



Investigation of The Effect of Various Demographical Characteristics on Pre-Schoolers' Self Concept *

Nezahat Hamiden KARACA¹ Neriman ARAL²

ARTICLE INFO

Article History:

Received: 08 February 2017

Received in revised form: 20 August 2017

Accepted: 25 September 2017

DOI: 10.14689/ejer.2017.71.6

Keywords

early childhood
healthy personality development

ABSTRACT

Problem statement: An individual's childhood years are pre-school period years when he/she makes progress in every aspect of development. Before getting to know his inner circle, the child starts to know himself/herself first. People's opinions about the child are highly important as long as these people are close to the child and valuable for him/her. As a result of these people's negative or positive opinions about the child, he/she creates a negative or positive self concept.

Purpose of Study: Thus, the aim of this study is to analyze self concept of children, who are currently in pre-school period, in terms of various factors.

Method: 393 children, who are currently pre-school students in nursery schools and kindergartens that are affiliated to Afyonkarahisar Provincial Directorate of Turkish Ministry of National Education, are included in the sample. For collecting the data, "General Information Form" including information about the children and " Child's Perception of Self Concept" assessment tool, which was developed to assess five-six years old children's self concept, were used.

Finding and Result: As a result of the study, children's self concepts were highly different according to the type of school, their age and the educational background of their fathers.

Recommendations: From this point of view, various suggestions, such as informing parents about the factors that are effective in forming self concept as well as informing them about the education that children get in the family and in pre-school institutions are effective for children's later years and carrying out studies about these development areas, are addressed to the parents, teachers and researchers.

© 2017 Ani Publishing Ltd. All rights reserved

* This study was partly presented at the 3rd International Eurasian Educational Research Congress in Muğla, 31 May - 03 June, 2016

¹ Afyon Kocatepe University, TURKEY, e-mail: nhamiden@gmail.com, ORCID: orcid.org/0000-0002-7424-7669

² Ankara University, TURKEY, e-mail: aralneriman@gmail.com, ORCID: orcid.org/0000.0001-9223-2797

Introduction

The process of building and development of one's personality begins with the mother's womb and develops with the influence of the environment from the moment it comes to the world. Characteristics such as personality, temperament, character, self concept and self-esteem make clear distinction among the individuals. Self concept, which is composed of the feelings, thoughts and perceptions about oneself, is the resultant structure gained through the individual experiences from birth onwards (Bakırcıoğlu, 2002; Gallahue, 2003; Ersanli, 2012; Kenc & Oktay, 2002). The foundations of the self are laid between the ages of zero and six, while the baby is observing the people around him/her, taking a model and taking initiatives, separating himself / herself from the environment and interpreting the perceptions and emotions he got from his / her environment. Children learn positive or negative feelings about their own characteristics from the behaviors and reactions shown to them by the people around them (Berk, 2013, Kenc & Oktay, 2002, Öngider, 2013, San Bayhan & Artan, 2005).

Families that form close surroundings of children can affect children physiologically, economically and socially. At the same time, expectations of parents from their children, the attitudes and behaviors shaped according to these expectations and the parents' communication with the children have a great importance in the development of the children (Bee & Boyd, 2009) and leave positive or negative permanent traces in their lives (Koksal Akyol & Sali, 2013). Children who are supported by their parents and who have a positive self concept feel happy and talk about themselves with pride. For this reason, the concept of positive self is the foreground for life-long happiness and satisfaction in the individual (İnan, 2013). However, some of the reasons such as economic stresses and fragmented family structures experienced by some mothers and fathers may cause families to exhibit negative attitudes towards their children, such negative attitudes affect the perceptions of the child itself in a negative way (Cagdas, 2009), therefore negative self concept can develop in the child who receive no support (Demoulin, 2000). It has been determined that parental attitudes are influential on the concept of children's self in many studies investigating the relationship between the attitude towards the child and the concept of self (Adana & Kutlu, 2009; Brown, Mangelsdorf, Neff, Sullivan & Frosch, 2009; Koksal Akyol & Sali, 2013; Rocha, Ingberman & Poreus, 2011, Yildiz Cicekler & Alakoc Pirpir, 2015, Yuksel, 2009).

The child under the influence of the family in his/her first years is influenced by the people around him/her in the following years. These individuals are inclined to support children's problems and contribute to the development of the concept of self as a correct model for children. Positive shaping of the self facilitates harmony within the society (Koksal Akyol & Sali, 2013). Robert Rosenthal (1994), in his study investigating the effect of teachers on the success of students, informed teachers at the beginning of the teaching year that randomly selected some children as unsuccessful, and that some children were successful. He stated at the end of the year that children who were told to be successful in terms of academic achievement improved more than children who were told to be unsuccessful. The teacher was found out to have a small but significant effect on the child's attitude, talents and success (as cited in Bee & Boyd, 2009).

During the infancy, the baby tries to define his/her surroundings via the mother and the father; however, later on the baby starts to care other people's opinions such as friends, teachers and people who are important to him/her. In addition, self concept continues to change according to the experiences about the characteristics such as good-bad, beautiful-ugly, successfulness-unsuccessfulness (Koksal Akyol & Sali, 2013) and factors such as school type, number of siblings, order of birth, parental education status, socioeconomic status of the family. Rasul, Nor, Amat and Rose (2015) pointed out that such an important concept of self affects the future life of the individual at a significant level and that individuals with a positive self concept had a good career choice. In addition, according to the literature, it has been found out that all the characteristics (such as intelligence - positive self) of the individuals with positive self concept are high (Perez Fernandez & Garaigordobil Landazabal, 2004), that the success they achieved assisted them to develop their self-esteem (Baran, 1999; Bayraktar Erten & Erten, 2014; Kuru Turasli & Zembat, 2013; Liu & Wu Ming, 2015; Senol Ozyigit, 2011), that children with inadequate self-esteem and unsuccessful attitudes had difficulties in forming a positive self concept (Yeung & Lee, 1999), and finally that concept of self affected on peer relationships together with verbal ability, mathematical ability and adaptive social behaviors (Spilt, Van Lier, Leflot, Onghena, & Colpin, 2014). In the relevant literature, it is also emphasized that individuals who are successful in academic sense have a positive self concept (Matthews, Ponitz, Morrison, 2009; Morrison, Ponitz, McClelland, 2010). This requires research into the factors that affect the development of the concept of self in children.

