An Evaluation of Social Adaptation Skills of Children With and Without Preschool Education Background Based on Their Mothers' Views

Yunus Günindi

Aksaray University, Aksaray, Turkey

This study was designed to discover if preschool teaching affects children's development of social skills and behaviours. Mothers of 50 children from middle socio-economic class families attending preschools and mothers of 50 children from the same socio-economic class families not attending preschools were included in the study. "Social adaptation and skills scale" which was tested for reliability and validity was utilized in data collection. "*T*-test" was used in the analysis of the data. Moreover, SPSS 15.0 (Statistical Package for the Social Sciences) software was used to conduct statistical analysis. The study revealed that there was a significant difference in social skill behaviours between the two groups.

Keywords: preschool children, interpersonal competence, social behaviour, mothers, emotion

Introduction

People lead a social life starting from their birth. Babies need their parents or someone else to take care of their needs when they are born. This leads to the first social relations and bonds they form (Günindi, 2008).

Socialization is process in which a child learns the attitudes and beliefs of the society and the behaviours that are expected from him; the effect of the members of a group on the behaviour and personalities of the members of another group; and a child's learning to abide by the rules and values of a community and his identification with these values. Such learning continues throughout life and the individual's relations with the people around him and his communication skills play a great role in this process (Bayhan-San & Artan, 2004, p. 237; Kandır, 2004, p. 81).

Socialization is a means of acquiring the values, norms, and skills that are required to function as a member of a society. It is a stage which lasts from childhood to adulthood, and during this period, the individual becomes a person attaining the skills to internalize his culture and personal capabilities (Güney, 1998, p. 220).

According to Wortham (1998), a child perceives the world primarily from his own perspective in the process of socialization and directs all his attention to himself. But in the following periods, he begins to be engaged in social interactions to gain a social status for himself (p. 226).

In order to lead a life beneficial both to himself and to the society he belongs to, he should adopt his roles in the society as well as the behavioural patterns and moral values of the culture he lives in, by using the

Yunus Günindi, Ph.D., assistant professor, Faculty of Education, Aksaray University.

abilities of thinking, acting, and sensing (Hyson, 1994, p. 348; Selçuk, 1997, p. 54). After a successful socialization, the child starts to do his own health control and thanks to that, he behaves accordingly to the laws and rules of the society although these do not force him to do so.

The theoretical foundation upon "the socialization process of an individual", which enables the individual to lead a happy life and the society to sustain itself in a healthy way, can be said to be based on the social learning theory by Bandura and the psychosocial development theory by Erikson (1968). According to Bandura's (1977) social learning theory, human behaviours and environment are in interaction. Individuals learn new behaviours and renew the present behaviours by using the imitation, observation, and modelling methods (p. 22).

Bandura and Walters (1963) argued that individuals do not need to learn everything directly, but they can also learn through observing others' experiences. According to Bandura (1977), people acquire new behaviours by observing others' behaviours (Liebert & Spiegler, 1990; Maccoby, 2000).

The child gains social behaviours, such as conscience, acquisition of self-direction and self-control-skills, internalization of values, postponement of pleasure, moral evolution, and development of appropriate behaviours within socially accepted norms by observing the models around him (Maccoby, 1992).

On the other hand, Erikson (1968) stated that each individual faces a series of critical periods in life. According to him, when these periods are resolved properly, the psychosocial development of the individual is positively affected. In the process of behaviour formation, Erikson (1968) placed great importance on the culture the individual lives in. According to Erikson (1982), when appropriate environmental factors are provided, the individual can cope with the problems he faces and he can overcome the developmental crisis which he could not in the previous periods, thanks to his coherent interaction with his environment (Erikson, 1982, p. 43).

In general, the situations that individuals face in the socialization process during their life and the behaviours they carry out in these situations with the effect of past experiences are of outmost importance. Knowing the processes which affect socialization and the precautions which must be taken during these processes would make it possible to acquire social skill gains in a positive and functional manner.

The preschool period includes a time when the development is the fastest, the fundamentals of the personality are created, the child is affected from his environment at a great deal and he is open to all kinds of learning. The development of a child's social adaptation and social skills in early years constitutes the foundations of his social adaptation and skills in later years. Therefore, it is very important for a child to develop social adaptation and skills in the preschool period.

