The Analysis of the Relationship Between the Temperament and the Social Status of Preschool Students Age 5

Okul Öncesi Dönem 5 Yaş Çocuklarının Sosyal Konumları ile Mizaç Özellikleri Arasındaki İlişkinin Belirlenmesi

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ABSTRACT

This study aims at revealing the relationship between social statuses and temperament characteristics of 5-year-old preschool children. The sample of the study comprises 114 children (70 girls, 44 boys) who continue their preschool education in the study year of 2017-2018 in İzmir Province, Buca District and their parents. The research is a screening model study. A correlation analyze was made to determine the Relationship between social statuses and Temperament Characteristics of 5-year-old Preschool Children. The Mann-Whitney U test was used to test whether the social statuses and temperaments of 5-year-old preschoolers differ according to their sex, working statuses of their parents, the home they live at and family type. In addition, Kruskal-Wallis Test was used to test whether the social statuses and temperaments of 5-year-old preschoolers differ according to the level of education of their parents, the professions of their parents, the number of siblings and birth order. Analyzes were performed using the SPSS 20.0 package program. As a result of the analysis, negative and significant correlations between the social status scores of the 5-year-old preschoolers and their persistence and rhythmical subscale scores were found. Girls' social statuses and persistence were determined to be higher than boys. Depending on the level of parental education, social statuses and persistence showed a positive reactivity and a negative and significant differentiation. There was a significant differentiation between birth order and reactivity. Children living in nuclear families were found to be more persistent than children in extended families.

Keywords: Social status, temperament, peer relations, preschool.

ÖZ

Bu çalışmadaki amaç okul öncesi dönem 5 yaşındaki çocukların sosyal konumları ile mizaç özellikleri arasındaki ilişkiyi ortaya koymaktır. Bu araştırmanın örneklemini 2017-2018 eğitim öğretim yılında İzmir ilinin Buca ilçesinde okul öncesi eğitime devam eden 114 çocuk (70 kız, 44 erkek) ve anneleri ile babaları meydana getirmektedir. Çalışma tarama modelli bir araştırma çalışmasıdır. Okul Öncesi Dönem 5 yaş çocuklarının sosyal konumları ile mizaç özellikleri arasındaki ilişkiyi tespit etmek için korelasyon analizi gerçekleştirilmiştir. Okul Öncesi Dönem 5 yaş çocuklarının sosyal konumlarınının ve mizaçlarının cinsiyetlerine, anne ve babanın çalışma durumlarına, yaşadıkları eve ve aile tipine göre farklılaşmasının olup olmadığı Mann-Whitney U testiyle analiz edilmiştir. Okul öncesi dönem 5 yaş çocuklarının sosyal

konumları ve mizaçlarının anne ve babalarının eğitim seviyesine, babaların mesleklerine ve kaç kardeş olduğuna ve doğum sırasına göre farklılaşıp farklılaşmadığı Kruskal-Wallis Testiyle analiz edilmiştir. Yapılan bu analizler SPSS 20.0 paket programı ile gerçekleştirilmiştir. Analizlerin sonucunda okul öncesi dönem 5 yaş çocuklarının sosyal konum puanları ile sebatkârlık ve ritmiklik alt ölçek puanları arasında olumsuz ve anlamlı ilişkiler tespit edilmiştir. Erkeklerin sosyal konumları ve sebatkârlıkları kızlarınkinden daha düşük olarak belirlenmiştir. Anne ve babanın eğitim seviyesine bağlı olarak sosyal konum ve sebatkârlık olumlu yönde tepkisellik olumsuz yönde anlamlı farklılaşma göstermiştir. Doğum sırasıyla tepkisellik arasında anlamlı farklılaşma olduğu görülmüştür. Geniş ailelerde yaşayan çocuklar çekirdek ailedeki çocuklardan daha sebatkâr bulunmuştur.

Anahtar Kelimeler: Sosyal konum, mizaç, akran ilişkileri, okul öncesi.

INTRODUCTION

Nowadays, the apartment life, which is resulted from the fact that women are more involved in business life, extended families are replaced by nuclear families and due to the increase in urbanization, along with the gradual decrease in the age of children starting school have increased the importance of interaction at school and peer relationships. For the purpose of directing her/his future life, it is of great importance to know the individual well and to prepare programs specific to the individual in order to provide him/her with student-centered education at an effective level, which is one of the fundamentals of the necessities of the time and the education system. The behaviors of the individual as a result of his/her traits of temperament affect not only his/her social relations, but also his/her skills in this area. One of the most important features of the preschool period is that the foundations of all development areas are laid in this period. The acquisition of most of the skills under social-emotional development, which is one of the development areas, starts in this period. The child's experiences in this period is a factor that will significantly affect both his emotional health and social development in the future. The academic achievements and cognitive developments of individuals are also considered to be closely related to social and emotional development, which enable them to live in harmony with society (Özdemir Beceren, 2012).

The early-period peer relationships and the future-period peer relationships bear similar aspects with each other. A child who develops positive relationships with his/her peers through play and other means in early childhood establishes more successful peer relationships in the future. Children having difficulties in finding friends, during this period, experience problems in establishing relationships with their peers in older ages, especially in adolescence. The skill deficiencies and problems observed in the behaviors of a child result in difficulties in the peer acceptance of the child. The reasons for peer rejection date back to early childhood. The child's inadequate education may cause peer rejection in the future. Strong relationships established with peers in early childhood are substantial in order to prevent psychological problems that may arise in later years (Demir, 2006).

The studies carried out revealed the significance and effects of peer relationships in the preschool period. It is necessary to set forth the structure and form of peer relationships in the preschool period in order to reveal the problems in relationships with peers in the preschool period structurally and to develop solutions to such problems (Gülay, 2008). It is thought that temperament affects social development by determining the way the individual reacts to and perceives the environment (Rothbart, Ahadi & Hershey, 1994).

Life experiences gained at an early age have also an effect on school success due to the enormous roles they play in the attitudes of children towards learning, school, and their own skills. On the contrary, negative life experiences at an early age may cause the child to develop negative attitudes and have problems that can affect the entire educational life. It is observed that those children having negative experiences at an early age have lower self-esteem perceptions, are less

successful in life both inside or outside school compared to others, and have more problematic behaviors (MEB, 2013).

When examining the general structure of peer interactions developing in the preschool period, it is of great importance in terms of determining the factors that are important for interactions, making relations with peers easier to understand and ensuring that these peer relationships are clearly expressed. Social statu is also an important and determinant factor for clearly expressing peer relationships. It seems that the general method for determining social adaptation will be the social status of preschool children in the upcoming years (Gülay, 2008).

