engineers, 5.9% (18) were doctors, 1.6% (5) were judges/prosecutors/lawyers, 1% (3) were contractors, 17.4% (53) were self-employed, 2% (6) were accountants, 2.6% (8) were academicians/lecturers/instructors and 1% (3) were retired.
Data Collection Tools
In the study, in order to get information about the parents and their children, the "Personal Information Form" was used to determine the parents' relationship with their children, the "Child Parent Relationship Scale-CPRS" was also used, and in order to determine children's social behavior and behavioral problems displayed in schools "Preschool and Kindergarten Behavior Scales-PKBS-2 (Social Skills and Problem Behavior Scale Scale)" were used.

1. Personal Information Form: To get information about parent’s educational status, occupation and child's age, gender and the number of siblings, "Personal Information Form" which is prepared by the researcher is applied.

2. Child Parent Relationship Scale (CPRS): The Scale is developed by Robert C. Pianta in 1992 to determine parent-child relationship. It consists of three subscales, including attachment, positive relationships and conflict. The Turkish adaptation of the scale is conducted by Akgün and Yeşilyapı rak (2010b). Factor values for the first factor ranged between .38 and .72, the same values for the second factor was found as between .42 -.72. The test-retest reliability coefficient for the conflict dimension was found as .98 (p <.01); for positive relations dimension subdimension it was .96 (p <.01); and for a total score it was .96 (p <.01). For internal consistency coefficient (Cronbach’s alpha) of the scale the Conflict subscale was .85; for dimension of positive relation subscale it was .73 and for total it was .73. After Spearman Brown correction, the correlation between the two halves of the tests respectively found as .84, .73 and .72.

3. Preschool and Kindergarten Behavior Scales (PKBS–2): Preschool and Kindergarten Behavior Scales (PKBS-2) developed by Kenneth W. Merril in 1994 to measure social skills and behavior problems of 3-6 year-old preschool children. The scale consists of two independent scales listed as Social Skills and Problem Behaviors. The reliability and validity study of the scale for the Turkish children is conducted by Özbey (2009).

Social Skills Scale, consists of three subscales including "social collaboration, social interaction and social independence". As a result of the confirmatory factor analysis the structural reliability for the first factor (social cooperation) was found as .96 and the variance was .67; for the second factor (social interaction) the construct reliability was .91 and the variance was .52; for the third factor (social independence and social acceptance skills) the construct reliability was .88 and the variance was found as .64. Cronbach’s alpha coefficient for the first factor (social cooperation) of Social Skills Scale found as .92, Cronbach’s alpha coefficient of the second factor (social interaction) was .88, the value of the third factor (social independence) Cronbach alpha value was .88; and total Cronbach alpha coefficient for Social Skills Scale was found as .94. Problem Behaviour Scale is formed with four sub-dimensions delineated as external orientation, internal orientation, anti-social and egocentric/self-oriented sub-dimensions. The Confirmatory factor analysis results of the Problem Behavior Scale is as follows: for the first sub-dimension (external orientation) the construct reliability was .96, explanatory variance was .62; for the second sub-dimension (internal orientation) the construct reliability was .90, explanatory variance .65, for the third sub-dimension (anti-social) the construct reliability was .89, explanatory variance .73, and for the last sub-dimension (egocentric/self-oriented) the construct reliability was .75, explanatory variance .51. The Cronbach alpha coefficient of the first sub-dimension (external orientation) of Problem Behavior Scale was .95, for the second sub-dimension (internal orientation) the Cronbach alpha coefficient value was .87, for the third sub-dimension (anti-social) the Cronbach alpha coefficient value was .81, for the
fourth sub-dimension (egocentric/self-oriented) the Cronbach alpha value was .72. The total Cronbach alpha value of the Problem Behavior Scale was determined as .96 (Özbey, 2009; Özbey and Alisinanoğlu, 2009).

Procedure

In order to determine 5-6 year-old children’s relations with their parents Child Parent Relationship Scale (CPRS) is applied. Kindergarten Behaviour Scale (PKBS) formed with two independent scales that are named as Social Skills Scale and Problem Behaviour Scale are filled by teachers as it is thought that school is the best place to observe children’s social skills and behavior problems through their interactions with their peers.

