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Social Problem-Solving Skills of Children in Terms of Maternal Acceptance-Rejection Levels*

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This study was conducted to find an answer to the question of "Do social problem-solving skills of 5-6 years old children differentiate depending on the levels of maternal acceptance-rejection?" The participants of the study included 359 5-6 years old children and their mothers. Wally Social Problem-Solving Test and PARQ (Parental Acceptance-Rejection Questionnaire) were used in the study. It was observed that the mean scores that the children got from Wally Social Problem-Solving Test for the social problem-solving skills differed at a statistically significant level according to the low, medium, and high rejection levels that mothers got from the PARQ. According to the scores obtained from "warmth/affection", "hostility/aggression", and "undifferentiated rejection" subscales of PARQ, social problem-solving skill scores of the children in three groups, also differed in these three subscales depending on a rejection level of mothers. But it was determined that children's social problem-solving skill scores did not differentiate according to the scores obtained from "indifference/neglect" subscale. This result proves that the interaction between the children and the mothers that accept their children positively contributes to ability of the children's social problem-solving skills.

Keywords: parental acceptance-rejection, parent-child relations, 5-6 yeas old children, social problem-solving

Introduction

As a socio-cultural creature, human being has been endeavoring to adapt to the environment since birth. A child faces many problems within the process of socialization which starts with the relationship between the baby and the caregiver and continues with interaction with peers and other adults as the child grows and develops. Social problem-solving skill emerges as an important determinant of social cohesion at this developmental stage (Biggam & Power, 1999; Dodge, Pettit, & Brown, 1988; D'Zurilla & Sheedy, 1992; Elias, Rothbaum, & Gara, 1986; Shure & Spivack, 1980; Siu & Shek, 2005).

D'Zurilla and Goldfrieg (1971) defined problem-solving as creating options of effective response for dealing with a problematic situation and choosing one of these options that is considered to be the most effective one. According to these researchers, social problem-solving is the individual's way of solving the problem by using the emotional, cognitive, and behavioral processes effectively while trying to cope with the problems in daily life.

Children face social problems in many areas in their daily lives and they often prefer inappropriate ways

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of solution to overcome these problems. However, the development of students' social problem-solving skills would facilitate the solution of social problems in appropriate ways and contribute to managing interpersonal relationships. Children's behaviors that they exhibit in a case of facing social problem can be grouped under two basic concepts. They are prosocial and aggressive behaviors.

Prosocial behaviors, which are also called "positive interpersonal relationships", indicate that voluntary behaviors are exhibited for the benefit of others and shaped by emotional consistency and social competence. These behaviors may include sharing, guiding, being polite, protecting from danger and violence, empathizing, collaborating, and providing help and support (Grusec, Davidov, & Lundell, 2004; Hawley, 2002; Hay & Lundell, 2003).

Aggression is any kind of behavior or action with an intent to harm or hurt others (Freedman, Sears, & Carlsmith, 1998). Aggression can be considered as behavior pattern damaging objects and people around. In order to establish positive relationships with others, children have to restrain aggression tendencies and learn to express them in a proper time and in a way that could be accepted by the society (Zembat & Unutkan, 2001).

Individuals who cannot solve their problems effectively are found to be more anxious, insecure, and insufficient in understanding the expectations of others and have more emotional problems in comparison with the individuals having effective problem-solving skills (Heppner, Baumgardner, & Jakson, 1985). In addition, ineffective problem-solving is also indicated to cause stressful situations and psychological incompatibilities (Heppner & Baker, 1997; Nezu, 1985; Nezu & Ronan, 1985). Individual can lead a happy life throughout his life when solutions to the problems of daily life are found. Family of individuals plays a significant role in gaining effective problem-solving skills. Family atmosphere where an individual grows up and the relationships with the parents take an important part in the formation of personality. The child's relationship with his/her father and mother has an importance that affects her/his whole life. In this respect, the parents of a child play an important role in the development of problem-solving skills (Martin, Stack, Serbin, Schwartzman, & Ledingham, 2012).

The structure of the family unit together with personality characteristics of parents as an individual partly determines child-rearing approach of that family. Research in recent years focuses on two dimensions of the attitude of the parents. The first one is control-autonomy dimension which focuses on how restrictive or permissive the parents are about the implementation of rules of conduct. The second dimension is acceptance-rejection focusing on the behavior of the parents which can be warm (accepting or approving) or hostile (rejecting or disapproving). Warm or accepting relationships support sense of autonomy and independence and help children develop a positive self-concept. On the other hand, hostile and rejecting relationships cause children's rejection by teachers and by their peers, and develop trustless and shy personality traits (Gander & Gardiner, 1998).