Social adaptation and social skills are the main factors of the formation of social statu. Researchers emphasize the importance of positive peer relationships in childhood because early childhood is the period when children learn how to communicate with each other. Thanks to peer interactions, children develop social, cognitive, and linguistic skills. There is substantial evidence to support the conclusion that children with lower social status, particularly those rejected by their peers, are generally at risk of experiencing school-related problems such as failure and dropout (Hatzichristou & Hopf, 1996; Ollendick et al., 1992). The study examining subtypes of peer-rejected children suggests that children with disruptive or aggressive behaviors may be particularly at risk of negative outcomes (Wentzel & Asher, 1995). While some researchers argue that negative peer experiences may perpetuate or increase academic problems by deteriorating the motivation to attend school (Buhs & Ladd, 2001), some others suggest that peer rejection can be seen as a sign of an underlying deficiency (or excess) that puts both academic and social competence at risk (Coie & Krehbiel, 1984).

Another possibility is that peer rejection leads to lower school adaptation by increasing exposure to other marginalized peers that degrade academic achievement. Finally, Wentzel and Asher (1995) argue that the character traits of rejected children which cause them to be in a negative status compared to their peers may have a similar effect on teachers' perceptions or feelings, and that rejection of teachers may be an important factor on school failure. Studies related to temperament are carried out in many areas. Although there is not much research on improving social behaviors in a positive way, considering the available researches examined, the findings show that some temperament traits are related to improving social behaviors in a positive way (Yagmurlu, Sanson, and Koymen, 2005). Temperament is another factor that can be associated with the social status of the student. Temperament traits are behavioral tendencies that are relatively unchanging and of biological origin (Goldsmith et al., 1987).

The determination of infant and child temperament was greatly facilitated by Thomas and Chess's (1977) first study in the famous New York Longitudinal Study (Hubert, Wachs, Peters Martin & Gandour, 1982). Within the scope of this study, 133 participants were followed from infancy to adulthood. Various features were emphasized during the study, including 'regulatory habits, reactions to change, reactions to caregivers and strangers, and general mood. As a result of this research, nine temperament dimensions and three temperament styles were developed. Activity level, rhythmicity, closeness/shyness, agreeableness, the intensity of reactions, arousal threshold, mood, distraction, perseverance define nine temperament dimensions, and children who warm up easily, hard, and slowly define their temperament style (Craig & Dunn, 2007). This research sheds light on future studies. Rothbart (1981) further developed the concept of temperament (Psychobiological Approach) in children and formed 3 temperament styles and 15 temperament dimensions. These temperament styles and dimensions are as follows: Negative affect: discomfort, fear, anger/frustration, unhappiness, and plausibility. Extroversion: Impulsivity, activity, approach, satisfaction with high-intensity stimulus, shyness. Vigorous control: Gratification with low-intensity stimulus, smile/laughter, inhibition control, perceptual sensitivity, attention.

With the Criterion Approach Model developed by Buss and Plomin with further studies, 5 criteria were determined to determine children's temperament characteristics, and 4 temperament

dimensions were revealed out of these 5 criteria. These criteria are; The temperament is participatory, stable in childhood, evolutionarily adaptive, existing in relatives, and showing continuity in terms of development. The four dimensions of temperament are; emotionality, activity, sociability, and impulsivity (Buss & Plomin, 1984). Emotionality refers to sensory and behavioral arousal, activity refers to mobility, and socialization refers to preferring to be with others rather than being alone. Impulsivity includes behaviors that are not well suited to the environment that involve risks, often lead to undesirable consequences, and are not adequately planned (Özdemir, Selvi & Aydın, 2012). Kagan worked with extremes in his biotopological approach. He also defined it as inhibited and unhindered temperament (Klein & Linhares, 2010).

1.1. Research Objective

This research seeks an answer to the following question: Is there a relationship between the temperament traits and social statutes of 5-year-old preschool children? For this purpose, determined in general terms, the questions specified hereinbelow are tried to be answered.

1) Is there a significant relationship between the social status of 5-year-old preschool children and the total temperament score, the temperament responsiveness sub-dimension, the persistence temperament sub-dimension, the friendliness-shyness temperament sub-dimension and the rhythmic temperament sub-dimension?
2) Is there a significant difference between the social status and temperaments of preschool children aged 5 years, according to their gender?
3) Is there a significant difference between the social status and temperaments of preschool children aged 5, according to the education levels of their mothers?
4) Is there a significant difference between the social status and temperaments of preschool children aged 5, according to their fathers' education level?
5) Is there a significant difference in the social status and temperaments of preschool children aged 5, according to the order of birth?
6) Is there a significant difference between preschool aged 5 years old children's social status and temperaments, according to family type?

1.2. Importance of Research

When the studies on the subject are examined, it is seen that social status starts with peer relationships in the preschool period and has both short and long-term effects (Gülay Ogelman & Erten Sarikaya, 2014; Şen & Özbey, 2017). The variables shaping social statu also vary. Temperament has an important position among these variables. It is important to reveal the effects of temperament on social statu, for shedding light on future research, and evaluating the peer relationships of children correctly. The social statu plays a role as an effective variable for children to develop socially and emotionally as well as to improve their social skills and acquire new skills (Gülay, 2009).

A child's temperament is actually one of the important factors affecting his/her social statu. It is seen that social statu and temperament have significant and permanent effects on the development of the children. The are only few researches carried out in Turkey related to the social statu which covers the preschool period (Ummunel, 2007).

This research is of great importance since it reveals the relationships between children's social status and their temperaments. Conducting this research on this specific topic gains more importance considering the fact that it will shed light on future studies and bring a new research to the studies and researches carried out limitedly so far. There are researches carried out on the relation of temperament with social development & skills in the preschool period (Kılıç & Güngör Aytar, 2017); however, they do not address its relation with social statu only. The fact that the skills acquired and the areas of development supported in the preschool period constitute a basis for the future lives of the children reveals the need to increase the number of studies carried out related to this period. One can say that this study is important as it reveals outputs related to

preschool children's social development and temperament traits. This study aims at drawing attention to the importance of the topic by guiding the teachers and families of the children.

METHOD

Information about the method is explained in this part of the research. In this framework, the research model, population and sample, data collection tool, data collecting, data analysis and statistical techniques used in the research are explained.

