KAYSERİ ÜNİVERSİTESİ
Sosyal Bilimler Dergisi
KAYSERİ UNIVERSITY JOURNAL OF SOCIAL SCIENCES

Makale Türü	Tez Özeti	Yıl	2025
Gönderi Tarihi	08.08.2024	Cilt	7
Kabul Tarihi	13.01.2025	Sayı	1
Yayın Tarihi	30.06.2025	ss.	1-23
DOI			10.51177/kayusosder.1530514

Examining the effect of mother's employment status on anxiety, depression, and social skills levels of preschool children *Δ

Anne çalışma durumunun okul öncesi dönem çocuklarının anksiyete, depresyon ve sosyal beceri düzeyleri üzerindeki etkisinin incelenmesi

Murat GENÇ[1]
Yunus Emre AYNA[2]

Abstract

The mother's employment status is a condition that can affect the mental health of children in a critical period such as 0-6 years of age. The study aimed to examine to what extent the mother's employment status can affect preschool children's emotional states and social skills. In the study conducted with 325 preschool children (4-6) living in the city center of Muş, data were collected using scales filled out by parents. The Family Information Form, The Child Anxiety and Depression Scale, and The Social Skills Assessment Scale were applied to the parents who agreed to participate in the study. The research indicated that children of working mothers were more prone to exhibiting obsessive-compulsive behaviours (OCD), while demonstrating superior self-control skills compared to their counterparts with unemployed mothers. In addition, living in a low-income family and using technological devices for more than five hours a day were associated with more frequent symptoms of anxiety and depression. While it was found that children with a mother or father with a high school or lower education level exhibited more generalized anxiety and OCD symptoms than others, a significant relationship was determined between living in a large family and panic disorder, and between living in a detached house and self-control skills. Finally, a negative

Δ Yazarlar bu çalışmanın tüm süreçlerinin araştırma ve yayın etiğine uygun olduğunu, etik kurallara ve bilimsel atıf gösterme ilkelerine uyduğunu beyan etmiştir. Aksi bir durumda Kayseri Üniversitesi KAYÜSOSDER Dergisi sorumlu değildir.

* Bu makale "Annesi çalışan ve çalışmayan okul öncesi dönem çocuklarının anksiyete, depresyon ve sosyal beceri düzeylerinin incelenmesi" başlıklı yüksek lisans tez çalışmasının bir bölümünden üretilmiştir.

[1]Araştırma Görevlisi, Muş Alparslan Üniversitesi, Sağlık Bilimleri Fakültesi, Dil ve Konuşma Terapisi Bölümü, m.genc@alparslan.edu.tr
[2]Dr. Öğr. Üyesi, Dicle Üniversitesi, Edebiyat Fakültesi, Psikoloji Bölümü, yunusemreayna@gmail.com

Atıfta bulunmak için/Cite as this article: Genç, M., & Ayna, Y. E. (2025). Anne çalışma durumunun okul öncesi dönem çocuklarının anksiyete, depresyon ve sosyal beceri düzeyleri üzerindeki etkisinin incelenmesi. *Kayseri Üniversitesi Sosyal Bilimler Dergisi*, 7(1), 1-23.

relationship was observed between children's anxiety and depression levels and their social skills. Some suggestions were made based on the results obtained.

Keywords: Pre-school Period, Mother's Employment Status, Social Skills, Depression, Anxiety