Parental acceptance-rejection theory is a theory that studies the acceptance-rejection behavior of a parent according to several variables. According to parental acceptance-rejection theory, the basic needs of children are care, comfort, support, and love that are provided by parents (Rohner, 2004; Rohner & Khaleque, 2005; Khaleque & Rohner, 2002a).

Parental acceptance-rejection theory has defined parental acceptance-rejection as a set of acceptance and rejection attitudes of parents towards their children and the acceptance and rejection attitudes that the children perceive from their parents. Accordingly, parental acceptance-rejection forms warm dimension of parent

towards the child (Khalaque & Rohner, 2002b; Rohner, Chaille, & Rohner, 1980; Rohner & Rohner, 1981; Rohner & Chaki-Sircar, 1988; Rohner & Khalaque, 2002). Parental acceptance are closeness, love, warmth, care, providing physical comfort, paying attention, supporting the child, or expressing this warmth and closeness verbally and physically. Verbal statements of parental acceptance are praising, appreciating the child, making compliments, and saying nice and positive things about the child while the physical forms of expression are kissing, caressing, hugging, looking affirmatively, and smiling at him/her (Rohner & Khaleque, 2002).

Parental refusal is defined as withdrawal of closeness, warmth, and love for the child, failing to provide care and support, failing to meet child's physical and psychological needs, and displaying behaviors causing physical and psychological harm to the child. Physical expressions of parental rejection include beating, biting, shoving, pinching, and failing to meet physical needs of the child while the verbal expression forms are cursing, sarcasm, saying scorning words about the child, and answering to the child's verbal expressions in a rough and rude way (Rohner & Chaki-Sircar, 1988; Rohner & Khaleque, 2002; Rohner & Rohner, 1981). These types of behaviors exhibited by parents make the children feel that they are not loved and they are rejected by their parents (Rohner, 2004).

Cross-cultural studies conducted by Rohner and colleagues indicated that parental rejection is displayed by four key expressions which are coldness/unaffectionate or warmth/affection, indifference/neglect, hostility/aggression, and undifferentiated rejection (Rohner, Khaleque, & Cournoyer, 2004; Rohner, 2004; Ahmed, Rohner, Khaleque, & Gielen, 2010). The following features can be seen in children's grown with rejective attitude in the future: aggression, dependency, low self-esteem, low self-efficacy, pessimistic point of view, being emotionally solid, emotional unresponsiveness, and emotional uncertainty (Kitahara, 1987).

As in all development areas of a child, support of parents and the environment are effective in the development of problem-solving education too. Establishing healthy relationships with family members, peers, and other people around, provision of opportunities, and improving all these are possible for an individual only with the support of parents and the environment. The children have to learn how to behave towards others, and how to cope with difficulties faced in society. Setting a good example in this field and responsibility of forming social behaviors of the child depend on family support (Ekşi, 1990).

It was wandered that whether mothers accepting or rejecting behaviors toward their children has an impact on the development of social problem-solving skills which affects quality of the interaction with people, and it was aimed to be studied. For this purpose, in this study, we search an answer to the question of "Do social problem-solving skills of 5-6 years old children differentiate depending on the levels of maternal acceptance-rejection?"

Method

The Design of Research

Comparative type of relational survey method was used in the study in order to examine the effect of mothers' acceptance-rejection levels toward their children on 5-6 years old children's social problem-solving skills.

Participants

Three hundred and fifty nine children from 5-6 years age group attending preschool education institutions

affiliated with the Ministry of Education in the province of Konya in Turkey, and their mothers participated in this research. One hundred and eighty of the children were girls (50.1%) and 179 were boys (49.9%). The sample group was formed by random selection among the children of families who accepted to participate in the research. The average age of children was five years, five months, and six days (not less than five years, two days; not more than six years, two months, and 10 days).

Measurements

In the current study, parent version of the PARQ (Parental Acceptance-Rejection Questionnaire) Turkish Form, Wally Social Problem-Solving Test, and a demographic form were used for data collection.

PIF (Parent Information Form). The PIF was developed by the researchers to define the characteristics of the sample of the current study. PIF included questions about the demographic variables, such as level of education, number of children in household, age, and gender of children etc..