2.1. Research Model

This research adopts a survey model for evaluating the relationship between the social status and temperaments of 5-year-old preschool children.

2.2. Research Population and Sample

The population of the study consists of 5-year-old children who live in Buca District of Izmir Province and currently attend preschool education institutions. The research sample, on the other hand, consists of 114 children attending preschool education institutions in Buca District of Izmir Province and their families. Easily accessible sampling method is preferred to determine the sample group. With this method, the probability of selecting each unit constituting the population as a sample becomes equal (Altunışık, Coşkun, Bayraktaroğlu & Yıldırım, 2005).

Table 1. Research Population and Sample

Personal İnformation		n	%
School	Çamlıkule Primary School	73	64,0
	23 Nisan Primary School	41	36,0
	Total	114	100,0
Gender	Girl	70	61,4
	Boy	44	38,6
	Total	114	100,0
Number of Siblings	0 siblings	31	27,2
	1 sibling	51	44,7
	2 and above siblings	23	20,2
	Total	114	92,1
Birth Order	Firstborn	61	55.0
	Secondborn	37	33,3
	Thirdborn (or+)	13	11,7
	Total	111	100,0
Environment	Rural area	2	1,8
	City	112	98,2
	Total	114	100,0
Living House Type	Detached house	33	28,9
	Apartment building	81	71,1
	Total	114	100,0
Family Type	Nuclear family	90	78,9
	Extended family	24	21,1
	Total	114	100,0
Mother Education Level	Primary school	39	34,2
	Secondary School	24	21,1
	High school	38	33,3
	University	13	11,4
	Total	114	100,0

Mother Employment Status	Working	35	30,7
	Not working	79	69,3
	Total	114	100,0
Mother's Profession	Civil servants	5	4,4
	Worker	20	17,5
	Self-employment	10	8,8
	Not working	79	69,3
	Total	114	100,0
Father Education Level	Primary school	24	21,1
	Secondary School	21	18,4
	High school	50	43,9
	University	19	16,7
	Total	114	100,0
Father Employment Status	Working	107	93,9
	Not working	7	6,1
	Total	114	100,0
Father's Profession	Civil servants	12	10,5
	Worker	53	46,5
	Self-employment	42	36,8
	Not working	7	6,1
	Total	114	100,0

The research sample has been determined by lot among the schools of middle-class socio-economic level in Buca District. Preschool classes in the specified schools consist of mixed classes including children at the ages of 4, 5 and 6. The study included students who are 5 years old having no disabilities and attending school regularly. Of the children participating in the study, 73 (64%) attend Çamlıkule Primary School while 41 (36%) attend 23 Nisan Primary School. 61.4% of the children are girls while 38.6% are boys. When the distribution of children according to the number of siblings is examined, it is determined that 27.2% of the children have no sibling, while 44.7% have one sibling, and 20.2% have 2 or more siblings. 55.0% of the children is the firstborn while 33.3% is the secondborn and 11.7% is the thirdborn (or +). 98.2% of the children live in the city, while 1.8% live in rural areas. 28.9% of the children live in a detached house and 71.1% live in an apartment building. 78.9% of the children live in the nuclear family and 21.1% in the extended family. 34.2% of the mothers are graduated from a primary school while 21.1% from a secondary school, 33.3% from a high school and 11.4% from a university. 30.7% of the mothers are working while 69.3% are not working. 4.4% of working mothers are civil servants, 17.5% are workers, and 8.8% are self-employed. 21.1% of the fathers are graduated from a primary school, 18.4% from a secondary school, 43.9% from a high school and 16.7% from a university. 93.9% of fathers are working. 10.5% of working fathers are civil servants, 46.5% are workers, and 36.8% are self-employed.

2.3. Data Collection Tools

2.3.1. Personal Data Sheet

The Personal Data Sheet has been prepared by the researcher for the purpose of determining the demographic characteristics. It contains information about the children in the sample group and their families. The data sheet includes information about the sample children including gender, number of siblings, date of birth, order of birth, parental education level, and parents' profession.

2.3.2. Short Temperament Scale for Children

The Short Temperament Scale for Children was developed to determine the temperament characteristics of children aged 4-8.Yagmurlu & Sanson (2009) adapted the S.T.S.C. to Turkish with the translation-back translation method. The research was carried out with the mothers of

Turkish children living in Australia. 58 mothers participated in the study. The internal consistency coefficients calculated for validity were determined as follows: Reactivity: .77, Rhythmicity: .48, Friendliness: .80, Persistency: 76. Among the sub dimensions; Describes certain characteristics of reactivity (readiness to react to a particular stimulus or event), persistence (ability to focus attention on an activity), friendliness (tendency to approach new people and environments) and rhythmicity (regularity of a child's daily behavior over time, such as eating and sleeping patterns) (Prior, Sanson, Smart & Oberklaid, 2000; Yağmurlu, Sanson & Köymen, 2005). As the sample group, Yagmurlu and Altan (2010) chose daycare centers in Istanbul that provide services for the children of families with middle and high socioeconomic levels. The mothers of 145 Turkish children at the age of 46-70 months participated in the study. Reliability of the scale is determined to be acceptable as .75 for the friendliness sub-dimension, .75 for the persistency sub-dimension, .63 for the rhythmicity sub-dimension, and .69 for the reactivity sub-dimension. The score is calculated by taking the average of all items in each subscale.

2.3.3. Picture Sociometric Scale

The Picture Sociometric Scale indicates the preference of preschool children in the classroom. In the implementation phase of the scale developed by Asher, Singleton, Tinsley and Hymel in 1979, each child is shown photographs of their classmates. In response to the question about how much he/she loves the friend he/she sees in the photograph, they put the photograph either in the box with a smiling face on it, which indicates that he/she loves that friend very much, or in the box with an expressionless face on it, which indicates that he/she does not like that friend much, or in the box with a sad face on it, which indicates that he/she does not like that friend at all. In the study, the reliability of which was performed with 19 children (9 girls, 10 boys) aged 4 years, it was aimed that children determine three friends based on liking or disliking. The period between 2 measurements of the study for which test-retest reliability was applied is 4 weeks. As a result of the evaluation, three different sociometric measurements were presented. The test-retest result shows positive selection as .56 and negative selection as .81 (Asher, Singleton, Tinsley & Hymel, 1979 cited by Gülay, 2008). Gülay (2008) added three more question items to the scale and formed the final version of the four-item scale. As a result of the validity and reliability study conducted with 100 children (50 girls, 50 boys) in Istanbul, the internal consistency reliability was determined with the Cronbach Alpha coefficient .91.