Öz

Annenin çalışma durumu, 0-6 yaş gibi kritik bir evredeki çocukların ruh sağlığını etkileyebilen bir durumdur. İlgili çalışmada, annenin çalışma durumunun okul öncesi dönemdeki çocukların duygu durumlarını ve sosyal becerilerini ne derecede etkileyebileceğinin incelenmesi amaçlanmıştır. Muş il merkezinde yaşayan toplam 325 okul öncesi dönem (4-6) çocuğuyla yapılan çalışmada, veriler ebeveynler tarafından doldurulan ölçeklerle toplanmıştır. Araştırmaya katılmayı kabul eden ebeveynlere Aile Bilgi Formu, Çocuklarda Anksiyete ve Depresyon Ölçeği ve Sosyal Becerileri Değerlendirme Ölçeği uygulanmıştır. Araştırma neticesinde, annesi çalışan çocuklarla karşılaştırıldığında annesi çalışmayanların çocukların daha sık obsesif kompulsif (OCD) davranışlar sergilediği bulunurken, kendini kontrol etme becerilerinde ise daha başarılı oldukları gözlemlenmiştir. Bu sonuçlara ek olarak, düşük ekonomik gelire sahip ailelerde olmak ile gün içinde beş saatten fazla teknolojik alet kullanmanın daha sık anksiyete ve depresyon belirtisi sergilemekle ilişkili olduğu bulunmuştur. Lise ve altı eğitim düzeyinde bir anne veya babaya sahip olan çocukların diğerlerine göre daha fazla yaygın anksiyete ve okb belirtisi sergilediği bulunurken, geniş ailede yaşamakla panik bozukluk arasında; müstakil evde yaşamakla kendini kontrol etme becerileri arasında anlamlı bir ilişki belirlenmiştir. Son olarak çocukların anksiyete ve depresyon düzeyleri ile sosyal becerileri arasında negatif yönde bir ilişki bulunmuştur. Elde edilen sonuçlara göre birtakım önerilerde bulunulmuştur.

Anahtar Kelimeler: Okul Öncesi Dönem, Anne Çalışma Durumu, Sosyal Beceriler, Depresyon, Anksiyete

1. Introduction

The preschool period is the critical time when the foundations for children's physical, emotional, social, and cognitive development are laid (Conti-Ramsden & Durkin, 2012). During this period, as children continue to develop their personalities through active achievement, they also begin gaining a social identity. While they define and perceive the outside world more precisely thanks to their developing psychomotor skills, they also take on new roles in social contexts thanks to their cognitive, and emotional development (Özdemir et al., 2012, pp. 567-568). This process of gaining social identity, which involves many stressors, requires children to have advanced problem-solving skills (Newland & Crnic, 2011, p. 373). Undoubtedly, children's most incredible supporters against the problems they may encounter during social interaction processes are play and family members. While games improve children's interpersonal skills, parents, as role models, provide readiness for children's functional responses to external stressors (Akaroğlu et al., 2019, p. 210). In this context, research on the importance of parental attitudes for forming healthy personalities in preschool children is increasing daily (Parsak & Kuzucu, 2020, p. 345).

Parenting attitudes are the behaviors of mothers and fathers toward children's feelings, thoughts, and behaviors (Yılmaz et al., 2021, p. 3). These parenting attitudes deeply influence family interactions and children's relationships with their environment (Peterson et al., 2018, p. 194). Parental attitudes that directly affect the academic, cognitive, and social development of preschool children have been defined in the literature under different headings, such as democratic, authoritarian, overprotective, and permissive attitudes. When the relevant literature is examined in general, it is easy to see that democratic attitudes are the healthiest, and authoritarian attitudes are the most coercive and damaging parental attitudes (Gerrig & Zimbardo, 2012, p. 153-160). Much

research has been done on the factors that influence these parental attitudes, which are crucial for child development. In addition to factors such as parents' educational level, socio-economic level, age, geographical location, and number of children, recent studies have highlighted the direct influence of mothers' employment status on parental attitudes and argued that this issue should be emphasized (Dhar et al., 2019, p. 2573; Pedersen, 2012, p. 243). In addition to the development of industry and technology, the entry of women into business life has accelerated with the increase in the educational level of society, and the number of working mothers has increased at the same rate (Durmaz, 2016, p. 44). There is a growing body of research on how attitudes towards childrearing are affected by the entry of women into business life, whose traditional role from early times until the last hundred years has been seen as childrearing. Indeed, some studies in the literature argue that stressors that mothers may experience due to employment conditions and reduced mother-child interaction time may negatively impact the development of early children (Harris & Morgan, 1991, p. 540); some studies have argued that the good social relationships that working mothers can establish in the work environment and the economic income they receive may improve their parenting attitudes (Bornstein & Zlotnik, 2008, p. 499).

In addition to these few conflicting results in the literature, the need to investigate this issue has emerged in light of recent domestic studies that show that children whose mothers work show more aggressive behavior than children whose mothers do not work (Tuzcuoğlu et al., 2020, p. 5). This study is excepted to contribute to the relevant literature by providing relatively more precies and more up-to-date data on the conflicting views on the potential effects of mothers' employment status on preschool children. Another important aspect of our study is that it will contribute to the general literature on the economic situation of working mothers, their parenting attitudes, and the possible effects of the methods they use to care for their children. The results of this study are expected to provide a clinical picture of the risk factors that have not yet been identified for the children of working mothers in developed and developing countries, especially in Turkey.