According to Wilson and Sabee (2003), skill is the series of behaviours that can deliberately be repeated towards a purpose. Social skills are the special paths leading to the purpose which a child takes in order to fulfil social requirements. Social skills are the foundations of the good relations between people. As well as increasing the level of acceptance of a child among his peers, these skills include properties, such as predominance, directing emotions to success, forming intimacy, making empathy, and being a good team member.

There are many definitions in literature related to social skills treated as learned behaviours. According to skill analysis, social skills are classified as skills related to starting, maintaining, and ending interaction and as skills related to dealing with unpleasant situations, solving conflicts and enterprising (Jenson, Sloane, & Young, 1988). Lack of social skills is defined as inability, lack of performance, lack of self-control, and lack of

presenting skills (Greshaw, 1988, as cited in Çiftçi & Sucuoğlu, 2003, p. 23).

According to Korinek and Popp (1997), social skills include verbal behaviours (such as words and voice) and nonverbal behaviours (such as mimics, gestures, and posture). These two kinds of behaviours are formed as a result of interactions with peers and adults. Social skills are learned behaviours which include cognitive and intuitive elements that can be either observed or unobserved, they vary according to social content and they are directed to acquire, resolve, and redirect information accordingly in interactions between people (Yüksel, 2004, pp. 3-5).

Another definition divides social skills into two groups as verbal and nonverbal. The nonverbal elements are posture, gestures, body movements, physical proximity, touch, eye contact, smiling, and facial expression; and verbal elements are properties of speech and voice, the volume of voice, and the clarity of speech (J. Collins & M. Collins, 1992, p. 43).

According to Mathur and Rutherford (1996), social skill is the ability to stay away from inappropriate behaviours in social cases and behave as accepted in the society (as cited in Johns, Crowley, & Guetzloe, 2005, p. 2). According to La Greca (1993), social skills are person's understanding of his and other people's emotions, thoughts, and behaviours and therefore acting accordingly to this understanding in order to start and maintain positive social interactions (p. 288).

Sergin and Giverts (2003) explained social skills as person's ability to appropriately state his positive or negative emotions and thoughts without incurring any loss of social support in the communication between people (p. 136). Foster and Eisler defined social skill as the ability of a person to successfully interact in his natural environment, such as school, home, and office (Sevinç, 2003, p. 312). Calderalla and Merrill (1997) grouped social skills in five dimensions: skills related to peers, skills to self-control, academical skills, adaptive skills, and enterprising skills.

Social development is a process during which individuals become the functional members of a certain group, they acquire the values and behaviours of other members. Individual also gains abilities, such as taking responsibility, leadership, sharing, and relations with their family, friends, and their environment in this process (Mary & Gardiner, 1981, p. 35; Ömeroğlu & Ulutaş, 2007, p. 74).

In the period when a child develops social skills, family, school, and environment each is an important factor. A child starts his first social relations within the family. Therefore, family is among the first factors that define if a child behaves according to the social rules or not. Church, Goltschalk, and Leddy stated that the family is the fundamental of social skills because they first develop in the family, namely home (as cited in Brodeski & Hembrough, 2007, p. 24). Also, the relationship a child forms with his parents is closely related to his present and future feelings of satisfaction and happiness (Erwin, 2000, p. 3). Later, although limited, the child passes on to relations with peers, his first significant relations with his peers and elders occur in school.

School life is the first important environment after the life within the family. As the child slowly feels the need to expand his social relations, family becomes inadequate in satisfying the child's social and educational needs. School embodies many behaviours and skills for the child's socialization (Elkin, 1995, p. 81). The school environment provides many opportunities for the child to be together with his peers, to work in a group, and to cooperate. Through his peers, child can be taught to develop in social skills (McEvoy & Odom, 1996, p. 86). For the child, his peers are like a source of information (Jalongo, 2006). A child reaching the school age desires to spend time with his peers (Ladd, 1990). That is because the child's relation with his peers is different from that with his elders. Whereas the processes, such as obedience, adaption, and avoidance of punishment are

common in child-adult relations, there are relations of cooperation, making mutual rules and obeying them in the interactions with peers. A child develops skills to empathy during relations with peers (Erwin, 2000, p. 1; Yağmurlu & Durgel, 2007, p. 8). In school, no development of the child is left to chance and the child is supported within programs. While he is equipped with social skills by various environments and activities, he is also passed on values of the society. For the school programs, it is important that the child is capable socially as well as academically. Starting from preschool period, a child must gain fundamental skills and behaviours. These experiences in the first stages of life play an important role in how a child gets along with people, what kind of a relation he forms and how he reacts in social experiences in his future life (Çimen, 2000).