The richer the school experience of the child is, the faster the development of the concept of self becomes. School life offers some experience that the child should learn. In this period, the child prioritizes the various images which affect the formation of his concept of identity. In short, it is seen that the experiences that emerge in school life define and shape the self (Villa & Auzmendi, 1992). The concept of self is one of the most powerful factors in the process of healthy personality development. Especially in the process of development of the concept of self, the individuals question their ability, qualities, value judgments, and ideals by asking "What am I? What can I do? What are my value judgments? And what do I expect from life? ". In addition, with the concept of self, the individual distinguishes himself / herself from other individuals and creates a special space for himself / herself. He/she is tries to protect and develop this area. For these reasons, the positive development of the concept of self, which is one of the important topics in the literature in recent years, seems inevitable to create a healthy personality.

Hence, it is revealed that the concept of self, which starts with birth and has a life-long effect, needs to be provided in the early years for positive development. In order for the support to be provided, it is important to determine the factors affecting from the earliest years and to take measures related to them. Therefore, the general purpose of this study is to analyze pre-schoolers' self concept according to some variables (school type, the child's gender, age, birth order, number of siblings, parents' education level, monthly family income). In response to this general objective, the following questions were listed:

1. Are the self concept scores of children who are in pre-school education different according to the type of school they attend?
2. Are the self concept scores of children in pre-school education different according to the gender, age, order of birth and number of siblings of the child?
3. Are the self concept scores of children who are in pre-school education different according to their parents' educational status and monthly income of the family?

Method

Research Design

The screening model was used to investigate the self concept of the pre-schoolers in terms of some variables.

Research Sample

The population was comprised of pre-schoolers who were showing normal developmental characteristics and attending to one of the public kindergartens and nursery schools affiliated to Afyonkarahisar Provincial Directorate of Turkish Ministry of National Education during 2015-2016 academic year. In Turkey, early childhood education includes the optional education of children between 36-66 month who are under the age of compulsory primary education. Early childhood education institutions are often opened as nursery classes which serve only 48-66 month old children under the umbrella of a primary school with not more than two classrooms or public and private kindergartens which are directly affiliated to the Provincial Directorate of the Ministry of Education and has its own principal serving 36-66 month old children with optimal facilities. 393 children showing normal developmental characteristics were included in the sample according to the voluntary principle determined by simple random sampling. Of the children involved in the research; 51.1% were female, 48.9% were male, 32.3% were between 49-60 months, 67.7% were between 61-72 months, 46.1% were first child, 19.6% were middle child and 34.4% were the last child, 48.9% attended to independent kindergarten, 51.1% attended to the nursery classes affiliated to primary schools, 19.1% were single children, 55.2% had two siblings while 25.7% had three and more, 35.6% of the mothers were primary school, 20.4% were middle school, 22.4% were high school graduates, 22.6% had undergraduate or graduate diplomas, 15.3% of the fathers were primary school, 17.6% were middle school, 31.8% high school graduates and 35.4% had undergraduate or graduate school diplomas, 13.5% of the families had under 1000 Turkish liras, 49.1% of them are between 1001-2000 liras, 20.9% between 2001-3000 liras and 16.5% 3000 liras and over as monthly income.

Data Collection Tool and Application

As data collection tools, in order to collect data about the demographic characteristics of children "General Information Form" and to assess the self concept of children PCSC (Perception of Child' self concept) which was developed by Villa and Auzmendi (1992) for five-six-year-olds and adapted to Turkish by Karaca (2015) were used.

General Information Form

The form developed by the researchers included items inquiring the number of siblings, the age of the child, the birth order, the number of siblings, the educational status of the parents, and the monthly income of the family. General information forms were filled out by researchers for each child according to the information in the personal development files of the children in the school.

Perception Of Child Self concept-PCSC Scale Validity and Reliability

The scale, which was developed by Villa and Auzmendi (1992) for five - six years old children with the purpose of assessing self concept has been used to identify children with positive or negative self concept simply and economically. It can be applied to children between the ages of five and six as an individual or small group. The scale consists of thirty-four items and thirty-four pictures of each item, and the application takes 15-20 minutes for each child. During the application of the scale, items related to the pictures are directed to the child and the answers given by the child are of the four-point Likert type (eg. choices of the 11th problem: 1. I always dress dirty clothes, 2. I often dress dirty clothes, 3. I often dress clean clothes, 4. I always dress clean clothes) and researchers record the response accordingly. The scale is scored from one to four, with 1 being the lowest and 4 representing the highest self concept. However, there is a reverse scoring in the 13th item and 1 point is evaluated as 4 points and 4 point as 1 point. The application of the scale should be in a relaxed atmosphere and requires the removal of time pressure, tension and distracting stimuli as far as possible. It is also recommended that the group to which the scale is applied should not exceed 10 children (preferably fewer numbers in younger age groups). The internal consistency of the test was found out to be .79 by Villa and Auzmendi (1989) for the validity and reliability study of the child's self concept perception. Another study was conducted by Ikastolas de Gipuzkoa Federation in the French Basque Region in 1990-1991 and internal consistency was found out to be .83 (as cited in Villa & Auzmendi, 1992). According to the studies it has been determined that "Perception of the Child's Self concept" is a valid and reliable instrument that can be adapted to all cultures in determining the concept of self. In Turkey, Karaca (2015) conducted a study on adaptation of the scale to Turkish. In the process of adaptation of the scale to the Turkish version, the instrument was first translated into Turkish by Spanish language experts (2 experts). Field experts, then, assessed the *content validity* of the Turkish translation of the guidelines to be carried out and assessment criteria in terms of its for compliance with the Turkish culture. As a result of the expert opinions, the content validity index (CVI) was found as 0.93, which means that all the items in the scale are necessary and the content is valid. There was a significant positive correlation between the scores of

the raters ($r = .996$, $r = .996$, $r = .997$) and according to the item total correlation of the evaluation criteria and Cronbach alpha analysis results, the reliability coefficient was found to be .69 and the majority of the item total correlations were sufficient for the whole test, and the scores in the lower 27% and upper 27% groups were significantly different ($t=-19$, $p < .01$). Accordingly, it has been determined that the scale has a high level of discrimination and internal consistency in the assessment of self concept perception. The reliability of the scores obtained from the first and second applications of the scale ($r = .999$, $p < .01$) was found to be positive, high and significant. Thus, it was determined that the scale showed a stable structure depending on the time.