PARQ (Mother Form). This scale was developed by Rohner, Saaveda, and Granum in 1980. The PARQ is a 60-item self-report instrument designed to measure individuals' perceptions of parental acceptance-rejection on a 4-item Likert type scale. The questions are organized into four scales: warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection. The warmth/affection (or its opposite, coldness and lack of affection) scale consists of 20 items, which refers to the parent-child relationship where parents are perceived to give love or affection without qualification. The hostility/aggression scale includes 15 items. The perceived hostility scale assesses the conditions where individuals believe that their parents are angry, bitter, or resentful toward them, whereas, perceived aggression assesses the conditions where individuals believe their parents intend to hurt them, physically and verbally. The indifference/neglect scale contains 15 items, assessing conditions where individuals see their parents as unconcerned or uninterested in them. The undifferentiated rejection scale includes 10 items and assesses the child's feelings of being rejected or unloved, although there may be no observable indicator for rejection. An overall possible score of perceived acceptance-rejection ranges from a low of 60 (reveals maximum perceived acceptance) to a high of 240 (reveals maximum perceived rejection) (Rohner & Khaleque, 2005).

The PARQ, parent version had been translated into Turkish by Anjel and Erkman in 1993. Erkman (2003) made a few changes in the instructions and some of the words in the questions for a better understanding and transliteration equivalence. In terms of reliability analysis, the Cronbach Alpha values were given by Anjel (1993) for the mother form as: 0.79 for warmth/affection; 0.80 for hostility/aggression; 0.64 for neglect/indifference; 0.57 for undifferentiated rejection for the subscales of PARQ; and 0.89 for the total PARQ scale. In addition, in another study by Erkman (2004), the findings revealed that the Cronbach Alpha values for the PARQ were 0.79, 0.68, 0.68, and 0.59 for the subscales of the PARQ, and 0.74 for the total PARQ (Ekmekçi, 2008).

Wally Social Problem-Solving Test. Wally Social Problem-Solving Test (Webster-Stratton & Hammond, 1997) is derived from Spivak and Shure's (1985) Preschool Social Problem-Solving Test and Rubin and Krasnor's (1986) Child Social Problem-Solving Test. It is designed to assess both qualitative and quantitative dimensions of social problem-solving. The child is presented with 15 brightly colored illustrations of hypothetical problem situations involving "object acquisition" (i.e., how to obtain a desired object) and "friendship" (i.e., how to make friends with unfamiliar person). The child is asked to resolve the problems in the pictures. As each picture is presented, the child is asked what the character in the situation could do or say

to solve the problem. The child is encouraged to give as many answers as he or she can for each situation. The answers are scored on the basis of type of solutions offered (prosocial or agonistic). One point is given for each prosocial answer, and 0 point is given for a agonistic answer (Webster-Stratton & Hammond, 1997). Reliability coefficient of the test was found to be $r = 0.81$ by a thesis study carried out by Dereli (2008). In this study, reliability coefficient of the test was calculated to be 0.79 (Yılmaz, 2012).

Procedure

First of all, permission was taken from the Ministry of Education to conduct research in preschool education institutions in Konya. Each school was visited by the researchers. The principal was informed about the study and the questionnaires that were used for the research. During the visits, the appropriate time and classes were arranged with the principal and school counselors to administer the questionnaires. The parents of the children were informed by the researcher, and written consent was prepared for the parents and children to sign.

The mothers were given the PARQ (Mother Form) and PIF to be responded to. At the beginning of the questionnaire, there were explanations about the purpose of the study. The parents were asked to return the questionnaire to the school counselors when they completed. Wally Social Problem-Solving Test was applied to the children whose mothers completed PARQ (Mother Form) by the researchers.

Mothers were divided into three groups with regards to the maternal acceptance-rejection assessed by the PARQ (Mother Form). *SD* (standard deviation) and mean scores that participant mothers got from total and subscales of PARQ (Mother Form) were calculated while establishing the groups (see Table 1).

Table 1
Minimum, Maximum, Mean Scores, and Standard Deviations of Mothers Obtained From PARQ (Mother Form) and Subscales of PARQ

	n	Minimum	Maximum	$\bar{x}$	*SD*
Warmth/affection	359	20	44	25.84	4.07
Hostility/aggression	359	15	43	22.78	5.33
Indifference/neglect	359	15	42	19.59	3.23
Undifferentiated rejection	359	10	31	14.96	2.99
Total rejection	359	60	140	77.17	12.11

Mothers whose maternal rejection scores were between +1 right and −1 left standard deviation were classified as "medium level", mothers whose maternal rejection scores were above +1 standard deviation ($\bar{x} + SD$ = High) were classified as "high level" while the ones whose maternal rejection scores were below −1 standard deviation ($\bar{x} - SD$ = Low) were classified as "low level" according to the mean scores that 359 participant mothers received from total of PARQ (Mother Form) and its subscales. Number of mothers (= children) in each subgroup is given in Table 2.