Development of social skills starts in the family and continues in all the environments where the child interacts during the process. Therefore, especially the adults must set an example in showing the child the social norms of the society he lives in, and they must help the child develop his unique personality. A child supported with this approach continues his development of social skills with the following support in preschool and formal education period. The skills that must be strengthened in childhood have a permanent effect in the child's long-term development of socio-emotional, cognitive, and academical skills (Holland & Merrell, 1998, p. 169; McCellan & Katz, 2001, p. 1; Danielson & Phelps, 2003, p. 218; Choi & Kim, 2003, p. 41). The aim of this study is to evaluate social adaptation skills of children who receive preschool education and those who do not, from their mothers' views.

Method

The research includes mothers of children who go to kindergartens of primary schools of Ministry of Education and mothers of children who do not go to any kinds of preschool teaching institution. In the study, the random sampling model was chosen. The names of the schools with kindergartens located in central Aksaray were obtained from the National Education Directorate of Aksaray. Later, 50 students chosen from schools where middle socio-economic class children attend were included in sampling. The reason why the children were chosen from middle socio-economic class families is that the research is not aimed to study, if there is a difference between socio-economic classes. The second group consists of 50 mothers whose families again belong to middle socio-economic class but whose children do not attend preschool education institutions. The children in the research group are aged between five and six. Whether there is a significant difference of social skills between ages and gender is not in the scope of this study.

Data Collection Tool

The research was designed to reveal any significant difference between the democratic behaviours of children attending and not attending preschool education, according to their mothers' reviews. In the research, in order to evaluate the social adaptation and skills of the children, "social adaptation and skills scale" which was developed by Kandır (2004) and Işık (2007) and later given final shape after Işık's reliability and validity study under the supervision of Kandır was utilized. "Social adaptation and skills scale" was created by dividing into to factor as social adaptation and social inadaptability. "Social adaptation and skills scale" consists of 17 statements related to social adaptation in sub-factor 1 and eight statements related to social inadaptability in sub-factor 2.

It is seen in Table 1 that "social adaptation and skills scale" for KMO (Kaiser-Mayer-Olkin) value is 0.88 and Bartlett value is 2,930.99, $p = 0.000 < 0.05$. The fact that KMO value is almost perfect with the value of

0.88 and that Bartlett value is high shows that the factor analysis is applicable to the scale and there is correlation between the statements. "Social adaptation and skills scale" basic component analysis is given in Table 2.

Table 1

Social Adaptation and Skills Scale Results for KMO Sample Measurement and Bartlett's Test

KMO sample	Value	SD	p
Measurement value sufficiency	0.88	-	-
Approximate chi-square value of Bartlett's test	2,930.993	210	0.000

Table 2

Social Adaptation and Skills Scale Basic Component Analysis Result

Article	1	2
A1	0.798	
A2	0.809	
A3	0.810	
A4	0.752	
A5	0.683	
A6	0.726	
A7	0.711	
A8	0.799	
A9	0.706	
A10	0.678	
A11	0.621	
A12	0.778	
A13	0.626	
A14	0.607	
A15	0.709	
A16	0.768	
A22	0.635	
A17		0.674
A18		0.509
A19		0.529
A20		0.776
A21		0.610
A23		0.621
A24		0.715
A25		0.614

Table 2 shows that factor load values are based on two sub-factors and the scale which consists 25 statements has factor load values of 0.506 and higher. This evidence explains that the scale which intends to evaluate social adaptation and skills of children is centered of two sub-factors.