Data Analysis

In the analysis of the data collected; descriptive statistics such as frequency and percentage were used to assess the demographic characteristics of children and their families. In the analysis of the data obtained from the "Perception of the Concept of Self concept", the Kolmogorov-Smirnoff (KS) Test was used to examine whether the scores showed a normal distribution. It was determined that the values for homogeneity were less than 0.05 (Butuner, 2008), that is, they did not show normal distribution. Mann Whitney-U test was used to reveal whether there was any difference in the concept of self according to variables such as age, gender and school type. Meanwhile, Kruskal Wallis-H test was used for the same purpose for multiple comparisons among the variables such as parental education status, child's birth order, number of siblings, and monthly income of the family. When differences between groups were examined; the level of significance was set as 0.05 (Buyukozturk, Kilic-Cakmak, Akgun, Karadeniz & Demirel, 2011).

Results

The results of the research conducted to examine the self concept of pre-schoolers according to some variables (school type, child's gender, age, order of birth, number of siblings, educational status of parents, monthly income of family) are presented below.

Table 1

Results of the Mann Whitney U Test Regarding the Percentage of Self concept Score by School Attendance

School Type	Perception of the child's self concept					MWU		
	n	\bar{X}	Min.	Max.	SD	Mean Rank	U	P
Independent Kindergarten	192	119.822	91	134	7.850	250.30	9063.0	.000 *
Nursery Class	201	111.706	83	130	8.964	146.09		

* $p < .05$

As shown in Table 1, according to Mann Whitney U test result; ($U = 9063.0$, $p < .05$) significant differences were found in the mean scores of the self concept of children attending independent kindergartens and nursery classes affiliated to primary schools. Considering the mean rank, it was seen that the scores of the children attending to independent kindergartens were higher than the children in the nursery schools. As a result, it can be said that children who attend to independent kindergartens have a higher and positive self concept.

Table 2

Mann Whitney U Test Results on Gender and Age of Children's Self concept Score Means

		Perception of the child's self concept			MWU		
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mean Rank</i>	<i>U</i>	<i>P</i>
Gender	Female	201	115.582	9.737	196.73	19241.5	.961
	Male	192	115.765	8.964	197.28		
Age	48-60 Months	127	117.488	8.001	215.46	14546.0	.026
	61-72 Months	266	114.804	9.834	188.18		

* $p < .05$

Table 2 presents that, according to Mann Whitney U test result, no significant difference was found between the self concept mean scores of males and females ($U = 19241.5$, $p > .05$). According to this result, it can be said that the gender variable is not effective in children's self concept.

Another finding is that a significant difference was found in the mean of the self concept scores according to the ages of the children ($U = 14546.0$; $p < .05$). When the mean rank is taken into consideration, it is seen that children between 48-60 months have higher self concept scores than children between 61-72 months. It can be concluded that as the age of the children are smaller, the concepts of self become higher and more positive.

Table 3

Kruskall-Wallis H Test Results on the Self concept Score Means According to the Children's Birth Order and Number of Siblings

		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mean Rank</i>	<i>Kruskall-Wallis H</i>	
						<i>X²</i>	<i>P</i>
<i>Birth Order</i>	First Child	18 1	115.668	9.001	196.19		
	Middle or one of the middles	77	117.311	9.105	215.89	3.124	.210
	Last child	13 5	114.740	9.889	187.31		
	Single child	75	117.360	9.174	220.81		
<i>Number of siblings</i>	2 siblings	21 7	115.788	9.089	196.64	5.545	.062
	3 siblings or more	10 1	114.168	9.897	180.08		

As seen in Table 3, according to Kruskal-Wallis H test result, it was found out that children's birth order did not make a significant difference in the mean scores of self concept ($X^2= 3.124$; $p < .05$). Thus, it can be said that the birth order variable is not effective in the self concepts of children.

Meanwhile the number of siblings of children did not make a significant difference in the mean scores of self concept ($X^2= 5.545$, $p > .05$). As a result, it can be said that the number of siblings is not effective in the self concepts of children.

Table 4
 Results of the Kruskal-Wallis H Test Regarding the Self concept Score Means According to the Educational Status of the Parents of Children

	Education status	n	M	SD	Mean rank	Kruskall-Wallis H		Significant Difference
						χ ²	P	
Mother's Education Status	Primary school	140	114.985	9.985	191.5	4,111	.250	
	Middle School	80	114.4	9.566	180.67			
	High school	88	116.909	8.805	212.74			
	Undergraduate - above	85	116.717	8.491	205.13			
	Primary school (1)	60	113.116	10.694	168.61			
Father's Education Status	Secondary school (2)	69	114.536	8.584	179.83	8,048	.045 *	1-3 1-4
	High school 3)	125	116.624	10.08	211.73			
	Undergraduate-above (4)	139	116.482	8.196	204.53			

* p<.05

As presented in Table 4, according to Kruskal-Wallis H test result, it was found out that mothers' educational level did not make a significant difference in self concept mean scores ($X^2= 4.111$, $p> .05$) while the educational level of the father caused significant differences in self concept mean scores ($X^2= 8,048$; $P <.05$). When the mean rank scores of the fathers are considered, it is seen that the children of the fathers graduated from high school or those who hold bachelor's and master's degrees have caused higher self concept scores compared to the children of the fathers who are primary school graduates. As a result of this study, it can be said that children's self concept gets higher and more positive as fathers' education status increases.

Table 5.

Results of the Kruskal-Wallis H Test on the Perceptions of Self concept Mean Scores of by Children's Families Monthly Income

Monthly Income	n	M	SD	Mean rank	Kruskall-Wallis H	
					χ ²	P
1000TL and below	53	113.792	9.297	171.27	3.257	.354
1001-2000	193	115.740	9.741	199.98		
2001-3000	82	116.390	8.766	204.63		
3000 and above	65	116.092	8.954	199.52		

When Table 5 is examined, according to Kruskal-Wallis H test result, monthly income of the families did not make a significant difference between the mean scores of self concept of children ($X^2= 3,257$, $p> .05$). This result can be said that the monthly income of the family variable is not effective in the self concepts of the children.

Discussion and Conclusion

In order for healthy personality development to occur in the individual, the concept of self must be supported positively from the moment he/she comes to the world. Especially, the fact that the bases of the personality is formed in pre-school period increases the importance of this process. One of the most important features of the pre-school period and education is that the child can learn about himself/herself, what he/she feels about him, and what skills he/she should possess to cope with his surrounding world. The awareness of the child is not limited only to the awareness of the body and the senses, but also to the awareness of their emotions (Senemoglu, 1994). The child's feelings and self concept are influenced by pre-school children's love and acquired values provided by parents, interaction with their peers, success and failure in school life, and many life experiences. The result of this influence directly affects the positive or negative self concept that the child has made about himself/herself, the physical and mental health, the interactions with other people and the nature of these interactions, the academic success of the person, the choice of profession and the many choices he makes in life (Onur, 2004). Children who have a positive self concept have positive perceptions and emotions about themselves and at the same time they think that they are valuable and loved by the environment (Cuceloglu, 1998, Feldman, 2004, Schaffer, 2004, Yavuzer, 2004). How important it is for children to have a positive self concept is determined by studies that emphasize that the child is supported regarding the concept of self in a positive way with different education programs in education (Bao & Jin, 2015; Breslin, Murphy, McKee, Delaney & Dempster, 2012; Feilth, Renzulli & Westberg, 2002; Justo, 2008; Önder, 2006; Pan, Deng, Tsai, Sue & Jiang, 2014; Senol Özyigit, 2011; Uysal & Balkan, 2015).