2.4. Collection of Data

The data were collected in the spring semester of the 2017-2018 academic year. Since the research is about peer relations, the researcher carried out its application in the spring term. The implementation process, which took place from February to May, lasted 4 months. The researcher first interviewed the school principals in the schools where she would practice within the scope of her study, in which she examined the relationship between the temperament traits and social status of 5-year-old preschool children. After checking the permission letters, the school principals directed the researcher to the deputy principals responsible for the preschool department. During the interviews, the deputy principals were informed about the subject of the study, age limitation and implementation. Since the research will be carried out only with 5-year-old children, lists of students indicating information regarding date of birth and age were entrusted to the researcher by the deputy principals. In order to apply the Picture Sociometric Scale, the photographs recorded on the E-School platform were made available to the researcher by the deputy principals, as the process of requesting photos from teachers or parents would prolong the process. Photographs of children whose photographs are not included in the E-School platform were requested from families and included in the study. On the same day, teachers and children in the classes subject to the research along with their families were met and informed about the research. Teachers were asked about the days and course hours appropriate for the research. After the completion of necessary procedures at the school, the researcher selected 5-year-old children from the list and placed them on the Sociometric Chart. Then, the researcher wrote the names of the children on the Personal Data Sheet and the Short Temperament Scale for Children to be sent

to their families. When the researcher went to schools for the implementation, she reminded the children herself and started with the volunteers first. The children were invited to a quiet place where nobody was present, and one-to-one implementation was carried out. The implementation with each child took an average of 10-12 minutes. At the end of the day, Personal Data Sheets and Short Temperament Scales for Children were entrusted to the teacher to be delivered to the families of the children. In the event of students who failed to attend the school on that day, the researcher went to the school again on the days those students attended the school and carried out the implementation. The researcher went to schools at regular intervals and collected measurement tools and forms back.

2.5. Data Analysis

The scores obtained from the picture sociometric scale applied for determining the social status of the children were calculated by the researcher with the help of the sociometric chart. In order to calculate the Short Temperament Scale for Children, the related items were reversed, and then, divided into their subscales. After divided into subscales, subscale scores and total temperament scores were calculated. Correlation analysis was conducted to find out whether there is a relationship between the Social Status and the Total Temperament Score, the Reactivity temperament sub-dimension, the Persistency temperament sub-dimension, the Friendliness-Shyness temperament sub-dimension and the Rhythmicity temperament sub-dimension of 5-year-old Preschool children.

The Kolmogorov-Smirnov test was performed because the group size was larger than 50 for examining the normality assumption of the tests used (Büyüköztürk, Çokluk & Köklü,2015). According to the Kolmogorov-Smirnov test of normality, it was determined that the score distribution did not show normal distribution ($p<0.05$). In addition, skewness and kurtosis calculations were also examined together. The fact that the skewness and kurtosis coefficients are not between +1.5 and -1.5 indicates a deviation from the normal distribution (Tabachnick, Fidell & Ullman, 2007)

For the purpose of to testing whether the social status and temperaments of 5-year-old preschool children differ according to their gender, parents' working status, home and family type, the Mann-Whitney U test was used. The Kruskal-Wallis Test was used to analyze whether the social status and temperaments of 5-year-old preschool children differ according to the education level of the parents, the professions of the parents, the number of siblings and the order of birth. The analyzes were performed by using the SPSS 20.0 package program.

2.6. Information about Ethical Consent for the Research

This study complies with all the rules prescribed by the "Scientific Research and Publication Ethics Directive of Higher Education Institutions". None of the actions stated under the title of Actions Violating Scientific Research and Publication Ethics, under section two of the directive, have been performed.

FINDINGS

Table 2. Correlations between Social Status Scores and Total Temperament Scale Scores and Subscale Scores

	Social Statu	Total Temperament	Friendliness-Shyness	Persistency	Rhythmicity
Total Temperament	.06				
Friendliness-Shyness	-.06	.45(**)			
Persistency	.32(**)	.52(**)	-.04		

Rhythmicity	.22(*)	.42(**)	-.08	.27(**)	
Reactivity	-.30(**)	.31(**)	-.12	-.30(**)	-.24(*)

** $p < .01$, $p* < .05$.

According to the results, no significant relationship between social statu scores and total temperament scale and friendliness-shyness subscale scores has been found, while a positive and significant relationship has been found between social status scores and persistency and rhythmicity subscale scores, and a negative and significant relationship has been found between the social statu scores and the reactivity subscale score. Accordingly, as the social statu score increases, their persistency and rhythmicity scores increase, while their reactivity increases as the social statu score decreases.

Table 3. Mann Whitney-U Test Results of Social Status and Temperament Scores of 5-year-old Preschool Children by Gender Variable

	Gender	N	S.O	S.T.	Z	U	P
Social Statu	Female	70	63.79	4465.50			
	Male	44	47.49	2089.50	-2,56	1099,50	.01*
	Total	114					
Total Temperament	Female	70	60.47	4233,00			
	Male	44	52.77	2322.00	-1,21	1332,00	.23
	Total	114					
Friendliness-Shyness	Female	70	54.11	3788.00			
	Male	44	62.89	2767.00	-1,38	1303,00	.17
	Total	114					
Persistency	Female	70	65.13	4559.00			
	Male	44	45.36	1996.00	-3,11	1006,00	.00**
	Total	114					
Rhythmicity	Female	70	60.77	4254.00			
	Male	44	52.30	2301.00	-1,34	1311,00	.18
	Total	114					
Reactivity	Female	70	56.74	3971.50			
	Male	44	58.72	2583.50	-.31	1486,50	.76
	Total	114					

**$p < .01$, *$p < .05$.

According to these results, there is a significant difference between the social statu and persistency scores of girls and boys (U=1099,50, p<.05). Social statu and persistency scores of girls are higher than boys.