Seventeen of the scale statements are loaded on factor 1. The statements in sub-factor 1 with the highest load values are "success of communication with friends", "willingness to help the people around when necessary", and "attempt to understand the other by empathy". The said statements were analysed and the depicted behaviours were found to state the presence of "social adaptation and skill". Therefore, factor 1 was attributed to social adaptation.

Eight (17, 18, 19, 20, 21, 23, 24, and 25) of the statements in the scale were put under factor 2. Among these, "complaining about his life" and "fighting with friends" are the statements with the highest load value. The defined behaviours were taken as criteria for social inadaptability and factor 2 was agreed to evaluate social inadaptability. The scale was applied to children between the ages of four and 11, by gathering information from their parents and teachers. The directions in the scale are selected according to the suitability of the answers, such as "Always", "Sometimes", and "Never". In the grading of the scale, the value of "1" was given to the answer "Never"; "2" for the answer "Sometimes", and "3" for the answer "Always". As the statements of sub-factor 2 were signs of inadaptability, reverse coding was applied for these statements.

In relation to the reliability and validity of the scale, Cronbach Alpha coefficient, one of the calculated single-use reliability coefficients for social adaptation sub-factor is 0.93 and Spearman Brown two halves test coefficient is 0.84. It is seen that the reliability coefficients for the social adaptation skills of the "social adaptation and skills scale" are close to each other. Therefore, it can be stated that the inner reliability of the scale for social adaptation skills is quite high.

Cronbach Alpha coefficient, one of the calculated single-use reliability coefficients for social inadaptability sub-factor is 0.83 and Spearman Brown two halves test coefficient is 0.85. It is seen that the reliability coefficients for the social inadaptability skills of the "social adaptation and skills scale" are close to each other. Therefore, it can be stated that the inner reliability of the scale for social inadaptability skills is quite high.

The required permissions to apply the scale were acquired from the researchers of the scale. The reliability study of the scale was conducted in primary schools in districts of Aksaray by the reliability researcher of the scale. For this purpose, the scale was applied to mothers of 547 children total, who were attending the kindergartens of 10 central primary schools. In order to apply the scale, mothers were informed about how to fill the scale and they were asked to answer the scale in relation to their children. After the conduction of the reliability study, the reliability coefficient of the scale was calculated as (α) 0.79.

Data Analysis

SPSS 15.0 (Statistical Package for the Social Sciences) program was utilized in the analysis of the data. The answers given by the mothers to the statements in the scale were calculated as percentage and frequency. In order to define the difference between the averages in the reviews of mothers whose children attend and do not attend preschool education, "independent samples t-test" was carried out.

Findings

The research was designed to reveal any significant difference in the social adaptation and skill behaviours of children attending and not attending preschool education, according to their mothers' views. Therefore, the gathered information was analysed and the findings were presented as tables. The percentage and frequency of the answers provided by the mothers whose children attend and do not attend preschool education to the statements in the scale are summed up in Table 3.

The 34% of the mothers whose children attend preschool education institutions stated that their children are always in peace with their environment, 66% chose "Sometimes" as answer. However, none of the mothers of the said group chose a negative answer ("Never") to this question. On the other hand, 74% of mothers whose children do not attend any preschool education institution stated that their children are sometimes in peace with

their environment, 26% of mothers answered that their children are never in peace with their environment. However, none of the mothers gave the answer that their children are always in peace with their environment (statement 8).

Table 3

The Percentage and Frequency of the Answers Provided by the Mothers Whose Children Attend and Do Not Attend Preschool Education to the Statements in the Scale