The process of the present study conducted to determine how parent-child relationship affect 5-6 year-old pre-school children’s social skills and behavior problems is applied as follows; 1) Three districts were chosen from the province Ankara which is in Turkey via random sampling method. These districts are Çankaya, Keçiören and Yenimahalle. The pre-school institutions that 5-6 year-olds are attending in each of these three districts were determined. After contacting the institutions that are determined, the ones that would like to participate were chosen. 2) A meeting was arranged with the teachers working in the chosen schools and also with the parents of the students who are attending in these teachers’ classrooms. At the meeting that was held with the parents, the parents were informed about the purpose and the importance of the study. “Child Parent Relationship Scale (CPRS)” was given to those who wanted to participate within the study. The forms which are filled by parents are kept by the researcher. At the meeting that was held with teachers, teachers were informed about the purpose, the importance of the study and the observation methods to be used while observing their students. The teachers were asked to observe the students whose parents are participating in the study during the term, take notes when necessary and by the end of the term to complete the scales given considering on these observations and notes. 3) By the end of the term Social Skills Scale and Problem Behaviour Scale were given and these scales independently filled by both teachers and parents. After the collection of the forms they were joined together.

Data Analysis

The data obtained from the present study were analyzed using the SPSS 22 software package program. The data of the study accessed via Kolmogorov-Smirnov test and test of normality. If the range was normal t-test would have been applied. However, the range was not normal so the difference among the groups was assessed via Mann-Whitney U test. Relations between the variables were analyzed with correlation analysis. 0.01 and 0.05 were taken as significance levels and when the difference is meaningful it was presented as p<0.01 and p<0.05. In the present study, Cronbach alpha value of the Child parent relationship scale was .81, and for positive relationships and conflict subscales the Cronbach’s alpha values were determined respectively as .70 and .82. Cronbach’s alpha value of the Social Skills Scale was found as .93. For Social Collaboration, Social Interaction and Social Independence sub-dimensions of the scale, the Cronbach alpha values were respectively .91, .95 and .89. And Cronbach alpha value of the Problem Behavior Scale was found as .94, for external orientation, internal orientation, egocentric/self-oriented and anti-social sub-dimensions Cronbach alpha values were respectively found as .95, .88, .64 and .81.

RESULTS

Findings of the study are given be-
Results Related with Differences between Family Relations and Social Skills and Behavior Problems in Terms of Age and Gender

Table 1. Mann-Whitney U Test results of 5-6 year-olds in terms of Parent Child Relationship, Social Skills, Problem Behavior Scales and their sub-dimensions regarding age difference

<table>
<thead>
<tr>
<th>Child's Age</th>
<th>Mann-Whitney U Test Mean Rank</th>
<th>U</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Child Relationship Scale, CPRS</td>
<td>5 Years</td>
<td>6 Years</td>
<td>Total</td>
</tr>
<tr>
<td>Positive Relation Sub-dimension</td>
<td>155</td>
<td>16,15</td>
<td>4,05</td>
</tr>
<tr>
<td>Conflict Dimension</td>
<td>155</td>
<td>31,22</td>
<td>8,34</td>
</tr>
<tr>
<td>Social Cooperation Skills</td>
<td>155</td>
<td>40,05</td>
<td>5,00</td>
</tr>
<tr>
<td>Social Independence and Social Acceptance Skills</td>
<td>155</td>
<td>26,90</td>
<td>4,87</td>
</tr>
<tr>
<td>Social Interaction Skills</td>
<td>155</td>
<td>14,05</td>
<td>2,80</td>
</tr>
<tr>
<td>General Social Skills</td>
<td>155</td>
<td>81,00</td>
<td>10,92</td>
</tr>
<tr>
<td>External Orientation (Behavior Scale)</td>
<td>155</td>
<td>24,77</td>
<td>10,48</td>
</tr>
<tr>
<td>Internal Orientation (Behavior Scale)</td>
<td>155</td>
<td>7,94</td>
<td>3,38</td>
</tr>
<tr>
<td>Anti-social (Behavior Scale)</td>
<td>155</td>
<td>3,75</td>
<td>1,26</td>
</tr>
<tr>
<td>Egocentric/self-oriented (Behavior Scale)</td>
<td>155</td>
<td>5,45</td>
<td>2,44</td>
</tr>
<tr>
<td>Total Behavior Score</td>
<td>155</td>
<td>41,92</td>
<td>13,71</td>
</tr>
</tbody>
</table>