Table 4. Kruskal Wallis-H Test Results of Social Status and Temperament Scores of 5-year-old Preschool Children by the Variable of Education Levels of Mothers

	Mother's Education Level	N	S.O.	sd	X^2	p
Social Statu	Primary School	39	46,33			
	Secondary School	24	53,38			
	High School	38	62,62	3	13,88	.00**
	Higher Education	13	83,65			
	Total	114				
Total Temperament	Primary School	39	50,42			
	Secondary School	24	60,42			

		N	S.O.	sd	X^2	p
	High School	38	63,47	3	3,25	.36
	Higher Education	13	55,88			
	Total	114				
Persistency	Primary School	39	48,28			
	Secondary School	24	62,69			
	High School	38	65,47	3	6,17	.10
	Higher Education	13	52,27			
	Total	114				
Friendliness-Shyness	Primary School	39	44,32			
	Secondary School	24	60,25			
	High School	38	66,03	3	9,99	.02*
	Higher Education	13	67,04			
	Total	114				
Rhythmicity	Primary School	39	54,49			
	Secondary School	24	49,33			
	High School	38	60,37	3	5,04	.17
	Higher Education	13	73,23			
	Total	114				
Reactivity	Primary School	39	69,29			
	Secondary School	24	59,94			
	High School	38	51,49	3	5,04	.01**
	Higher Education	13	35,19			
	Total	114				

**p< .01, *p< .05.

In the Kruskal-Wallis Test, a significant difference was found between the children's social statu X^2 (sd=3, n=114)= 13.88, p<.05, friendliness-shyness X^2 (sd=3, n=114)= 5.04, p<.05, reactivity X^2 (sd=3, n=114)= 9.99, p<.05, scores according to the education levels of the mothers. When the mean ranks are examined, it has been determined that as the education level of the mother increases, the social status and persistency of the children increase, while the reactivity level of the children increases as the education level of the mother decreases.

Table 5. Kruskal Wallis-H Test Results of Social Status and Temperament Scores of 5-year-old Preschool Children by the Variable of Education Levels of Fathers

	Father's Education Level	N	S.O.	sd	X^2	p
Social Statu	Primary School	24	51,08			
	Secondary School	21	44,52			
	High School	50	62,51	3	6,78	.08
	Higher Education	19	66,76			
	Total	114				
Total Temperament	Primary School	24	57,40			
	Secondary School	21	53,24			

		N		sd	X^2	p
	High School	50	58,48	3	.48	.92
	Higher Education	19	59,76			
	Total	114				
Persistency	Primary School	24	56,52			
	Secondary School	21	48,24			
	High School	50	59,88	3	2,41	.49
	Higher Education	19	62,71			
	Total	114				
Friendliness-Shyness	Primary School	24	51,10			
	Secondary School	21	52,26			
	High School	50	61,86	3	2,40	.49
	Higher Education	19	59,89			
	Total	114				
Rhythmicity	Primary School	24	49,73			
	Secondary School	21	58,64			
	High School	50	56,45	3	3,65	.30
	Higher Education	19	68,82			
	Total	114				
Reactivity	Primary School	24	71,92			
	Secondary School	21	66,31			
	High School	50	51,96	3	10,59	.01*
	Higher Education	19	44,13			
	Total	114				

*$p< .05$.

As a result of the Kruskal-Wallis Test, no significant difference has been found between social statu, total temperament, friendliness-shyness, persistency and rhythmicity scores and the fathers' education levels, while a significant difference has been found between children's reactivity and the fathers' education levels X^2 (sd=3, n=114)= 10.59, p<.05. When Table 5 is examined, as the father's educational level increases, the child's reactivity score decreases, while the reactivity score increases as the father's education level decreases.

Table 6. Kruskal Wallis-H Test Results of Social Status and Temperament Scores of 5-year-old Preschool Children by the Variable of Birth Order

	Birth Order	N	S.O.	sd	X^2	p
Social Statu	Firstborn	61	61,44			
	Secondborn	37	50,01	2	3,93	.14
	Thirdborn (or +)	13	47,50			
	Total	111				
Total Temperament	Firstborn	61	53,51			
	Secondborn	37	61,41	2	1,58	.45
	Thirdborn (or +)	13	52,31			

		N	R.A.	sd	X^2	p
	Total	111				
Friendliness-Shyness	Firstborn	61	59,40			
	Secondborn	37	54,78	2	2,70	.26
	Thirdborn (or +)	13	43,50			
	Total	111				
Persistency	Firstborn	61	56,75			
	Secondborn	37	58,42	2	1,60	.45
	Thirdborn (or +)	13	45,62			
	Total	111				
Rhythmicity	Firstborn	61	53,37			
	Secondborn	37	60,38	2	1,10	.58
	Thirdborn (or +)	13	55,88			
	Total	111				
Reactivity	Firstborn	61	49,13			
	Secondborn	37	61,20	2	7,57	.02*
	Thirdborn (or +)	13	73,42			
	Total	111				

*$p< .05$.

As a result of the Kruskal-Wallis Test, no significant difference has been found between social statu, total temperament, friendliness-shyness, persistency and rhythmicity scores and the birth order of the children, while a significant difference has been found between children's reactivity and birth order X^2 (sd=2, n=114)= 7.57, p<.05. When Table 6 is examined, it has been found that the firstborns have the lowest reactivity scores, while the third-(or later) born children had the highest reactivity scores. As the birth order increases, so does the reactivity.

Table 7. Mann Whitney-U Test Results of Social Status and Temperament Scores of 5-year-old Preschool Children by Family Type Variable

	Family Type	N	R.A.	S.T.	Z	U	p
Social Statu	Nuclear Family	90	58,83	5295,00			
	Extended Family	24	52,50	1260,00	-.83	960,00	.40
	Total	114					
Total Temperament	Nuclear Family	90	58,96	5306,50			
	Extended Family	24	52,02	1248,50	-.91	948,50	.36
	Total	114					
Friendliness-Shyness	Nuclear Family	90	57,82	5204,00			
	Extended Family	24	56,29	1351,00	-.20	1051,00	.84
	Total	114					
Persistency	Nuclear Family	90	60,85	5476,50			

		N	Mean Rank	Sum of Ranks	z	U	p
	Extended Family	24	44,94	1078,50	-2,10	778,50	.04*
	Total	114					
Rhythmicity	Nuclear Family	90	57,48	5173,00			
	Extended Family	24	57,58	1382,00	-.01	1078,00	.99
	Total	114					
Reactivity	Nuclear Family	90	55,67	5010,50			
	Extended Family	24	64,35	1544,50	-1,14	915,50	.25
	Total	114					

*p< .05

As a result of the Mann-Whitney U Test, no significant difference has been found between social statu, total temperament, friendliness-shyness, rhythmicity and reactivity scores and the family type (U=960,00, p>.05);, (U=948,50, p>.05);, (U=1051,00, p>.05);, (U=1078,00, p>.05);, (U=915,50, p>.05), while a significant difference has been found between children's persistency and the family type (U=778,50, p<.05). When Table 7 is examined, children living in nuclear families are found to be more persistent than children living in extended families.