| Article | Attending preschool | | | | | | Not attending preschool | | | | | |
| | Always | | Sometimes | | Never | | Always | | Sometimes | | Never | |
	f	%	f	%	f	%	f	%	f	%	f	%
A1	28	56.0	21	42.0	1	2.0	14	28.0	10	20.0	26	52.0
A2	28	56.0	21	42.0	1	2.0	14	28.0	13	26.0	23	46.0
A3	8	16.0	38	76.0	4	8.0	0	0.0	49	98.0	1	2.0
A4	35	70.0	15	30.0	0	0	24	48.0	26	52.0	0	0.0
A5	15	30.0	29	58.0	6	12.0	0	0.0	25	50.0	25	50.0
A6	16	32.0	30	60.0	4	8.0	13	26.0	12	24.0	25	50.0
A7	15	30.0	33	66.0	2	4.0	12	24.0	38	76.0	0	0.0
A8	17	34.0	33	66.0	0	0.0	0	0.0	37	74.0	13	26.0
A9	21	42.0	27	54.0	2	4.0	0	0.0	37	74.0	13	26.0
A10	15	30.0	35	70.0	0	0.0	0	0.0	37	74.0	13	26.0
A11	14	28.0	36	72.0	0	0.0	36	72.0	14	28.0	0	0.0
A12	7	14.0	38	76.0	5	10.0	0	0.0	50	100.0	0	0.0
A13	22	44.0	24	48.0	4	8.0	12	24.0	24	48.0	14	28.0
A14	15	30.0	29	58.0	6	12.0	14	28.0	13	26.0	23	46.0
A15	7	14.0	37	74.0	6	12.0	0	0.0	12	24.0	38	76.0
A16	15	30.0	33	66.0	2	4.0	1	2.0	27	54.0	22	44.0
A17	11	22.0	26	52.0	13	26.0	14	28.0	24	48.0	12	24.0
A18	12	24.0	30	60.0	8	16.0	1	2.0	37	74.0	12	24.0
A19	2	4.0	15	30.0	33	66.0	23	46.0	13	26.0	14	28.0
A20	7	12.0	26	52.0	17	34.0	23	46.0	1	2.0	26	52.0
A21	27	54.0	23	46.0	0	0.0	24	48.0	26	52.0	0	0.0
A22	12	24.0	22	44.0	16	32.0	27	54.0	13	26.0	10	20.0
A23	2	4.0	30	60.0	18	36.0	12	24.0	25	50.0	13	26.0
A24	11	22.0	34	68.0	5	10.0	26	52.0	24	48.0	0	0.0
A25	9	18.0	31	62.0	10	20.0	22	44.0	28	56.0	0	0.0

The 30% of the mothers whose children attend preschool education institutions stated that their children were always willing to help the people around them when needed, and 70% selected sometimes for this article. Of the said group, none of the mothers gave a negative answer ("Never"). However, 74% of the mothers whose children do not attend any preschool education institution noted that their children were sometimes in peace with their environment and 26% replied that their children were never in peace with their environment. On the other hand, none of the mothers stated that their children were always in peace with their environment (statement 10).

The 14% of the mothers whose children attend preschool education institutions ticked "Always" option for the question that whether their children would show efforts not to repeat a negative behaviour when warned. Seventy-six percent chose "Sometimes" and 10% chose "Never" as the answer. However, the mothers whose

children do not attend any preschool education institution stated that their children would sometimes try not to repeat a negative behaviour when warned. The grades of the children who attend and who do not attend preschool education in the sub-factor of the social adaptation scale are compared and the results are provided in Table 4.

Table 4

The Comparison of the Grades Which the Children Received From the Social Adaptation Sub-factor of the Social Adaptation and Skills Scale in Relation to Preschool Education Institution

The condition of attending preschool education institutions	N	X	ss	t	p
Attending preschool	50	1.94	0.293	-4.121	0.000
Not attending preschool	50	2.17	0.257		

When social adaptation sub-factor is analyzed, there is a significant difference between children who attend and who do not attend kindergartens ($t_{(50)}$ = -4.121, p = 0.00). The social adaptation sub-factor grade of the children attending kindergartens is significantly higher (see Table 4). Independent samples *t*-test results of the social inadaptability sub-factor of "social adaptation and skills scale" grades for children who attend and who do not attend kindergartens are provided in Table 5.

Table 5

T-test Results for the Social Inadaptability Sub-factor of Social Adaptation and Skills Scale Grades Which the Children Received in Relation to Preschool Education Institutions the Status of Attending Preschool Education Institutions

The condition of attending preschool education institutions	N	X	ss	t	p
Attending preschool	50	2.27	0.180		
Not attending preschool	50	1.90	0.191	9.783	0.000

When the answers related to social inadaptability sub-factor are analyzed, it is seen that the social inadaptability grades of the children who do not attend kindergartens are significantly low ($t_{(50)}$ = 9.783, p = 0.000).