*p < 0.001, **p < 0.05
When Parent Child Relationship Scale (CPRS) results are examined there was statistically no significant difference between 5 and 6 age groups in terms of relationship and conflict dimensions. When results of Social Skills Scale of Preschool and Kindergarten Behavior Scales (PKBS-2) are examined, scores of "Social Cooperation Skills," "Social Independence and Social Acceptance Skills" and "General Social Skills" were significantly higher in age group 6, and for sub-dimension of "Social Interaction" there were no significant differences in both age groups. However, the higher level of Social Cooperation Skills, Social Independence and Social Acceptance Skills and General Social Skills in age group 6 is remarkable. When results of Problem Behavior Scale of Preschool and Kindergarten Behavior Scale (PKBS–2) are examined it is seen that scores of "External Orientation", "Internal Orientation", "Egocentric/self-oriented" and "Total Behavior" were significantly higher in age group 5.

Table 2. 5-6 year-old children’s Mann-Whitney U Test results of Parent Child Relationship, Social Skills and Problem Behavior Scales and sub-dimension scores in terms of gender.

<table>
<thead>
<tr>
<th>Child’s Age</th>
<th>Mann-Whitney U Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td><strong>Parent Child Relationship Scale, CPRS</strong></td>
<td></td>
</tr>
<tr>
<td>Positive Relation Sub-dimension</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>Conflict Dimension</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td><strong>Social Skills Scale</strong></td>
<td></td>
</tr>
<tr>
<td>Social Cooperation Skills</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>Social Independence and Social Acceptance Skills</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>Social Interaction Skills</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>General Social Skills</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>External Orientation (Behavior Scale)</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>Internal Orientation (Behavior Scale)</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
<tr>
<td>Boys</td>
<td>144</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
<tr>
<td>Anti-social (Behavior Scale)</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>161</td>
</tr>
</tbody>
</table>
When Parent Child Relationship Scale (CPRS) results are examined there was statistically no meaningful difference in positive relation and conflict sub-dimensions in terms of children’s gender. When scores of “Social Collaboration Skills”, “Social Interaction Skills” and “General Social Skills” sub-dimensions of Social Skills Scale results of Preschool and Kindergarten Behavior Scale (PKBS-2) were examined, the result was significantly higher for girls. However, the difference was not meaningful in “Social Independence and Social Acceptance Skills” sub-dimension both for girls and boys. In other words, girls’ levels of social collaboration skills, social interaction skills and general social skills were found to be higher than boys. When Problem Behavior Scale results of Preschool and Kindergarten Behavior Scale (PKBS–2) are examined, boys’ scores of “External Orientation”, “Anti-social” and “Total Behavior” were significantly higher than girls.

Results Related with The Relationship between Parent-Child Relations and Social Skills

Table 3. The correlation test results of the relationship between 5-6 year-old children’s relationships with their parents and their social skills levels

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Social Cooperation Skills</th>
<th>Social Independence and Social Acceptance Skills</th>
<th>Social Interaction Skills</th>
<th>General Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Relation Sub-dimension</td>
<td>r</td>
<td>-165**</td>
<td>-059</td>
<td>-144*</td>
</tr>
<tr>
<td>p</td>
<td>0.004**</td>
<td>0.301</td>
<td>0.012**</td>
<td>0.012**</td>
</tr>
<tr>
<td>n</td>
<td>305</td>
<td>305</td>
<td>305</td>
<td>305</td>
</tr>
<tr>
<td>Conflict Dimension</td>
<td>r</td>
<td>-186**</td>
<td>-128*</td>
<td>-169*</td>
</tr>
<tr>
<td>p</td>
<td>0.01*</td>
<td>0.025**</td>
<td>0.003**</td>
<td>0.001*</td>
</tr>
<tr>
<td>n</td>
<td>305</td>
<td>305</td>
<td>305</td>
<td>305</td>
</tr>
</tbody>
</table>

*p < 0.001, **p < 0.05

When the relationship between 5-6 year-old children’s relationships with their parents and their social skills is examined, it is seen that, as the positive relationship
scores increased children’s scores from social collaboration skills, social interaction skills and general social skills also increased. However, as the Conflict dimension scores increased scores of social cooperation, social independence and general social skills decreased.