DISCUSSION, CONCLUSION AND SUGGESTIONS

The research has sought answer to whether there is a significant relationship between the social status and the total temperament score, the reactivity temperament sub-dimension, the persistency temperament sub-dimension, the friendliness-shyness temperament sub-dimension and the rhythmicity temperament sub-dimension of 5-year-old preschool children.

According to the results, no significant relationship between social statü scores and total temperament scale and friendliness-shyness subscale scores has been found, while positive and significant relationship has been found between social statu scores and persistency and rhythmicity subscale scores, and negative and significant relationship has been found between the social statu scores and the reactivity subscale score. The reason for this may be the reactions of children having more reactivity traits in peer relationships during problem solving, playing games and activities.

Children with more reactivity are also expected to have more aggressive characteristics. Children with this characteristic may become less desired by other friends or groups of friends. One of the features that society expects is the quality of being more persistent. Persistent people are generally seen as more understanding and harmonious. As they are more open to sharing and tend to be more cooperative, they are more expected to be accepted by their friends (Karoğlu & Ünüvar, 2017; Kaya, 2020). According to the results of the research question of "Do the social status and temperaments of 5-year-old preschool children differ according to their gender?", there is a significant difference between the social statu and persistency scores of male and female students.

Social statu and persistency scores of girls are higher than boys. Walker (2004) also concluded that gender differences are effective in determining social statu. Selimoglu's study also indicated that the social status of girls are higher than boys. A similar study (Kayhan Akturk) supporting these findings determined that peer relationships differ according to gender. A study supporting this research was carried out by Wood et al. (2002). In their research, where they determined that the social statu of boys is at a lower level than girls, a significant difference in social statu according to gender was revealed. Atış Akyol (2015) determined that boys' aggression and hyperactivity behavior scores were higher than girls' while boys' social behavior scores were

lower than girls' in children's peer relationships. The result of Ummunel's (2007) research, which examined peer acceptance in terms of various variables, shows that peer acceptance varies according to gender. It has been found out that social status of girls are higher than boys. Apart from these findings, there are also studies revealing that gender is not related to social statu. In the study conducted by Gülay (2008), no significant difference has been found between the social status of children and their gender. Moreover, the results also revealed that gender does not have a determining effect on asocial behaviors, exclusion level, fear and behaviors requiring anxiety. According to Uçar Çabuk's (2013) study, social statu was not differentiated by gender. In their researches, where they analyzed the relationships between various variables and social status, Öneren Şendil (2010) and Çorbacı Oruç (2008) did not find a significant difference between the gender variable and social statu types. In the study conducted by Hintsanen et al. (2010) in Finland, it was found that girls' shyness scores were higher than boys, and boys' reactivity and activity levels were higher. Aytar, Aksoy & Kaytez (2014) determined that there is no difference between the total temperament traits of children and their gender, and the average scores of girls except reactivity are higher than boys. Akbaş (2016) determined that gender has a significant difference with reactivity and persistency. In his study on temperament, Yagmurlu (2005) determined that the persistency of girls is higher than boys. Öngören & Koçer (2017) also determined in their studies that temperament traits do not differ according to gender. Özdemir (2017) found in his study that there is no differentiation between gender and temperament. The reason why girls' social statu is higher than boys is that the family has different expectations from boys while they assign different roles to girls and raise them differently based on their child-rearing attitudes.

Families who raise girls in a calmer, docile, and obedient way tend to raise active and less obedient boys. While some studies determine a difference depending on gender, some studies argue the opposite. The reason for it may be cultural differences and families' child-rearing attitudes. In the study seeking an answer to the question of whether social statu and temperament characteristics of 5-year-old preschool children differ according to the education level of their mothers, significant differences have been found between the social statu, persistency and reactivity scores of the children according to the education level of the mothers. According to mean ranks, as the education level of the mother increases, the social status and persistency of the children increase, while the reactivity level of the children increases as the education level of the mother decreases. Gülay (2008) determined that the mother's education level and the acceptance of the child are correlated. It has been determined that as the mother's education level increases, the social statu of the child also increases. It has been determined that the mean scores of the children whose mothers have a higher level of education are significantly higher than the mean scores of the children whose mothers have a lower level of education. It is seen that the education level of mothers has an effect on the social status of their children. Kunt-Erol determined that the education levels of mothers of the children excluded or rejected are low. Gülay-Ogelman (2012) determined a relationship between the mother's education level and social statu in her study. It was determined, in Özdemir's (2017) research, that the temperament reactivity is related to the mother's education level. Akbaş (2016) determined that the mother's education level is related to rhythmicity and reactivity. Atış Akyol (2015) found a significant difference between the variable of the mother's education level and the exclusion behavior of the sub-dimension of peer relationships. It was determined that this difference between children whose mothers are primary school graduates and those whose mothers are higher education graduates is in favor of children whose mothers are higher education graduates. In their study examining temperament traits in terms of various variables, Öngören & Koçer (2017) revealed that temperament traits do not differ according to the mother's education level. When the relationship between the mother's education level and social statu, persistency and reactivity is examined, differences in this area may arise since child-rearing attitude, cultural transfer and social life preparation may vary based on the mother's education level.

In the study seeking an answer to the question of whether the social statu and temperament traits of 5-year-old preschool children differ according to the education level of their fathers, while there have been no significant differences between social statu, total temperament, friendliness-shyness, persistency and rhythmicity scores and the father's education level, a significant difference has been determined between the fathers' education levels and children's reactivity. As the father's educational level increases, the child's reactivity score decreases, while the reactivity score decreases as the father's education level increases. Gülay (2008) determined that the father's education level and the acceptance of the child are correlated. It has been determined that as the mother's education level increases, the social statu of the child also increases. It has been determined that the mean scores of the children whose fathers have a higher level of education are significantly higher than the mean scores of the children whose fathers have a lower level of education. It is seen that the education level of fathers has an effect on the social status of the children. Kunt-Erol determined that the education levels of fathers of the children who are excluded or rejected are low. Gülay Ogelman (2012) determined a relationship between the father's education level and social statu in her study. Shin (1996), in his study with 131 American kindergarten students of Korean origin and their families, determined that the father's education level was one of the variables affecting the social competence of children. Atış Akyol (2015) found a significant difference between the variable of the father's education level and social behaviors and exclusion behavior of the sub-dimensions of peer relationships. It was determined, in Özdemir's (2017) research, that the temperament reactivity is related to the father's education level. Akbaş (2016) determined that the father's education level is related to rhythmicity and reactivity. In their study examining temperament traits in terms of various variables, Öngören & Koçer (2017) revealed that temperament traits do not differ according to the father's education level. Since the attitude of the father towards the child, his expectations from the child, the way he is a role model and his rearing attitudes will differ based on his education level, a difference occurs in the reactivity dimension.