The concept of self, which is a dimension of personality, begins to develop with the birth and shows its effect in every period of life. Broc (1994) also found that children with positive self-perception are more creative than children with negative self-perception, and that anxiety levels are lower, more open-minded, memory-lively, social and curious children (cited as in Justo, 2008). According to this, the environment in which the child is educated during the development of the concept of self in children, the communication and interaction with the parents and the immediate surroundings in this environment, the educational status of the parents, the type of school the child is attending, the number of siblings, the order of birth are all expected to be effective at a considerable level in the development of the positive or negative self concept.

In the study conducted, it was found that the factors that are effective in the development of the concept of self such as school type (Table 1), the age (Table 3) and the father's education status (Table 6), caused a significant difference in the self concept. In terms of these findings, it was observed that children who attended

kindergartens had higher self concept scores than children who were educated in nursery classes affiliated to primary schools. The fact that the conditions of kindergartens are more adequate in terms of facilities and the number of staff in charge in comparison with the nursery classes may have contributed to the difference in the number of staff. It may also be a difference that the education levels of these children's parents and their economical status may be more advantageous than those of children who attend nursery classes. However, it is evident that there are limited studies on the relationship between school type variable and self concept in pre-school period. According to the research findings, mean scores of children's self concept decrease as the age of children increase. In this context, Kilicarslan (2012); Alisanoglu and Koksall (1999) stated that there was not a significant relationship between the age of children and self concepts while Ocak and Sarlik (2016) argued that academic esteem of children was affected by age. In this study, on the cause of the decline in self concept scores as children's ages increase, it can be said that children perceive their self concepts superficially and more positively than other periods of whereupon in parallel with the increasing age they begin to think more realistically the characteristics about themselves and this might cause a decrease in the perception of self concept. When we look at the relationship between the self concept of children and educational level of the fathers who are effective in the development of the concept of self; although Dilek and Aksoy (2013) and Ocak and Sarlik (2016) reported no statistical difference there are studies reporting that fathers holding undergraduate or graduate degrees have affected children's self concepts (Zincirkiran, 2008), self-perceptions (Vidinlioglu, 2010), academic self-esteem (Can, 2015), and self-esteem (Kucukosmanoglu, 2013). These findings are parallel with the findings obtained in this study. Parents' self-development is closely related to the effectiveness of communication with each other, their expectations, their educational level. Therefore, as the educational status of the parents increases, the relationship between the spouses and the child may be of good quality, the sensitivity of the children's interests and needs may be more sensitive and the anxiety reasons for both parents and children may be reduced.

It was found that the gender of the children (Table 2), the birth order (Table 4), the number of siblings (Table 5), the education level of the mother (Table 6) and the monthly income of the family (Table 7) did not make a significant difference regarding the children's self concepts. The relationship between the gender of the children and the self concept scores of females and males were found to be very close to each other. Although there are studies reporting the similarity of the concept of self according to the gender (Aral & Koksall, 1999; Ocak & Sarlik, 2016; Bayraktar Erten & Erten, 2014; Goni & Bello, 2016; Ozmentes, 2014; Secer, İlbay, Ay & Ciftci, 2012), there are also opposite findings reported so far (Can, 2015; Halici, 2005; Hyun, Kim & Kim, 2004; Janik & Jurak, 2014; Kilicarslan, 2012; Koksall Akyol & Sali, 2013). Ercan (2005), Cevher and Bulus (2006), found that females had a higher self-perception than males in their pre-school years while Seremet (2006) asserted that self-perceptions of males were more positive compared to those of females in the pre-school period. Sexual identity means that the individual is aware of his / her sexual characteristics so it does not matter if the individual is a girl or a boy. The important thing is that the child is aware of his/her roles as a boy or a girl which is an important influence in gaining sex-related qualities. As a result of the research, there is no significant

difference between male and female children and self concepts, and it can be a sign that girls and boys have their own sexual identity. In the other research results, it can be said that the significant difference between girls and boys and self-perceptions can arise from the viewpoint of the gender of the individual's surroundings and therefore the individual cannot acquire the characteristics of the gender. Middle children's self concept scores were found to be higher than self concept scores of first and last children. These behaviors and attitudes suggest that parents of middle children are more comfortable and experienced compared to the excellence attitudes and behaviors they have shown to their first-born children, and that children can find more comfortable environments and opportunities to express themselves. It was also found that single children had higher self concept scores than children who had more siblings. Among the reasons for this, it can be said that the parents who have one child are more interested in their children than the parents of many children, the interests and needs of their children, and also the opportunities for the child to express and develop the child in different ways like sports and art. Zincirkiran (2008) determined that the self concept scores of the children who were in pre-school period did not show any significant difference according to the number of siblings. When the results are analyzed according to the monthly income of the families, it was determined that the children of the families with a monthly income of 2000 TL or more have higher self concept scores than the children with a monthly income of 2000 TL or less. The monthly income of the family influences the social relations of family members, their education and their plans for the future with their children. Because establishing an appropriate environment for their children, meeting their needs requires a certain economic strength. As a result, as the monthly income of the family increases, it can be said that the child has more opportunities for appropriate environment that are effective in the development of the self concept. In this regard, Gurbuz and Sarlik (2016) argued that as the socioeconomic status of the families increased, children's academic self-esteem levels increased while Gokalan (2000) and Gursoy (2006) reported an increase in children's self concept designs. Likewise, Ercan (2005) and Sahin Yanpar (1994) stated that children coming from families at high socioeconomic status had higher self concept levels.