This study aims to examine how anxiety, depression, and social skills levels in preschool children are affected by their mothers' employment status, to identify risk groups, and to provide clinicians and researchers working in this field with valuable suggestions for protective/preventive treatment practices. In addition, we will also seek answers to our problem statement questions about whether mothers' employment status creates significant differences in children's mood (depression-anxiety) and social skills levels.

The literature suggests that there are differences between children whose mothers work and those whose mothers do not work in terms of anxiety, depression, and social skills. For example, while some studies suggest that children whose mothers work may have an advantage in terms of independence and social skills, other studies suggest that these children may have higher levels of anxiety and depression (Bornstein & Zlotnik, 2008, p. 499; Harris & Morgan, 1991, p. 540). However, these findings are inconsistent and depend on variables such as the population studied, the cultural context, mothers' employment status, and children's differences. These uncertainties suggest that the effects of mothers' employment status on children should be addressed more comprehensively. Moreover, the limited number of studies conducted in the Turkish context makes it necessary to examine this issue from a local perspective. Especially in the preschool period, identifying the effects of mothers' employment status on children's anxiety, depression, and social skills levels will guide both families and educators. At this point, we have identified some issues in the planning of our study. Some examples of these problem questions are "Does the employment status of mothers affect the anxiety, depression, and social skills levels of preschool children?", "Do the anxiety levels of

children whose mothers work show a significant difference compared to children whose mothers do not work? "Do the levels of social skills of children whose mothers work differ from those of children whose mothers do not work?", "Is the relationship between mothers' employment status and children's anxiety, depression, and social skills impacted by factors such as children's gender, age group, or mothers' working hours?

2. Method

2.1. Model of the research

This study was conducted as a cross-sectional study after the necessary infrastructure had been established, and was designed as both descriptive and correlational.

2.2. Participants

The study population consists of 4-6-year-old children living in Turkey attending preschool education in 2020-2021. The research group consists of children aged 4-6 who participate in private or public kindergartens under the Ministry of Education in Muş or do not attend any formal preschool education. In forming the research group, no sample was taken from the population; all kindergartens/nurseries in Muş city center were visited, and in this context, the parents who were reached were offered to participate in the study. Online surveys were shared in a virtual environment with a simple sampling method for students who did not attend any educational institution, and data were collected from parents. While children diagnosed with a neurodevelopmental disorder, children with communication difficulties, and children receiving special educational assistance were excluded from the study, a total of 325 children, 155 girls (47.7%) and 170 boys (52.3%), whose parents agreed to participate in the study and who met our research criteria, were included.

2.3. Measurements

2.3.1. Family information form

The Family Information Form was created by reviewing other studies in the literature to determine the demographic information of preschool children and their parents. The principal investigator designed this form, which includes various questions such as children's age, gender, parents' employment status, economic status, caregiver characteristics, educational status, and occupations.

2.3.2. Revised child anxiety and depression scale

This scale was created by Chorpita et al. (2000) to detect symptoms of anxiety and depression that can be observed in groups of children and adolescents (p. 837-839). While the adaptation research was conducted in Turkish by Görmez et al. (2017), the scale consists of 47 items in total and is a 4-point Likert-type scale (p. 84). Individuals completing the scale can score a minimum of 0 and a maximum of 141 points. While the original scale developed by Chorpita et al. (2000) had an internal consistency coefficient of 0.94, the total internal consistency coefficient in the adaptation study was 0.95. Subscale internal consistency coefficients ranged from 0.75 to 0.86 (p. 840-850). In addition to total anxiety (sum of anxiety subscales), and total anxiety-depression (sum of all subscales), the scale has six distinct dimensions: [separation anxiety (.77), generalized anxiety (.81), panic disorder (.83), OCD (.75), social phobia (.85) and major depression (.86)]. The Cronbach alpha coefficient of this study was found to be .74 for major

depression, .68 for generalized anxiety, .66 for separation anxiety, .69 for panic disorder, .79 for social phobia, .70 for OCD, .91 for total anxiety, and .91 for total anxiety and depression.