In the study seeking an answer to the question of whether the social statu and temperament traits of 5-year-old preschool children differ according to birth order; while there have been no significant differences between social statu, total temperament, friendliness-shyness, persistency and rhythmicity scores and the birth order, a significant difference has been determined between the children's birth order and reactivity. Uluyurt (2012) determined that the reactivity of the fourth-born children is higher than other children. Öngören & Koçer (2017) concluded in their study that temperament traits do not differ according to birth order. The reason why firstborn children have less reactivity than other children is that the firstborn does not have a sibling to fight with when he/she is born, and he/she is the only child coming into the world in his/her family. Children born later come into conflict with their siblings who already existed before them once they are born. In the study seeking an answer to the question of whether the social statu and temperament traits of 5-year-old preschool children differ according to family type; while there have been no significant differences between social statu, total temperament, friendliness-shyness, rhythmicity and reactivity scores and the family type, a significant difference has been determined between the family type and children's persistency. Özdemir (2017) found differentiation between temperament reactivity dimension and the variable of family type. The fact that children raised in extended families are provided everything they want by their family elders and family elders have a say about the children by getting ahead of the parents can be listed as the reasons why children growing up in nuclear families become more persistent.

No significant relationship between social statu scores and total temperament scale and friendliness-shyness subscale scores has been found, while a positive and significant relationship has been found between social statu scores and persistency and rhythmicity subscale scores, and a negative and significant relationship has been found between the social statu scores and the reactivity subscale score. There is a significant difference between the social statu and persistency scores of male and female students. There is a significant difference between the children's social statu, persistency and reactivity scores according to the education levels of the mothers. There is

no significant difference between social statu, total temperament, friendliness-shyness, persistency and rhythmicity scores and the fathers' education levels, while there is a significant difference between children's reactivity and the education levels of the fathers. There is no significant difference between the mother's working status and children's social statu, total temperament, friendliness-shyness, persistency, rhythmicity and reactivity. There is no significant difference between the father's working status and children's social statu, total temperament, friendliness-shyness, persistency, rhythmicity and reactivity. There is no significant difference between the mother's profession and children's social statu, total temperament, friendliness-shyness, persistency, rhythmicity and reactivity.

There is no significant difference between social statu, total temperament, friendliness-shyness, persistency and rhythmicity scores and the birth order of the children, while there is a significant difference between children's reactivity and birth order. There is no significant difference between the family type and children's social statu, total temperament, friendliness-shyness, rhythmicity and reactivity scores, while there is a significant difference between children's persistency and the family type.

Suggestions for preschool teachers: social statu is determined as a result of children's interaction with each other in the classroom. Observing peer relationships and peer groups well in the classroom, socially developing children less accepted by their peers and planning activities to eliminate their exclusion will facilitate students' future education life and increase the interaction and harmony in the classroom. Every child is an individual and every child's temperament is different from each other like a fingerprint. Children should be known for these characteristics, their good characteristics should be revealed, and the classroom environment and activities should be arranged according to these characteristics of children.

Suggestions for families: The attitudes, expectations and cultural transfers of families during the period when they raise children have an impact on the whole lives of children. The only purpose of the education of children in schools is not to develop them academically, but to bring them to real life in every aspect. For our children to develop socially in the best possible way, the necessary environments should be prepared and participation in related activities should be ensured. The family should accept the child as a whole with his/her temperament, see his/her behavior inside and outside the home as a part of his personality and make arrangements accordingly. Even his/her room, cabinet and bag should be arranged and organized according to his/her temperament.

Suggestions for Researchers: When the body of literature is examined, it is seen that there are very few studies on temperament in our country both experimentally or longitudinally. Programs or activities for the purpose of improving social statu can be prepared and their effects can be examined. In order to measure social statu, a measurement tool can be developed or studies for adaptation into Turkish can be conducted.

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GENİŞLETİLMİŞ ÖZ

Doğumdan itibaren altı yaşa kadarki süreci kapsayan okul öncesi dönem zaman dilimi olarak kısa bir süreç olarak ele alınsa da gelişim süreçleri açısından büyük önem taşımaktadır. 2-5 yaş arasına denk gelen erken çocukluk döneminde elde edilen tüm kazanımlar çocukları yaşamları boyunca etkiler (Akman vd., 2012). Yaşamın erken yıllarında çocukların geçirdikleri deneyimler onların gelecekteki eğitim ve öğretim süreçlerine karşı geliştirecekleri tutumlarda kendi becerilerine, okula ve öğrenmeye yönelik düşüncelerine önemli katkılar sağlar. Bahsedilen senaryonun tam dersi bir durumla karşılaşılması halinde erkenden kazanılan olumsuz yaşam deneyimleri ilerleyen yıllardaki tüm eğitim hayatına etki edecektir. Durum o noktaya geldiğinde müdahale etmek daha zor bir hal alacaktır. İleride olumsuz düşünce, algı ve tutumlar eğitim hayatını çıkmaza sokacaktır. Bunun sonucu olarak da erken yaşlarda önlerine çıkan bu olumsuz deneyimler çocukların öz değer algılarını düşürmekte, ilerleyen yıllarda okul ve okul dışı yaşantılarında diğer çocuklara oranla daha az başarılı olmakta ve problem davranış sergileme oranları artmaktadır (MEB, 2013). Akran ilişkilerinin genel yapısını incelemek için bu ilişkilere etki eden önemli faktörlerin tespit edilmesi, bunlara müdahale ve düzenleme yapılabilmesi için, ilişkileri daha kolay anlamak ve bu anlaşılan ilişkileri daha iyi betimleyebilmek için çok büyük önem taşımaktadır (Gülay, 2008). Sosyal konum da akran ilişkilerinin net ifade edilmesinde önemi ve belirleyiciliği olan bir faktördür. İleriki yıllarda sosyal uyumun belirlenmesinde genel yöntem, okul öncesi dönem çocuklarının sosyal konumlarını belirlemek olacak gibi görünmektedir (Gülay, 2009a). Mizaç, öğrencinin sosyal statüsüyle ilişkilendirilebilecek bir diğer faktördür. Mizaç özellikleri, nispeten değişmeyen ve biyolojik kökenli davranışsal eğilimlerdir (Goldsmith et al., 1987).