In the light of the results, it can be said that the concept of self should firstly be supported by parents, peers and pre-school education. Therefore, training programs can be prepared for the subjects such as factors affecting the development of self concept, effective communication, positive behavior development, and trainings for parents and teachers can be organized. In these programs, information regarding the factors that affect positive development of self concept such as school types, parental education level and age. Individual interviews can be carried out to identify the missing information and malpractices so that the effect on these characteristics of children can be positive by conducting interventional approaches. Moreover, it is possible to organize informative media for parents (brochures, banners, advertisements, booklets, public service ads) for giving information about the effects of family environment and pre-school education on the child's personality, social and self-development. In the development of the concept of self, the teachers, who are as important as the parents, can affect the success or failure of the child. For this reason, awareness gatherings (such as training sessions, conferences, seminars) about the importance of the positive self concept acquired in pre-school period in the future life

of the child can be organized for pre-school teachers. It is also seen that the studies about the variables especially about the concept of self in the pre-school period are inadequate. For this reason, it may be suggested that researchers should conduct more extensive sampling studies on the subject.

References

- Adana, F. & Kutlu, Y. (2009). Anne-baba tutumlarının adolesanların kendilik kavramı üzerine etkisi (Parental attitudes influence adolescents' self-concept). *Ataturk Üniversitesi Hemsirelik Yüksekokulu Dergisi*, 12(2), 18-23.
- Alisinanoglu, F. & Koksall, A. (1999). Ankara sokaklarında çalışan ve çalışmayan çocukların benlik kavramlarının incelenmesi (Examining the concepts of self in children working and not working in Ankara streets). *Eğitim ve Bilim Dergisi*, 23 (112), 57-62.
- Aral, N. & Koksall, A. (1999). Çocukların benlik imajları kişisel ve sosyal uyum düzeylerinin incelenmesi (Examination of children's self images and personal and social adjustment levels). *Çağdaş Eğitim*, 24(258), 9-13.
- Bakircioglu, R. (2002). *Cocuk ruh sagligi ve uyum bozukluklari (Child mental health and adjustment disorders)*. Ankara: Ani Yayıncılık.
- Bao, X. & Jin, K. (2015). The beneficial effect of Tai Chi on self concept in adolescents. *International Journal of Psychology*, 50(2),101-105.
- Baran, G. (1999). *Korunmaya muhtac cocuk ve benlik kavrami (The concept of child and self to be protected)*. Ankara: Yaysan Matbaacilik.
- Bayraktar Erten, N. & Erten, İ.H. (2014). Academic self concept and students' achievement in the sixth grade Turkish course: A preliminary analysis. *International Online Journal of Education and Teaching (İOJET)*, 1(2), 124-132.
- Bee, H., & Boyd, D. (2009). *Cocuk gelism psikolojisi (Cev. O. Gunduz)*. Istanbul: Kaknus Yayinlari.
- Berk, L. (2013). *Cocuk gelisimi (Childhood development) (Cev. A. Donmez, Yayina Haz. B.Onur)*. Ankara:İmge Kitabevi.
- Breslin, G., Murphy, M., McKee, D., Delaney, B. & Dempster, M. (2012). The effect of teachers trained in a fundamental movement skills programme on children's self-perceptions and motor competence. *European Physical Education Review*, 18(1), 114-126.
- Brown, G.L., Mangelsdorf, S.C., Neff, C., Sullivan, S.J.S., & Frosch, C.A. (2009). Young children's self concepts associations with child temperament, mothers' and

- fathers' parenting, and triadic family interaction. *Merrill-Palmer Quarterly*, 55(2),184-216.
- Butuner, S. O. (2008). Kitap incelemesi sosyal bilimler için veri analizi el kitabı (Book review handbook for data analysis for social sciences). *Ilkogretim Online*, 7(1), 6-8.
- Buyukozturk, S., Kilic Cakmak, E., Akgun,O.E., Karadeniz,S. & Demirel, F. (2011). *Bilimsel arastirma yontemleri* (Scientific research methods). Ankara: Pegem A Yayıncılık.
- Cagdas, A. (2009). *Anne-baba-cocuk iletisimi* (Parent-child communication). Ankara: Kok Yayıncılık.
- Can, S. (2015). Okul öncesi eğitim kurumlarına devam eden 5-6 yaş çocuklarında akademik benlik saygısı (Mugla İli Ornegi) (Academic self-esteem (Mugla İlis Ornegi) in 5-6 year old children who continue to school after school education institutions.). *Sosyal ve Beseri Bilimler Arastirmalari Dergisi*, 34,159-176.
- Cevher, F. N. & Bulus, M. (2006). Okul öncesi eğitim kurumlarına devam eden 5-6 yaş çocuklarında akademik benlik saygısı (Academic self-esteem in ongoing 5-6 year olds). *Dokuz Eylul Üniversitesi Buca Eğitim Fakültesi Dergisi*, 20, 28-39.
- Cuceloglu, D. (1998). *İnsan ve davranisi: psikolojinin temel kavramlari* (Human and behavior: basic concepts of psychology). İstanbul: Remzi Kitapevi.
- Demoulin, D.F. (2000). I like me: Enchancing self concept in kindergarten age children through active school / business partnerships. *NASP Communiqué*, 27(8), 14-26
- Der Pan, P.J., Deng, L.Y., Tsai, S.L., Sue, İ.R. & Jiang, J.K. (2014). Effectiveness of an enhancement program on taiwanese university students' self concept. *Psychological Reports: Mental andPhysical Health*, 114(1), 176-184.
- Dilek, H. & Aksoy, A. B. (2013). Ergenlerin benlik saygısı ile anne-babalarının benlik saygısı arasındaki ilişkinin incelenmesi (Examination of the relationship between the self-esteem of the adolescents and the self-esteem of their parents). *Kirsehir Eğitim Fakültesi Dergisi (KEFAD)*, 14 (3), 95-109.
- Ercan, E. (2005). *İlkokul öğrencilerinde benlik kavramı (benlik saygısının, akademik başarı ve diğer değişkenlere göre karşılaştırılması)* (Self-concept in primary school students (comparison of self-esteem with academic achievement and gore with other variables). Yayımlanmamış Yüksek Lisans Tezi. Yakin Dogu Üniversitesi Eğitim Bilimleri Enstitüsü, Lefkosa.
- Ersanlı, K. (2012). *Benliğin Gelişimi ve Görevleri* (Self Development and Goals). Ankara: Tarcan Matbaa Yayıncılık.