Data Analysis

In order to determine the effect of maternal acceptance-rejection level on social problem-solving skills of children, One-Way ANOVA (analysis of variance) was used and differences were evaluated by Tukey test. For data analysis, the SPSS 17.0 (Statistics Packages of Social Sciences) computer program was used for the recent study. Level of significance was found to be 0.05 at analysis of the data.

Table 2

Maternal Acceptance-Rejection Scores

Parental acceptance-rejection questionnaire	Scores	Levels	*n*
Warmth/affection	Between 20 to 22 points	Low	37
	Between 23 to 29 points	Medium	236
	Between 30 to 44 points	High	86
Hostility/aggression	Between 15 to 17 points	Low	57
	Between 18 to 28 points	Medium	238
	Between 29 to 43 points	High	64
Indifference/neglect	Between 15 to 16 points	Low	66
	Between 17 to 21 points	Medium	211
	Between 22 to 42 points	High	82
Undifferentiated rejection	Between 10 to 12 points	Low	31
	Between 13 to 18 points	Medium	234
	Between 19 to 31 points	High	94
Total rejection	Between 60 to 65 points	Low	57
	Between 66 to 89 points	Medium	246
	Between 90 to 140 points	High	56

Results

Analysis of variance was made in order to identify if children's social problem-solving skills differ depending on scores of coldness and lack of affection received from "warmth/affection" subscale of PARQ and the results are shown in Table 3.

Table 3

Results of Variance Analysis of Social Problem-Solving Scores of the Children According to the "Warmth/Affection (or Its Opposite, Coldness/Lack of Affection)" Subscale of Parental Acceptance-Rejection Questionnaire

Maternal rejection level for "warmth/affection" subscale	*n*	$\bar{x}$	*SD*	*F*	*p*
Low	37	11.38^{a}	2.37		
Medium	236	10.61^{ab}	2.38	5.248	0.006
High	86	9.87^{b}	2.83		

Note. $^{a, b, \& ab}$: the difference between means, which is indicated with different letters, is significant according to Tukey test result ($p < 0.05$).

As displayed in Table 3, Wally Social Problem-Solving Test mean score of the children whose mothers received low score for coldness and lack of affection from "warmth/affection" subscale of PARQ, is 11.38; while Wally Social Problem-Solving Test mean score of the children, whose mothers received medium score of coldness and lack of affection, is 10.61; and Wally Social Problem-Solving Test mean score of the children, whose mothers received high score for coldness and lack of affection, is 9.87. Analyzing social problem-solving mean scores of children, it's seen that children's social problem-solving mean scores decrease as mothers' scores of coldness and lack of affection increase. The *F* value was found to be 5.248 as a result of the analysis of variance ($p < 0.01$). As seen in Table 3, social problem-solving mean score of children whose mothers have low scores of coldness and lack of affection is significantly higher than the social problem-solving mean score of children whose mothers have high scores of coldness and lack of affection

($p < 0.05$) according to the Tukey test results.

Table 4 shows the results of analysis of variance that was made in order to identify if children's social problem-solving skills differ depending on the scores on "hostility/aggression" subscale of PARQ.

Table 4
Results of Variance Analysis of Social Problem-Solving Scores of the Children According to the "Hostility/Aggression" Subscale of Parental Acceptance-Rejection Questionnaire

Maternal rejection level for "hostility/aggression" subscale	*n*	$\bar{x}$	*SD*	*F*	*p*
Low	57	10.91[a]	2.31		
Medium	238	10.61[ab]	2.47	3.388	0.035
High	64	9.81[b]	2.81		

Note. [a, b, & ab]: the difference between means, which is indicated with different letters, is significant according to Tukey test result ($p < 0.05$).

As presented in Table 4, significant difference at $p < 0.05$ level is observed between social problem-solving mean scores of the children whose mothers are with different levels of hostility and aggression ($F_{(2,356)} = 3.88$). According to the Tukey test results, social problem-solving mean score (9.81) of children whose mothers are with high hostility/aggression scores is significantly lower than the social problem-solving mean score (10.91) of children whose mothers have low hostility/aggression scores ($p < 0.05$).