Results Related with the Relationship between Parent-Child Relationships and Behavior Problems

Table 4. The correlation test results of the relationship between 5-6 year-old children’s relationships with their parents and the behavior problems

<table>
<thead>
<tr>
<th></th>
<th>External Orientation</th>
<th>Internal Orientation</th>
<th>Anti-social Behavior</th>
<th>Egocentric/Self-oriented</th>
<th>Total Behavior Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Relationship</td>
<td>( r )</td>
<td>,108</td>
<td>,050</td>
<td>,033</td>
<td>,025</td>
</tr>
<tr>
<td>Sub-dimension</td>
<td>( p )</td>
<td>,060</td>
<td>,383</td>
<td>,562</td>
<td>,661</td>
</tr>
<tr>
<td>(Parent Child Relationship Scale)</td>
<td>( n )</td>
<td>305</td>
<td>305</td>
<td>305</td>
<td>305</td>
</tr>
<tr>
<td>Conflict Dimension</td>
<td>( r )</td>
<td>,162</td>
<td>,056</td>
<td>,115</td>
<td>,081</td>
</tr>
<tr>
<td>(Parent Child Relationship Scale)</td>
<td>( p )</td>
<td>,005**</td>
<td>,330</td>
<td>,044**</td>
<td>,160</td>
</tr>
<tr>
<td></td>
<td>( n )</td>
<td>305</td>
<td>305</td>
<td>305</td>
<td>305</td>
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</tbody>
</table>

\*p < 0.001,  **p < 0.05

When the relation between 5-6 year-old children’s relationships with their parents and children’s behavior problems of parental scale is examined, there was no significant relationship between positive relationship sub-dimension and behavior problems. On the other hand, there was a significant relationship between the conflict dimension and behavior problems. As the conflict dimension scores increased scores of external orientation, antisocial behavior and total behavior also increased. These relationships are statistically significant but should be evaluated as low correlation.

DISCUSSION

The present study is conducted to determine the relationship between 5-6 year-old pre-school children’s social skills and behavior problems considering their relations with their parents.
parents and have less conflict. The reason of this positive change might be because of the characteristics of older age and children’s being in harmony with their environment. When child parent relationship scale (CPRS) results are examined no significant differences found regarding dimensions of positive relation and conflict in terms of gender. However, it was seen that boys had higher scores than girls. This result shows that parents have more positive relations with their boys but experience more conflict. This might be because parents are valued more culturally.

When social skill differences are examined according to age and gender;

When the results of Social Skills Scale are examined, in terms of age, scores of “Social Collaboration Skills”, “Social Independence and Social Acceptance Skills” and “General Social Skills” sub-dimensions were found significantly higher for age group 6. However, in “Social Interaction” sub-dimension there was no significant difference for both age groups (5-6). 6 year-old children have higher social interaction skill scores than 5 year-olds. This might be because of children’s growing and improving their social skills as a result of the effects of their environment. Yoleri and Seven (2014) assessed pre-school children’s social behaviors considering teacher opinions. According to the findings of the study there was no significant difference regarding children’s positive social behaviors in terms of age. These results are supporting the findings of the present study.

As for gender variable; scores of “social cooperation skills”, “social interaction skills” and “general social skill” sub-dimensions were statistically higher in boys, sub-dimensions of “social independence and social acceptance skills” there were no meaningful differences. Acun-Kapikiran, Bora-İvrendi and Adak (2006) conducted a study to examine social skills in pre-school children whose ages range from 4 to 6 and determined that social adaptation scores of boys were higher than girls. The result supports the findings of the present study. It is seen that parents who were participating in the study were supporting their boys’ social skills more than their girls’. However, there are more studies conflicting with the present results. For example, Çimen (2000), Gizir (2002), Koçak and Tepeli (2004), Jamyang-Tshering (2004) and Özbey (2009) determined in their studies that girls were more social than boys.