- Feilth, S. D., Renzulli, S. J., & Westberg, K. L. (2002). Effects of a creativity training program on divergent thinking abilities and self concept in monolingual and bilingual classrooms. *Creativity Research Journal*, 14(3-4), 373-386.
- Feldman, R. S. (2004). *Child development* (3th ed.). New Jersey: Pearson Education, Inc.
- Gallahue, L. D. (2003). *Developmental physical education for today's children*. C. Brown-Benchmark Publishers, Dubuque.
- Gokalan, Z. B. (2000). *İlkogretim okulu ogrencilerinin (12- 14 yas) benlik tasarımı, atılganlık ve kendini acma düzeyleri ile akademik basarıları arasındaki iliksi (The relationship between the self-design, assertiveness and self-empowerment levels of students with primary school education (12-14 years) and academic achievement)*. Yayınlanmamış Yüksek Lisans Tezi. Selcuk Universitesi, Sosyal Bilimler Enstitusu, Konya.
- Gursoy, F. (2006). Farkli sosyo ekonomik düzeydeki ergenlerin benlik tasar düzeyleri ile kaygı düzeylerinin incelenmesi (Examining the levels of self-efficacy and levels of self-esteem in different socioeconomic levels). *Cukurova Üniversitesi Sosyal Bilimler Enstitusu Dergisi*, 15(2), 183 - 190.
- Goni, U. & Bello, S. (2016). Parental socio-economic status, self concept and gender differences on students' academic performance in borno state colleges of education: Implications for counselling. *Journal of Education and Practice*, 7(14), 21-27.
- Halici, P. (2005). *Yatili ilköğretim bölge okullarına devam eden ve ailesiyle birlikte yaşayan 12-14 yaş grubu çocukların saldırganlık eğilimleri benlik kavramlarının incelenmesi (Investigation of the aggression tendencies self-concepts of 12-14 age group children who are continuing and living together with their families in the primary education zone schools)*. Yayınlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi, Fen Bilimleri Enstitusu, Ankara.
- Hyun, MS., Kim, KH. & Kim, SA. (2004). Influencing factors on problem behaviors among adolescents: focused on middle school students in Seoul. *Taehan Kanho Hakhoe Chi*, 34(2), 252-260
- İnan, H. Z. (2013). *Okul öncesi dönem çocuklarında sosyal ve duygusal gelişim (Social and emotional development in early childhood)* (ceviri: B.Akman), J. Trawick Swith (eds), *Erken Çocukluk Döneminde Gelişim*, 196-222, Ankara: Nobel Yayıncılık.
- Janic, S. R. & Jurak, G. (2014). Physical self concept of adolescents in western Balkan countries: a pilot study. *Perceptual and Motor Skills: Physical Development and Measurement*, 119(2).629-649.
- Justo, C. F. (2008). Creative relaxation, motor creativity, self concept in a sample of children from early childhood education. *Electronic Journal Of Research In Educational Psychology*, 6(1), 29-50.

- Karaca, N. H. (2015). *Yaratıcı rahatlama çalışmalarının anaokuluna devam eden çocukların benlik kavramı ve motor yaratıcılığına etkisinin incelenmesi (Investigation of the effect of creative relaxation on the self concept and motor creativity of children who attend kindergarten)*. Yayınlanmamış Doktora Tezi. Ankara Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
- Kenc, M. F. & Oktay, B. (2002). Akademik benlik kavramı ve akademik başarı arasındaki ilişki (relationship between self concept and academic achievement). *Eğitim ve Bilim*, 27(124), 71-79.
- Kilicarslan, Y. (2012). *Okul öncesine devam eden 5-6 yaş gurubu öğrencilerin benlik kavramlarının annelerinin yaşam doyumları bağlamında incelenmesi (Examining the mothers of self-concepts of the 5-6-year-old students who attend school at the beginning of the school in the context of life satisfaction)*. Yayınlanmamış Yüksek Lisans Tezi. İstanbul Arel Üniversitesi Sosyal Bilimleri Enstitüsü, İstanbul.
- Koksal Akyol, A. & Sali, G. (2013). Yatılı ve gündüzlü okuyan çocukların benlik kavramlarının ve sosyal destek algılarının incelenmesi (Investigation of self-concept and social support perceptions). *Kastamonu Eğitim Dergisi*, 21(4), 1377-1398.
- Kucukosmanoglu, H.O. (2013). Müzik öğretmen adaylarının bazı sosyo demografik değişkenlere göre benlik saygısı düzeylerinin karşılaştırılması (Comparison of self-esteem levels for some socio-demographic variables of music teacher candidates). *Sanat Eğitimi Dergisi*, 1(2), 70 - 82.
- Kuru Turasli, N. & Zembat, R. (2013). 6 yaş grubu çocuklarda "benlik algısını desteklemeye yönelik sosyal-duygusal hazırlık programı"nın etkililiğinin incelenmesi (An examination of the effectiveness of the "social-emotional preparation program to support self-perception" in 6-year-olds). *Neveşehir Üniversitesi Sosyal Bilimler Enstitüsü*, 2, 1-16.
- Liu M., Wu L. & Ming Q (2015) How Does Physical Activity Intervention Improve Self-esteem and Self concept in Children and Adolescents? Evidence from a Meta-Analysis. *PLoS ONE* 10(8): e0134804. doi:10.1371/journal.pone.0134804
- Matthews, J. S., Ponitz, C. C. & Morrison, F. J. (2009). Early gender differences in self-regulation and academic achievement. *Journal Of Educational Psychology*, 101, 689-704.
- Morrison, F., Ponitz, C. C. & McClelland, M. M. (2010). Self-regulation and academic achievement in the transition to school. M. Posner, S. Calkins, and M. Bell, *The developing human brain: development at the intersection of emotion and cognition*. Washington: American Psychological Association.
- Ocak, G., & Sarlık, B. (2016). Okul öncesi eğitim kurumlarına devam eden 5-6 yaş çocuklarında akademik benlik saygısı (Academic self-esteem in 5-6 year old

children attending pre-school education institutions). *Egitim ve Ogretim Arastirmalari Dergisi Journal of Research in Education and Teaching*, 5,183-193.