Results of analysis of variance that was made in order to identify if children's social problem-solving skills differ depending on the scores on "indifference/neglect" subscale of PARQ are given in Table 5.

Table 5
Results of Variance Analysis of Social Problem-Solving Scores of the Children According to the "Indifference/Neglect" Subscale of Parental Acceptance-Rejection Questionnaire

Maternal rejection level for "indifference/neglect" subscale	*n*	$\bar{x}$	*SD*	*F*	*p*
Low	66	10.65	2.56		
Medium	211	10.67	2.36	2.336	0.098
High	82	9.98	2.84		

While analyzing in Table 5, where social problem-solving scores belonging to the children of mothers who have low, medium, and high scores from "indifference/neglect" subscale of PARQ are given, it is seen that the highest social problem-solving mean score (10.65) belongs to the children of mothers showing low level of indifference and neglect to their children. Children of mothers with low indifference/neglect are followed by children of mothers with medium (10.67) and high level (9.98) of indifference and neglect respectively. Yet, according to the results of variance analysis, the difference between these three means is not significant ($F_{(2,356)} = 2.336$, $p > 0.05$).

Results of variance analysis that was made in order to identify if children's social problem-solving skills differ depending on the scores from "undifferentiated rejection" subscale of PARQ are given in Table 6.

Analysis of numerical data in Table 6 indicates that the difference observed between social problem-solving mean scores of the children of mothers with different level of "undifferentiated rejection" is statistically significant ($F_{(2,356)} = 5.468$, $p < 0.010$). As seen in Table 6, as in other subscales of PARQ, in "undifferentiated rejection" subscale, children of mothers showing low level undifferentiated rejection have the

highest social problem-solving mean score (11.55). This mean of the children whose mothers show low undifferentiated rejection is significantly higher than social problem-solving mean score (9.93) of the children whose mothers show high level of undifferentiated rejection.

Table 6
Results of Variance Analysis of Social Problem-Solving Scores of the Children According to the "Undifferentiated Rejection" Subscale of Parental Acceptance-Rejection Questionnaire

Maternal rejection level for "undifferentiated rejection" subscale	*n*	$\bar{x}$	*SD*	*F*	*p*
Low	31	11.55[a]	2.31		
Medium	234	10.62[ab]	2.47	5.468	0.005
High	94	9.93[b]	2.62		

Note. [a, b, & ab]: the difference between means, which is indicated with different letters, is significant according to Tukey test result ($p < 0.05$).

Results of variance analysis that was made in order to identify if children's social problem-solving skills differ depending on the total rejection score of PARQ are given in Table 7.

Table 7
Results of Variance Analysis of Social Problem-Solving Scores of the Children According to the Total Rejection Score of Parental Acceptance-Rejection Questionnaire

Total maternal rejection level	*n*	$\bar{x}$	*SD*	*F*	*p*
Low	57	11.11[a]	2.28		
Medium	246	10.53[ab]	2.45	3.616	0.028
High	56	9.84[b]	2.95		

Note. [a, b, & ab]: the difference between means, which is indicated with different letters, is significant according to Tukey test result ($p < 0.05$).

Looking through Table 7 where there are social problem-solving scores of the children's mothers with low, medium, and high total rejection scores according to PARQ, we see that social problem-solving mean score of the children, whose mothers have low rejection level, is 11.11, while mothers with medium rejection level have children whose social problem-solving mean score is 10.53 and mothers with high rejection level have children whose social problem-solving mean score is 9.84. Analysis of variance was made in order to test the significance of the difference observed between the mean scores, and *F* value was found to be 3.616 ($p < 0.05$). Social problem-solving mean score of children of mothers with low levels of rejecting their children is significantly higher than the social problem-solving mean score of children of mothers with high level of rejecting their children.

Discussion

Parental Acceptance-Rejection Theory grounds on the basic assumption that all the people in the world need to get positive responses from people who are most important to them and it emphasizes the importance of acceptance or rejection by parents in parent-child interaction (Rohner, 1986). In this context, the impact of maternal acceptance-rejection on children's social problem-solving skills was studied by this research. At the end of the study, it was determined that social problem-solving skills of children of mothers, who got low score from coldness/lack of affection (or its opposite, warmth/affection), hostility/aggression, undifferentiated

rejection, and total rejection, were higher than social problem-solving skills of children of mothers, who got high score from coldness/lack of affection (or its opposite, warmth/affection), hostility/aggression, undifferentiated rejection, and total rejection. This result indicates that mothers who show closeness, love, and warmth; provide care and physical comfort, concern, and support, say nice and positive things; look and smile at their children, and hug them, have children with better social problem-solving skills. This finding of the study was an expected result. Because when we look through the literature, some thoughts, such as a person finds the solution to the problem is very hard to find, thinks he/she cannot solve the problem, believes facilities are insufficient, and sees himself/herself helpless and etc., are stated to block the solution to the problem (Öğülmüş, 2001). It is quite natural that these kind of thought are developed in children of mothers who reject, in other words, humiliate, criticize, exclude, neglect, and fail to love and recognize their children.