When differences regarding behavior issues were analyzed in terms of age and gender;

When Problem Behavior Scale results are examined in terms of age, scores of “external orientation”, “internal orientation”, “ego-centric/self-oriented” and “total behavior” were found significantly higher for age group five. Özkan, Durukan, İşeri, Aycan and Aygün (2006) in their study with 5-12 year-old children examined the frequency of problem behaviors and determined at least one problem in 76.5 % of the children that are participating in the study. Besides, 5-6 year-old children were the ones with the highest hyperactivity and it was getting less as the children are growing. Uyanık Balat, Şimşek and Akman (2008) conducted a study to determine 6 year-old children’s behavior problems who were attending pre-schools. Mothers in the study were reporting that scores of social problems and problem of thoughts, which are not a part of internal and external behavior, were higher in boys. Vahedi, Farrokhi and Farajian (2012) studied 2-5.5 year-old children’s relationship of social competence development and behavioral problems. In the end of the study they identified a negative correlation between social competence skill and behavior problems. Findings showed a significant relationship between age and development of social skills. While 2-5.5 year-old children’s social competence was increasing, their behavioral problems decreased. These findings are also supporting
the results of the present study. These can be explained as children start being calm, understanding and empathic towards their environment by age 6.

For gender variable, the results were significantly higher for boys regarding “external orientation”, “anti-social” and “total behavior”. Studies revealed that externalizing behavior problems in boys were higher compared to girls (e.g. Kaiser, Hancock, Cai, Foster and Hester, 2000; Samarakkody, Fernando, McClure, Perera and Silva, 2012; Vancraeyveldt, Verschueren, Craeyevelt, Winsler and Wallace, 2002). In their study Karaca, Gündüz and Aral (2011) examined 6-year-old kindergarten students’ social behaviors and found significant differences in terms of gender among physical aggression, relational aggression depressive emotions and positive social behaviors. In the end of the study they determined that boys were having higher scores than girls in terms of physical aggression, relational aggression and depressive feelings. In terms of positive social behavior it was observed that girls display more positive social behavior than boys. Winsler and Wallace (2002) in their study which was conducted with 49-66 month-old pre-school children found that boys were having more internal problems compared to girls considering parent and teacher evaluations. Altay and Güre (2012) studied 35-75 months of children’s social competence and pro-social behaviors and their mothers’ perceptions and parenting styles who were attending public and private day cares in terms of gender. At the end of the study they found that girls had more positive interactions with their peers and teachers, while boys were having more negative interactions. These researches support the findings of the present study. Bulut (2000) found that external behavior problems were more in girls and stated that the result might be because of traditional Turkish family structure in which boys are treated preferentially and showing reaction formation towards girls and causing their display of external problem behaviors.

When the relationship between parent-child relationships and social skills:

As 5-6 year-old children’s positive relationships scores increased, scores of social collaboration, social interaction and general social skills also increased. However, as the relationship score of conflict dimension increased social collaboration, social independence and social acceptance, social interaction and general social skill scores decreased. Sheridan et al., (2014) conducted a study to determine the impact of rurality and the effect of parents on preschool children’s social behaviors. Children whose parents live in villages show more externalizing behaviors and they are provided with less emotional support by their parents compared children who live in other geographic locations. Besides, preschool experiences are found to be affected by the parent’s behavior, social skills and behavior problems. Children whose parents provide less emotional support are observed to have lower social skills in preschool. Chae and Lee (2011) examined the effect of Korean fathers’ on their 5-year-old children’s social competence in terms of attachment status and parenting behaviors. While fathers were having no effect on girls regarding attachment during childhood period, they were effective on their boys. In addition, while parenting behaviors were affecting boys’ social skills indirectly, it is determined that they had direct effect on social competence of girls. Lyons-Ruth (1996) also determined that aggressive behaviors shown to peers at an early stage were related with disorganized or directive attachment behavior patterns between parents and children. Colwell and Hart (2005) examined the effect of mother’s emotional structure and mother-child relation on 33
pre-school children’s social-emotional competence. The data gathered from mothers through observation. In the end of the study a positive relation is found between mother’s emotional structure and mother-child relation at a high level. Besides, there was a positive relation in children’s social-emotional competence and a negative relation in their aggressive behaviors. These results support the present study and prove that spending time with children and building positive relations with them affect their relations positively.