- Onur, B. (2004). *Cocuk ve ergen gelismisi(Development of child and adolescence.)*. Ankara: Imge Kitapevi.
- Onder, A. (2006). Egitici drama uygulamalarinin alti yas cocuklarinin kendilik algisi uzerindeki etkisi (Effects of educational drama applications on the perception of self-perception of six-year-olds). *Kazim Karabekir Egitim Fakultesi Dergisi*, 13, 29-34.
- Ongider, N. (2013). Anne-baba ile okul oncesi cocuk arasindaki iliksi (Relationship between parent and child). *Psikiyatride Guncel Yaklasimlar*, 5(4), 420-440. doi:10.5455/cap.20130527
- Ozmentes, G. (2014). Mesleki muzik egitimi alan ogrencilerin muzik oz yeterlilikleri, benlik saygiları ve bireysel ozellikleri arasindaki iliksiler(Relationships between music competence, self-esteem and individual characteristics of students who receive professional music education). *Ted Egitim ve Bilim Dergisi*, 39(171), 138-152.
- Pérez Fernández, J. Í. & Garaigordobil Landazabal, M. (2004). Relaciones de la socialización con inteligencia, autoconcepto y otros rasgos de la personalidad en niños de 6 años. *Apuntes de Psicología*, 22(2), 153-169.
- Rasul, M.S. Nor, A.R.M., Amat, S. & Rose, A.A. (2015). Exploring Critical Factors of Self Concept among High Income Community College Graduates. *International Education Studies*, 8(12), 43-55.
- Rocha, G. V. M., Ingberman, Y. K. & Breus, B. (2011). An analysis of the relation between parental practices and pre-schoolers self concept (Análise da relação entre práticas parentais e o autoconceito de pré-escolares). *Revista Brasileira de Terapia Comportamental e Cognitiva*, 13(1), 87-106.
- Sahin Yanpar, T. (1994). Ilkokul 4. sinif sosyal bilgiler dersinde akademik benlik kavrami, ders ici ogrenme ve ders disi ogrenme yollari ile basari iliskisi(In the 4th grade primary school social studies course, the concept of academic self, the learning relationship with the courses and the disciplinary courses). *Hacettepe Universitesi Egitim Fakultesi Dergisi*, 10, 43-48.
- San Bayhan, P. & Artan, İ. (2009). *Cocuk gelismisi ve egitimi (Child development and education)*. İstanbul: Morpa Yayinlari.
- Sarica, O. (2010). *Okul oncesi egitim kurumlarina devam eden 5-6 yas grubu cocuklarin benlik kavramlarinin cesitli sosyo-demografik degiskenlere gore incelenmesi (Examination of the self-concept of children in the 5-6 age group, which are continuing school education institutions, with respect to various socio-demographic*

variables). Yayınlanmamış Yüksek Lisans Tezi. Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Schaffer, H.R. (2004). *Child psychology*. USA: Blackwell Publishing Ltd.

Secer, İ., İlbaý, A. B., Ay, İ. & Ciftci, M. (2012). Yatılı ilköğretim bölge okullarındaki öğrencilerin benlik saygılarının incelenmesi (Investigation of the self-esteem of the students in the funded elementary schools). *Sakarya University Journal of Education*, 61-73.

Senemoglu, N. (1994). Okul öncesi eğitim programı hangi yeterlilikleri kazandırmalıdır? (What qualifications should the pre-school education program earn?). *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 10, 21-30.

Senol Ozyigit, E.N. (2011) *İlköğretim matematik dersinde yaratıcı drama uygulamalarının öğrencilerin problem çözme stratejileri, başarı, benlik kavramı ve etkileşim oranları üzerindeki etkisi (The effect of creative drama applications on students' problem solving strategies, achievement, self concept and interactional proportions in elementary mathematics)*. Yayınlanmamış Doktora Tezi. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir.

Spilt, L.J., Van Lier, P.A.C., Leflot, G., Onghena, P. & Colpin, H. (2014). Children's social self concept and internalizing problems: the influence of peers and teachers. *Child Development*, 85(3), 1248-1256

Seremet, O. E. (2006). *Okul Öncesi Donemi Çocuklarının (5-6 Yaş) Kendilik Algılarının Çeşitli Değişkenlere Göre İncelenmesi (Examination of Various Variables of Self-Perception of Children of Pre-School Children (5-6 Mature))*. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.

Uysal, A. & Balkan, K.İ. (2015). Sosyal beceri eğitimi alan ve olmayan okul öncesi çocukların, sosyal beceri ve benlik kavramı düzeyleri açısından karşılaştırılması (The comparison of children with and without social skills education in terms of social skills and self-concept levels). *Psikoloji Çalışmaları Dergisi*, 35(1), 27-56.

Villa, A. & Auzmendi, E. (1992). *Medición del autoconcepto en la edad infantil 5-6 años (Measuring self concept in early childhood 5-6 years)*. Bilbao: Mensajero.

Vidinlioglu, S. (2010). *Ortaöğretim öğrencilerinin benlik algısı ve umutsuzluk düzeyleri arasındaki ilişki (The relationship between the self-perception and hopelessness levels of secondary school students)*. Yayınlanmamış Yüksek Lisans Tezi. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.

Yavuzer, H. (2004). *Cocuk psikolojisi (Child psychology)*. İstanbul: Remzi Kitabevi.

- Yeung, A. S., & Lee, F. L. (1999). Self concept of high school students in china: confirmatory factor analysis of longitudinal data. *Educational and Psychological Measurement*, 59, 431-450.
- Yildiz Cicekler, C. & Alakoc Pirpir, D. (2015). 48-72 aylar arasinda cocugu bulunan annelerin cocuk yetistirme davranislari ile cocuklarinin benlik kavramlarinin incelenmesi(Examining the child-rearing behaviors of the mothers with their children between 48-72 months and their children's self-concepts). *Hacettepe Universty Faculty of Health Sciences Journal*, 1(2), 491-500.
- Yuksel, A. (2009). İlkogretim 5. sinif ogrencilerinin empatik becerileriyle aile islevleri ve benlik kavramlari arasindaki iliskinin incelenmesi(Examination of the relationship between the empathic skills of the 5th grade elementary school students and the concept of family functions and self). *Pamukkale Universitesi Egitim Fakultesi Dergisi*, 25(1), 153-165.
- Zincirkiran, Z. (2008). *Okuloncesi egitim kurumlarina devam eden 6 yas grubu cocuklarin benlik kavramlarinin bazi degiskenlere gore incelenmesi(Examination of the self-concept of the 6-year-old children in school by some schools)*. Yayimlanmamis Yuksek Lisans Tezi. Marmara Universitesi Sosyal Bilimler Enstitusu, İstanbul

Okul Öncesi Dönem Çocuklarının Benlik Kavramına Çeşitli Demografik Özelliklerin Etkisinin İncelenmesi

Atf:

- Karaca, N. H. & Aral, N. (2017). Investigation of the effect of various demographical characteristics on pre-schoolers' self concept, *Eurasian Journal of Educational Research*, 71, 97-118, DOI: 10.14689/ejer.2017.71.6