When the related researches are analyzed, it is observed that the social skills education programs which are applied in preschool period play an important role in preventing social problems that may rise in future periods (Beland, Anderson, Frank, & Mayhew, 1991, p. 9; Caldarella & Merrill, 1997, p. 265; Rocha-Derker, 2004, p. 3). Webster-Stratton, Reid, and Hammond (2004) stated that developing social and emotional behaviours in children with the help of social skills education has a positive effect on the child's readiness for school and his future school success (pp. 105-124).

The child earns the abilities to successfully manage life, such as stating his/her social and emotional status, arranging social relations, solving daily life problems, adapting the complex cases in the processes of growing and developing, knowing oneself, not acting without thinking, working in cooperation, behaving passionately towards the people around, and making empathy thanks to the social skills education programs he is given in preschool education institutions (Elias et al., 1997, p. 2). A child who gains these social skills can successfully conduct social behaviours, such as accepting help, finishing an activity, asking for help, maintaining friendship, handling pressure from peers, working in cooperation, leaving a group, working individually, entering a group

in class, joining an on-going conversation, dealing with disappointment, making friends, avoiding conflicts, playing in cooperation, and accepting a new member for the group (Campbell & Sperstein, 1994, p. 90).

Discussion and Conclusion

This study aims to evaluate social adaptation skills of children who receive preschool education and those who do not, from their mothers' views. According to the status of attending preschool teaching institution, there is a significant statistical difference between social adaptation and social inadaptability sub-factors grades (p = 0.000).

This result complies with studies analyzing the effects of preschool teaching on children's development. Tuğrul (1992) investigated the academic success and mental adaptation behaviours of children attending and not attending kindergarten teaching. As the duration of attending kindergarten extends, the occurrence rate of mental adaptation problems declines and socially positive behaviours increase.

In another study, Güleç and Özdemir (2006) evaluated democratic behaviours of children attending and not attending preschool education institutions according to their parents. In the result of the study which included 100 parents from middle socio-economic class families whose children attend preschool education institutions and 100 parents from the same class whose children do not attend preschool education institutions, a significant difference in attitude and behaviour patterns was identified in favour of the children who attend preschool education institutions.

In his study, Özgürlük (2006) studied the effect of full-time or half-time preschool programs on the social-emotional development of 200 children attending these institutions with the related durations. As the measurement tool, Marmara University's "social-emotional adaptation scale" was applied to the sample group. As a result, it was determined that the children attending the full-time preschool were more developed in social and emotional ways that the children attend half-time preschool programs.

Güven et al. (2004) evaluated socio-emotional adaptation level of 490 children, aged between six years old and six years old and 14 months, who attend first grade in primary school and who had or had not attended preschool education previously. General scanning method was used in the study. As the data collection tool, Marmara University's "social-emotional adaptation scale" was applied. As a result, the socio-emotional adaptation points of children who had attended preschool institutions were significantly higher than those who had not.

The researches show that if children cannot gain social skills until the age of six, they have difficulty in gaining them in the following years and adulthood (Choi & Kim, 2003, p. 41; Danielson & Phelps, 2003, p. 219; McCellan & Katz, 2001, p. 1). Therefore, it is increasingly important that social development is programmatically supported by preschool education institutions (Bierman & Furman, 1984, p. 151; Robbins & Merrill, 1998, p. 204; Gimpel & Holland, 2003, p. 2).

It is thought that the findings that are provided by the studies aiming to define the relations between social skills and attending preschool education institutions would positively affect parents' willingness to send their children to these institutions.

In line with these results:

(1) More comprehensive studies with a large sample group should reach important findings;

(2) It is seen that in the literature there are limited number of studies based on social adaptation and skills in preschool education programmes. New studies with different application and dimensions can be conveyed in

this field;

(3) The social adaptation and skills levels of the parents and the teachers, which are not taken into consideration in this study, can be compared with the social adaptation and skills of the children;

(4) In accordance with the findings of this study, the preschool teaching is made compulsory which may have positive effects on children's social skills.

References

Bandura, A. (1977). *Social learning theory*. Upper Saddle River, N. J.: Prentice-Hall.

Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. New York: Holt, Rinehart and Winston.

Bayhan-San, P., & Artan, I. (2004). *Child development and education*. Istanbul: Morpa Publishing.

Beland, K. B., Anderson, M., Frank, J., & Mayhew, D. (1991). Second step: A violence-prevention curriculum preschool-kindergarten (ages 4-6). In *Teacher's guide*. Seattle, Washington: Committee for Children.

Bierman, K. L., & Furman, W. (1984). The effects of social skills training and peer involvement on the social adjustment of preadolescents. *Child Development, 55*(1), 151-162.

Brodeski, J., & Hembrough, M. (2007). Improving social skill in young children an action research project (p. 24) (Master's thesis, Saint Xavier University).

Caldarella, P., & Merrill, K. W. (1997). Common dimensions of social skills of children and adolescents: A taxonomy of positive behaviors. *School Psychology Review, 26*(2), 264-268.

Campbell, P., & Sperstein, G. N. (1994). *Improving social competence: A resource for elementary school teacher* (p. 90). Needham Heights, Massachusetts: Allyn and Bacon.

Choi, D. H., & Kim, J. (2003). Practicing social skills training for young children with low peer acceptance: A cognitive-social learning model. *Early Childhood Education Journal, 31*(1), 41.

Çiftçi, İ., & Sucuoğlu, B. (2003). *Social skills teaching*. Ankara: Kök Publishing.

Çimen, S. (2000). Investigation of psycho-social development attributes of five six year kindergarten children attending to Ankara university kindergartens (Unpublished Master's Thesis, Ankara University Natural and Applied Sciences Institute).

Collins, J., & Collins, M. (1992). *Social skills training and skilled helper* (p. 43). West Sussex, England: Willey and Sons.

Danielson, C. K., & Phelps, C. R. (2003). The assessment of children's social skills through self-report: A potential screening instrument for classroom use. *Measurement and Evaluation in Counseling and Development, 35*(4), 218.

Elias, M. J., Zins, J. E., Weisberg, R. G., Frey, K. S., Greenberg, M. T., Haynes, N. M., … Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators.* Printed United States.

Elkin, F. (1995). In G. Nazife (Trans.), *The child and society the process of socialization*. Ankara: Gundogan Publishing.

Erikson, E. (1968). *Identity, youth and crisis*. New York: W. W. Norton and Company, Inc..

Erikson, J. M. (1982). *The life cycle completed: Erik H. Erikson: Extended version with new chapters on the ninth stage of development* (p. 43). New York: W. W. Norton and Company, Inc..

Erwin, P. (2000). In A. Osman (Trans.), *Friendship in childhood and adolescence*. Istanbul: Alfa Publishing.

Gimpel, G. A., & Holland, M. L. (2003). *Emotional and behavioral problems of young children: Effective interventions*. New York: Guilford Press.

Güleç, H., & Özdemir, B. (2006). An evaluation of democratic behavior of children with and without preschool education background based on their parents' views. *Child Development & Education Journal, 3*(1&2), 1-11.

Güney, S. (1998). *Behavioral sciences and psychology of management glossary*. Ankara: Ocak Publishing.

Günindi, N. (2008). Examining the relation between the six-year-old children's social adjustment skills in the kindergarten and their parents' empathy skills (Unpublished Master's thesis, Gazi University Education Institute).

Güven, Y., Önder, A., Sevinç, M., Aydın, O., Uyanık-Balat, G., Palut, B., Bilgin, H., Çağlak, S., & Dibek, E. (2004). Comparison of the levels of social emotional adjustment of the preschool educated and not preschool educated students at first class of primary schools. *International Congress of Early Childhood Education I*, June 30-July 3, 2004, M. Ü. Istanbul: Ya-Pa Publishing.

Holland, M., & Merrell, K. W. (1998). Social-emotional characteristics of preschool-aged children referred for child-find screening and assessment: A comparative study. *Research in Developmental Disabilities, 19*(2), 167-179.

Hyson, M. C. (1994). *The emotional development of young children*. New York: Teachers College Press.

Işık, M. (2007). Adaptation and ımplementation of the social adaptation and ability scale with five- and six-year-old kindergarten children (Unpublished Master's thesis, Gazi University Education Institute).