Yöntem

Gerçekleştirilen araştırma okul öncesi dönem 5 yaş çocukların sosyal konumlarının mizaçlarıyla ilişkilerini değerlendirmek için meydana getirilen tarama modelinde bir araştırmadır. Gerçekleştirilen araştırmanın evrenini İzmir'in Buca ilçesinde yaşayan ve okul öncesi eğitim kurumlarına devam eden 5 yaş çocukları oluşturmaktadır. Gerçekleştirilen araştırmanın örneklemini İzmir'in Buca ilçesinde okul öncesi eğitimine devam eden 114 çocuk ve devam eden çocukların aileleri meydana getirmektedir. Örneklem grubunu belirlerken basit rastgele örnekleme yönteminden faydalanılmıştır. Bu yöntemle, evreni oluşturmakta olan her birimin örneklem dahilinde seçilebilme olasılığı eşittir (Altunışık, Coşkun, Bayraktaroğlu & Yıldırım, 2005). Araştırma örneklemi Buca' daki orta düzey sosyoekonomik okullardan kura yöntemiyle belirlenmiştir. Belirlenmiş olan okullardaki okul öncesi sınıflar 4, 5 ve 6 yaşlarındaki karma sınıflardan meydana gelmektedir. Araştırmaya sınıf içindeki 5 yaşında olan ve herhangi bir engeli olmayan ve okula devamlılığında süreklilik sağlayan öğrenciler dâhil edilmiştir. Verilerin toplanmasında kullanılan ölçekler: Kişisel Bilgi Formu, Resimli Sosyometri Ölçeği ve Çocuklar İçin Kısa Mizaç Ölçeği. Yağmurlu ve Sanson (2009) Çocuklar İçin Kısa Mizaç Ölçeği' nin Türkçeye uyarlanmasını Çeviri- geri çeviri metoduyla oluşturmuşlardır. Asher, Tinsley, Singleton ve Hymel' in 1979 senesinde geliştirdikleri ölçeğin uygulamasını gerçekleştiren (Gülay, 2008), tek suallik bu ölçeğe toplamda üç madde daha eklenmiştir. Çocukların sosyal konumlarının belirlenmesi için uygulanan resimli Sosyometri ölçeğinden alınan puanlar, Sosyometri çizelgesinden yararlanılarak araştırmacı tarafından hesap edilmiştir. Çocuklar için Kısa Mizaç Ölçeğinin hesap edilmesi için tersine çevrilecek maddeler çevrilip ardından alt ölçeklerine göre ayrım yapılmıştır. Alt ölçeklerine de ayrılması sağlandıktan sonra alt ölçek puanları ve toplam mizaç puanları hesap edilmiştir. Okul Öncesi Dönem 5 yaş çocuklarının sosyal konumlarının ve mizaçlarının annelerin ve babaların eğitim düzeyine, annelerin ve babaların mesleklerine, kardeş sayısı ve doğum sırasına göre farklılaşıp farklılaşmadığı Kruskal-Wallis Testiyle analiz edilmiştir. Analizler SPSS 20.0 paket programıyla gerçekleştirilmesi sağlanmıştır

Bulgular

Sosyal Konum puanları ile sebatkârlık ve ritmiklik alt ölçek puanları arasında olumlu ve anlamlı, tepkisellik alt ölçek puanıyla ise olumsuz ve anlamlı ilişkilerin olduğu görülmüştür. Buna göre, sosyal Konum puanı arttıkça sebatkârlık ve ritmiklik puanları artarken, sosyal konum puanı azaldıkça tepkiselliklerin arttığı tespit edilmiştir. Kızların sosyal konum ve sebatkârlık puanları erkeklerinkinden daha fazladır. Annenin eğitim seviyesi yükseldikçe çocukların sosyal konumları ve sebatkârlıkları yükselirken, annenin eğitim seviyesi azaldıkça çocukların tepkisellik düzeylerinde artış olduğu belirlenmiştir. Babaların öğrenim seviyeleri ile çocukların tepkisellikleri arasında anlamlı farklılık olduğu tespit edilmiştir. İlk doğan çocukların tepkisellik puanlarının en düşük, üçüncü sırada ve daha sonra doğan çocukların tepkisellik puanları en fazla olduğu görülmüştür. Doğum sırası ilerledikçe tepkisellikte de bir artış meydana gelmektedir. Ailenin tipi ile çocukların sebatkârlıkları arasında anlamlı farklılıklar olduğu görülmüştür. Sadece anne baba ve çocukların olduğu ailede yaşayan çocuklar çekirdek olmayan büyük ailede yaşayan çocuklara göre daha sebatkâr bulunmuştur

Sonuç ve Tartışma

Walker vd., (2001) gerçekleştirdikleri çalışmalarında cinsiyet farklılıklarının sosyal konumun belirlenmesinde etkili olduğu görülmüştür. Selimoğlu'nun çalışması da erkeklerin sosyal konumlarının kızların sosyal konumlarına oranla daha düşük bulmuştur. Bu bulguları doğrulayan benzer bir çalışma Kayban-Aktürk tarafından akran ilişkilerinin cinsiyet açısından farklılaştığını belirlemiştir. Bu araştırmayı doğrulayan bir araştırma da Wood vd. (2002) tarafından oluşturulmuştur. Özdemir'in (2017) araştırmasının mizaç tepkisellik boyutunun babanın öğrenim seviyesiyle bağlantılı olduğu saptanmıştır. Akbaş (2016) anne öğrenim seviyesinin ritmiklik ve tepkisellik ile bağlantılı olduğunu tespit etmiştir. Öngören ve Köçer' in (2017) mizaç özelliklerini farklı değişkenler yönünden inceledikleri çalışmalarında mizaç

özelliklerinin baba eğitim seviyesine göre farklılaşmadığını göstermiştir. Özdemir (2017) mizaç tepkisellik boyutuyla aile tipi değişkeni arasında farklılaşma olduğunu tespit etmiştir. Çekirdek olmayan geniş ailelerde yetiştirilen çocukların aile büyüklerinden tüm isteklerinin karşılanması ve anne babanın da önüne geçerek çocuk üstünde söz sahibi olmaları geniş olmayan sadece anne baba ve çocukların olduğu ailede yetişen çocukların sebatkârlık oranlarının daha fazla olabilmelerine neden olarak gösterilebilmektedir.