When the relationship between parent-child relationship and behavior problems is examined:

While there was no significant relationship between positive relationship sub-dimension and behavior problems of Parent-child Relationship Scale for 5-6 year-old children, there was a significant correlation between behavior problems and conflict dimension. Chen et al. (2000) conducted a study with 2 year-old children and their mothers and examined how authoritative mother behaviors affect mother-child relations. The findings of the study revealed that there is a relationship between mothers’ parenting strategies and children’s behaviors and authoritative tendencies have negative effect on children’s development. In Holden and Ritchie (1991) study the relation among controversy in family, parent behavior and child behavior was examined. They conducted the study on 2-8 year-old children who were subjected to violence and vice versa. According to the results of the study it was seen that children who were subjected to violence by their parents had mothers with high stress levels and with different behaviors. In both groups of children who were subjected to violence and who were not, it was found that the reason why mothers were so stressful and had different behaviors was the consistency in fathers’ parenting behaviors. Kaya (2003) examined the behavior problems in 8-10 year-old children and the effect of child rearing attitudes on them. The study revealed that there was a relation between mothers’ aggressive and hatred behaviors and children’s behavior problems. Yüksek Usta (2014) studied the relationship between 48-60 month-old pre-school children’s relations with their mothers and teachers and their behavior problems and found that as the external and internal orientation problems increased the conflict in their relations with their mothers and teachers also increased. Newland and Crnic (2011) examined simultaneous and longitudinal relationships between mothers’ negative behaviors whose pre-school children had or did not have developmental risk and these children’s expression of their negative emotions. At the end of the study they found a strong relationship between mothers’ negative effects and children’s externalizing behaviors and behaviors. It is observed that child’s early developmental risk does not change the overall emotional socialization process but children who had developmental risks were experiencing high levels of mother-child negativity. Keown and Woodvard (2002) examined the relation between parent-child relation and hyperactivity-attention deficit in children. It is found that inappropriate parent attitudes, disconnection in father-child relation and insufficient interaction of mother and child are the reason of some problem behaviors in children. All these studies mentioned above are supporting the results of the present study. As it is also revealed in the studies conducted in the field, the positive relation between parent and child support children’s social skills. On the other hand, the conflict between parent and child is found as one of the most important effects of behavior problems in children.

CONCLUSIONS
The findings of the present study
which is conducted to determine the relationship between 5-6 year-old pre-school children’s social skills and behavior problems considering their relations with their parents are as follows;

The differences in parent-child relationships, social skills and behavior problems in terms of age and gender; there were statistically no significant differences for 5-6 year-old age groups regarding dimension of positive relation of parent-child relationship scale and conflict dimension in terms of age and gender. When the results of Children’s Social Skills Scale are analyzed, it is realized that the levels of 6 year-old children’s social cooperation, social independence, social acceptance and general social skills were higher. In addition, girls’ social cooperation, social interaction and general social skills were higher than boys. When Problem Behaviour Scale results are analyzed, scores of “external orientation”, “internal orientation”, “ego-centric/ self-orientation” and “total behavior” scores were significantly higher in 5 year-old children and in terms of gender scores of “external orientation”, “anti-social” and “total behavior” were significantly higher boys.

The relationship between parent-child relationships and social skills; When five and six year-old children’s parent-child relations and their social skills is examined the results are as follows. It is seen that in positive relationship dimension, as the scores of children’s positive relationship with their parents increased their scores of social cooperation, social interaction and overall social skills also increased. However, in terms of conflict dimension as relationship scores increased, the scores of social cooperation, social independence, social acceptance, social interaction and overall social skill decreased.

The relationship between parent-child relations and behavior problems; When the relations between parent-child relationship and behavior problems were analyzed; there was no significant relationship between positive relationship sub-dimension of the scale and behavior problems. Moreover, a meaningful correlation was found between conflict dimension and children’s behavior problems and it is also seen that as the scores of conflict dimension increased, external orientation, anti-social behavior and total behavior scores increased too.

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