2.3.3. Social skills evaluation scale

The Social Skills Assessment Scale (4-6) is a 62-item scale developed by Avcıoğlu (2007) for use with children in preschool education (p. 93). There are 5 items on the scale that participants can answer: 5 = always, 4 = very often, 3 = usually, 2 = rarely, 1 = never. A maximum of 310 and a minimum of 62 points can be achieved on the scale. While high scores indicate high social skills, low scores indicate inadequate social skills. It was found that this scale, which has nine sub-dimensions, has a Cronbach alpha coefficient of .98, a two-tailed reliability coefficient of .89, and a test-retest reliability coefficient of .83 (Avcıoğlu, 2007, p. 97). In this study, the Cronbach alpha coefficients were as follows: Interpersonal skills .88; controlling angry behaviors, and adapting to changes .80; coping with peer pressure .87; verbal explanation skills .90; self-control skills .71; goal setting skills .84; listening skills .84; completing tasks skills .92; acceptance of consequences skills .82, and social skills total score coefficient .96.

2.4. Statistical analysis

The research was analyzed using the IBM SPSS 24.00 package program. To test the hypotheses, data analysis included descriptive statistics (arithmetic mean, standard deviation, frequency/percentage), a normal distribution test (Kolmogorov-Smirnov test), t-tests (Mann-Whitney U test) for pairwise comparisons, and analysis of variance (Kruskal-Wallis H test) for multiple comparisons. Following the analysis of variance, the Bonferroni correction was applied to avoid Type I errors that could result from pairwise comparisons intended to identify significant group differences. In the Mann-Whitney U test conducted after the variance test analyses, the significance level (0.05) was divided by the quantity, and the significance level was determined as 0.016 for 3-category variables, 0.008 for 4-category variables, and 0.005 for 5-category variables.

2.5. Data collection process

Participants were contacted after obtaining permission from the Ethics Committee of Muş Alparslan University. In this context, parents with preschool children in the 2020-2021 academic year were asked to complete the relevant scales. During data collection, the children were acknowledged to be between 4 and 6 years old and residing in Muş. The data was collected online using Google Forms, due to the COVID-19 pandemic. The study did not include the data of the participants (21) who participated in the application but did not meet the age and city criteria. Before completing the scales, they were given a detailed explanation of the aim and scope of the study, and the data were collected by obtaining written consent from the participants through an informed consent form. This study, which emphasized that participation was entirely voluntary, took an average of 10 minutes to complete. After completing the application, all collected data were analyzed using the IBM SPSS 24.00 package.

2.6. Ethical aspect of research

Ethics committee permission for this study was obtained by applying to the Muş Alparslan University Scientific Research and Publication Ethics Committee. The research ethics committee number is 10879717-050.01.04-2530. The research permit was obtained from the Muş Directorate of National Education, and the research permit number is

32026198-605.99-21659961. Parents voluntarily participated in the study, which was conducted online. All parents completed an informed consent form.

3. Results

This section presents the results of the data collected from the parents of preschool children living in Muş Provincial Center and continuing their educational activities. The socio-demographic data of the relevant participants and quantitative data on anxiety, depression, and social skills levels are tabulated and presented.

Table 1: *Descriptive Statistics of The Participants*

Variables	n	%		n	%
Person filling out the form			Gender of Child		
Father	261	80.3	Girl	155	47.7
Mother	64	19.7	Boy	170	52.3
Total	*325*	*100.0*	*Total*	*325*	*100.0*
Age of Child			Sibling Ranking		
4 Age	87	26.8	First child	190	58.5
5 Age	137	42.2	Second child	82	25.2
6 Age	101	31.1	Third and above	53	16.3
Total	*325*	*100.0*	*Total*	325	100.0
Structure of Living Place			Structure of Home		
Village	29	8.9	Detached	53	16.3
City	296	91.1	Apartment	272	83.7
Total	*325*	*100.0*	*Total*	*325*	*100.0*
Mother Graduate			Structure of Family		
High school and below	163	50.2	Nuclear family	265	81.5
University and above	162	49.8	Extended family	60	18.5
Total	*325*	*100.0*	*Total*	*325*	*100.0*
Perceived Eco. Situation			Special time allocated to child		
Low	22	6.8	1 hour and less	120	36.9
Middle	262	80.6	Between 2-3 hours	106	32.6
High	41	12.6	4 hours and above	99	30.5
Total	*325*	*100.0*	*Total*	*325*	*100.0*
Edu. About Child Develop.			Father's Educational Status		
Yes	109	35.5	High school and below	130	40.0
No	216	66.5	University and above	195	60.0
Total	*325*	*100.0*	*Total*	*325*	*100.0*