Özet

Problem Durumu: Bireyin, çocukluk yılları her alanda en hızlı gelişim gösterdiği okul öncesi dönem yıllarıdır. Bu dönemde çocukların zihinsel, fiziksel, sosyal duygusal ve bilişsel gelişim alanları ile birlikte kişilik gelişiminde temelleri atılmaktadır. Çocuk ilk önce kendini daha sonra yakın çevresini tanır. Bu tanıma sürecinde çocuğun yakınında ve çocuk için değerli olan kişilerin çocuk hakkındaki düşünceleri önemli yer tutar. Bu kişilerin çocuk hakkındaki olumlu ya da olumsuz görüşleri sonucu çocuk kendinde olumlu ya da olumsuz benlik kavramı geliştirir. Çocuğun geliştirdiği benlik kavramı ise kişilik gelişimini önemli derecede etkiler. Bu süreçte çocuğun aldığı eğitimin yanında, çocuğun devam ettiği okul türü, kardeş sayısı, doğum sırası, anne-baba öğrenim durumu, ailenin sosyoekonomik durumu gibi

etkenler sonucu devamlı olarak şekillenmekte ve değişmeye devam etmektedir. Okul öncesi eğitimin amacı, çocukların fiziksel, motor, bilişsel ve sosyal-duygusal gelişmelerini sağlamak ve iyi alışkanlık kazanmak, çocukları ilköğretime hazırlamak, uygun olmayan koşullarda yaşayanlar için ortak bir büyüme ortamı oluşturmak ve Türkçenin doğru ve iyi konuşulduğundan emin olmaktır. Bu amaçlar doğrultusunda çocuğun aldığı okul öncesi eğitim benlik kavramının gelişim sürecinde önemli yer tutmaktadır. Türkiye’de okul öncesi eğitim 36-66 yaş çocuklarının zorunlu ilköğretim öncesi isteğe bağlı eğitimidir. Okul öncesi kurumları genelde 48-66 aylık çocuklara hizmet veren, ilkokul çatısı altında genelde ikiden fazla sınıfı olmayan "anasınıfları" ya da özel ve devlete ait kendi müdürüne sahip, doğrudan il milli eğitim müdürlüğüne bağlı en uygun olanaklarla 36-66 aylık çocuklara hizmet vermeye çalışan "bağımsız anaokulları" şeklinde açılmıştır. Aynı zamanda türkiye’de anneleri çalışan 0-36 aylık çocuklar için özel gündüz bakım evleri de hizmet vermektedir. Benlik kavramının gelişmesi ve şekillenmesinde eğitimin yanında çocuğun kardeş sayısı, doğum sırası, anne-baba öğrenim durumu, ailenin sosyoekonomik durumu gibi etkenlerde önemli yer tutmaktadır.

Araştırmanın Amacı: Bu çalışmada okul öncesi eğitime devam eden çocukların benlik kavramlarının bazı değişkenler (okul türü, çocuğun cinsiyeti, yaşı, doğum sırası ve kardeş sayısı, anne-baba öğrenim durumu, ailenin aylık geliri) açısından incelenmesi amaçlanmıştır. Bu genel amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır.

1. Okul öncesi eğitime devam eden çocukların benlik kavramları puanı eğitime devam ettikleri okul türüne göre farklı mıdır?
2. Okul öncesi eğitime devam eden çocukların benlik kavramları puanı çocuğun cinsiyeti, yaşı, doğum sırası ve kardeş sayısına göre farklı mıdır?
3. Okul öncesi eğitime devam eden çocukların benlik kavramları puanı anne-baba öğrenim durumu ve ailenin aylık gelirine göre farklı mıdır?

Metot: Araştırmanın örnekleme, Afyonkarahisar il Milli Eğitim Müdürlüğü’ne bağlı anaokulu ve anasınıflarında okul öncesi eğitime devam eden 393 çocuk dâhil edilmiştir. Araştırmanın verileri, çocuklara ilişkin bilgileri içeren “Genel Bilgi Formu” ve çocukların benlik kavramlarını değerlendirmek amacıyla beş-altı yaş çocukları için geliştirilmiş olan Çocuğun Benlik Kavramını Algılaması ölçme aracı kullanılmıştır. Çalışmada öncelikle “Çocuğun Benlik Kavramını Algılaması” ölçme aracına Türkçe’ye uyarlama çalışması yapılmıştır. Uyarlama çalışmasında Türkçeye çevirisi yapılan ölçme aracının kapsam geçerliği ve Türk kültürüne uygunluğu için uzman görüşüne başvurulmuştur. Aynı zamanda değerlendiriciler arasındaki güvenirlik, madde toplam korelasyonu ve Cronbach alfa analizi, alt %27 ve üst %27’lik grupların ortalama puanları arasındaki farkların anlamlılığı, Test-tekrar test güvenirliği çalışması yapılmıştır. Okul öncesi eğitimine devam eden çocukların benlik kavramlarını belirlemek için kullanılan ölçme aracındaki puanlarının normal dağılım gösterip göstermediği Kolmogorov-Smirnoff (K-S) Testi ile incelenmiştir. Yapılan normallik testi sonucunda; ikili karşılaştırmalarda Mann Whitney-U testi, ikiden daha fazla karşılaştırmalarda ise Kruskal Wallis-H testi ile analiz edilmiştir.

Bulgular ve Sonuç: Araştırma sonucunda; çocukların devam ettikleri okul türüne, çocuğun yaşına ve baba öğrenim durumuna göre benlik kavramlarının anlamlı düzeyde farklı olduğu, çocuğun cinsiyetine, doğum sırasına, kardeş sayısına, anne

öğrenim durumuna ve ailenin aylık gelirine göre benlik kavramlarının anlamlı düzeyde farklı olmadığı belirlenmiştir. Elde edilen sonuçlar doğrultusunda çocuklarda olumlu benlik kavramı geliştirebilmesinin ne denli önemli olduğu vurgulanmıştır.

Öneriler: Anne-babanın çocuğun okul öncesi dönemde aile de ve okul öncesi kurumlarda alacakları eğitimin kişilik, sosyal ve benlik gelişiminin çocukların gelecek yıllarının etkisi üzerine bilgi verilerek, farklı çalışmalar (broşür, afiş,ilan, kitapçık, medya ve basın ile işbirliği içinde reklam gibi) yapılabilir. Ayrıca çocuğun benlik kavramı gelişiminde anne ve babalar kadar önemli rolleri olan öğretmenlerin de çocuğun başarılı ya da başarısız olmasında etkili olabilmekte ve ileriki eğitim hayatını etkileyebilmektedir. Bu nedenle okul öncesi eğitimi ile ilgili olan öğretmenlerin okul öncesi dönemde kazanılan olumlu benlik kavramının çocuğun ileriki yaşantısında ne denli önemli olduğu ve etkilediği konusunda bilgilendirme çalışmaları (eğitim uygulama, konferans, seminer gibi) yapılabilir.

Anahtar sözcükler: Erken çocukluk, sağlıklı kişilik gelişimi.