In the literature, as the result of the research where the relationship between perceived parental attitudes and personality characteristics were studied, Schlette, Brandstrom, Eisemann, Sigvardsson, Nylander, Adolfsson, and Perris (1998) stated that parental rejecting behaviors experienced throughout childhood may constitute a risky factor for the individual in term of low warmth and low self-management.

In their researches where mothers' social management, mother-child relations, and children's competition with their peers were studied, Mize and Pettit (1997) evaluated the effects of mothers' social assistance to and relation with their children on children's competition with their peers. At the end of the study, they found that social management increases aggression in the relation between the child and friends when there is less mother-child interaction (as cited in Çakıcı, 2006).

Looking through the studies investigating effects of parental attitudes on social problem-solving skills, with the results of Terzi's (2000) research with sixth grade students and Basmacı's (1998) research with university students, it was found that students with a democratic attitude of parent's have higher perceptions of interpersonal problem-solving skills than the students with a authoritarian attitude of parent's. Similarly, in Hamarta's (2007) research with the eighth grade students, children's social problem-solving skills were found to be connected with perceived parental attitudes.

Another result of this study is that social problem-solving scores of the children do not differ depending on indifference/neglect scores of mothers and there is no significant difference between social problem-solving scores of children of mothers with medium level scores from warmth/affection (coldness/lack of affection), hostility/aggression, undifferentiated rejection, and total rejection and social problem-solving scores of children of mothers who got low and high level scores from warmth/affection (coldness/lack of affection), hostility/aggression, undifferentiated rejection, and total rejection. This result can be explained by the distribution of mothers' scores on the scale. The scores that mothers receive from total and subscales of the scale are quite close to the mean scores that can be received from the scale. This shows that the sample group formed by mothers displays accepting attitude toward their children in general. In other words, the scores of the mothers are close to the "acceptance" point of warmth dimension. Other studies investigating acceptance-rejection of the parents in Turkey toward their children also support this conclusion (Ekmekçi, 2008; Önder & Gülay, 2007; Varan, 2005; Çetin, 2005; Erkman & Rohner, 2006; Kayahan, 2002; Eryavuz, 2006; Öngider, 2006; Batum, 2007; Varan, Rohner, & Eryüksel, 2008; Salahur, 2010; Karpat, 2010). In addition, this result is consistent with Kağıçıbaşı and Sunar's (1992) definition of Turkish family in relational culture as a structure with strong emotional closeness and support among family members. Kağıtçıbaşı's (1990; 1996) definition of Turkish family as a structure within the culture where concern and commitment come into

prominence, rationalized the fact that all the mothers who participated in this study got scores that were close to the "acceptance" point of warmth dimension. But this situation also reveals another fact. Although scores of the mothers who participated in this study were close to the "acceptance" point of maternal acceptance-rejection dimension, the fact that there is a significant differences even between social problem-solving skills of the children of the mothers classified in low, medium, and high levels according to the scores shows the importance of effects of parental acceptance-rejection behaviors on the child's social problem-solving skills.

Conclusions and Recommendations

At the end of the study, it has been concluded that social problem-solving skills of children differentiated according to maternal acceptance-rejection levels. This result indicates interaction between accepting mothers and their children contributes to children's social problem-solving skills in a positive way. This result also highlights the fact that mother's acceptance-rejection behaviors and children's social, emotional, and cognitive development are closely related.

The following recommendations can be developed with reference to the research results:

(1) It is important to organize informative meetings on topics, such as child psychology, child education, and child care for all parents, starting with candidate parents, through universities, Ministry of Education, public education centers, municipalities, and non-governmental organizations;

(2) Topic of the relationship between level of maternal acceptance-rejection and social-emotional development of the children should be studied with different sample groups and different variables (such as social maturity, social competence, sense of self, and self-control, etc.) and assessments should be made on different results.

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