Jalongo, M. R. (2006). Social skills and young children. *Scholastic Early Childhood Today, 20*(7), 8-9.

Jenson, W. R., Sloane, H. N., & Young, K. R. (1988). *Applied behavior analysis in education: A structured teaching approach*. Englewood Cliffs, N. J.: Prentice-Hall.

Johns, B. H., Crowley, E. P., & Guetzloe, E. (2005). The central role of teaching social skills. *Focus on Exceptional Children, 37*(8), 1-8.

Kandır, A. (2004). *Development of 3-6 years "my kids growing up"*. Istanbul: Morpa Publishing.

Korinek, L., & Popp, P. A. (1997). Collaborative mainstream integration of social skills with academic instruction. *Preventing School Failure, 41*, 148-152.

La Greca, A. M. (1993). Social skills training with children: Where do we go from here? *Journal of Clinical Child Psychology, 22*(1), 288.

Ladd, G. W. (1990). Having friends, keeping friends, making friends and being liked by peers in the classroom: Predictors of children's early school adjustment. *Child Development, 61*, 1081-1100.

Liebert, R. M., & Spiegler, M. D. (1990). *Personality strategies and issues* (6th ed.). California: Brooks/Cole Publishing.

Maccoby, E. E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental Psychology, 28*(6), 1006-1017.

Maccoby, E. E. (2000). Parenting and its effects on children: On reading and misreading behavior genetics. *Annual Review of Psychology, 51*, 1-27.

Mary, J., & Gardiner, H. W. (1981). *Child and adolescent development*. Englewood Cliffs, N. J.: Prentice Hall, Publishing.

McClellan, D. E., & Katz, L. G. (2001). *Assessing young children's competence*. Eric Identifier: ED450953.

McEvoy, M. A., & Odom, S. L. (1996). Social interaction training for preschool children with behavioral disorders. In *Improving the social skills of children and youth with emotional/behavioral disorders* (pp. 83-94). Council for Exceptional Children/Council for Children with Behavioral Disorders.

Ömeroğlu, E., & Ulutaş, İ. (2007). *Development of child and adolescent*. Istanbul: Morpa Publishing.

Özgülük, G. (2006). Analysis of social emotional development of 5-6 years old children based on full day and half day education programs in preschool education institute (Unpublished Master's thesis, Marmara University Education Institute).

Robbins, R., & Merrill, K. W. (1998). Cross informant comparisons of the home and community social behavior scale and the school social behavior scales. *Diagnostique, 23*(4).

Rocha-Derker, M. S. (2004). The development and validation of the proactive assessment of social skill for preschool children (p. 3) (Unpublished doctoral dissertation, University of Oregon).

Selçuk, Z. (1997). *Educational psychology*. Ankara: Pegem Publishing.

Sergin, C., & Giverts, M. (2003). Methods of social skills training and developments. In J. O. Grene, & B. R. Burleson (Eds.), *Handbook of communication and social interaction skills*. Lawrence Erlbaum Associates.

Sevinç, M. (2003). *New approaches to early childhood development and education*. Istanbul: Morpa Publishing.

Tuğrul, B. (1992). A comparative study of the behavior of academic achievement and psychological adjustment of primary school first class students who are trained at preschools and who are not trained at these schools (Unpublished doctoral dissertation, Hacettepe University Institute of Health Sciences).

Webster-Stratton, C., Reid, J. M., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology, 33*, 105-124.

Wilson, S. R., & Sabee, C. R. (2003). Explicating communicative competence as a theoretical term. In J. O. Grene, & C. M. Sabee (Eds.), *Handbook of communication and social interaction skills* (pp. 3-51). Lawrence Erlbaum Associates.

Wortham, S. (1998). *Early childhood curriculum* (2th ed.). Upper Saddle River, N. J.: Pearson Merrill Imprint of Prentice-Hall.

Yağmurlu, B., & Durgel, E. (2007). The development of prosocial behavior in children. *Çoluk Çocuk Dergisi, June*, 6-8.

Yüksel, G. (2004). *Handbook of social skills inventory*. Ankara: Asil Publishing.