Table 1 (*Continued)*

Variables	n	%		n	%
Employment Status of Father			Employment Status of Mother		
Yes	309	95.1	Yes	116	35.7
No	16	4.9	No	209	64.3
Total	*325*	*100.0*	*Total*	*325*	*100.0*
Marital Status of Parents			Caregiver (oth. than mother)		
Married	321	98.8	Caregiver	12	3.7
Divorced	2	0.6	Kindergarten	131	40.3
Separated parents	1	0.3	Grandma, Grandpa	79	24.3
Widow	1	0.3	None	103	31.7
Total	*325*	*100.0*	*Total*	*325*	*100.0*
	n	%			***Statistics***
Daily Tech. Device Use			Children Age		
2 hour or less	86	26.5	Average		5.04
Between 3-4 hours	182	56.0	Standart Deviation		0.40
5 hours and above	57	17.5	Minimum		4
Total	*325*	*100.0*	Maximum		6

In our study, 80.3% of the participants were mothers and 19.7% were fathers; 47.7% of the children were girls and 52.3% were boys; 42.2% of the children were 5 years old, 58.5% were the first child, 91.1% of the participants lived in the city, and 83.7% lived in an apartment; 98.8% of the participants were married, 81.5% had a nuclear family structure, 80.6% lived in a middle-level economy, and 66.5% had not received any education about child development; 36.9% of the parents spent one hour or less of daily private time with their children, 41.2% of the children did not spend any time with their caregivers, and 56.0% spent 2–4 hours a day with technological devices; 64.3% of the children's mothers were non-working, 9.2% were employed in the private sector, and 50.2% had completed high school or less; all of the children's fathers were alive and 60.0% had completed a university or higher education program; and the average age of the children was 5.04 years, the average number of children among participants was 2.10, the average age of the mothers was 32.5 years, and the average age of the fathers was 36.07 years (see Table 1).

Table 2: *Comparison of Social Skills, Axiety-Depression Levels According to Demographic Variables*

Variables	Gender	n	Rank Av.	Rank Sum.	U	p
Interpersonal Skills	1. Girl	155	**174.27**	27012.50	111427.500	**0.39**
	2. Boy	170	**152.72**	25962.50		
	Structure of the House	n	Rank Av.	Rank Sum.	U	p
Self-Control Skills	1.Detached	53	**192.96**	10227.00	5620.000	**.011**
	2.Apartment	272	157.16	42748.00		
	Family Structure	n	Rank Av.	Rank Sum.	U	p
Panic Disorder	1. Elementary family	265	158.10	41897.50	6652.500	**.041**
	2. Extended Family	60	**184.63**	11077.50		

Table 2 *(Continued)*

Variables	Economical situation	n	Rank Av.	SD	χ^2	p
Anxiety and Depression Total Score	1. Low	22	**208.18**	2	8.52	**.014**
	2. Medium	262	163.46			
	3. High	41	135.84			
Interpersonal Skills	1. Low	22	144.07	2	7.49	**.024**
	2. Medium	262	158.92			
	3. High	41	**199.23**			
Verbal Explanation Skills	1. Low	22	150.02	2	10.88	**.004**
	2. Medium	262	157.06			
	3. High	41	**207.95**			
Goal Setting Skills	1. Low	22	148.18	2	9.00	**.011**
	2. Medium	262	157.94			
	3. High	41	**203.28**			
Listening Skills	1. Low	22	164.23	2	6.09	**.047**
	2. Medium	262	157.66			
	3. High	41	**196.48**			
Daily Technological Device Usage Time						
Anxiety and Depression Total Score	1. 2 hours and under	86	135.53	2	17.53	**.001**
	2. 3-4 hours	182	163.55			
	3. 5 hours and above	57	**202.68**			
Social Skills Total Score	1. 2 hours and under	86	**186.77**	2	8.57	**.014**
	2. 3-4 hours	182	157.99			
	3. 5 hours and above	57	143.13			
Mother's Educational Status		n	Rank Av.	Rank Sum.	U	p
Generalized Anxiety Disorder	1. H. Sch. and under	163	**173.82**	28332.00	11440.0	**.035**
	2. Univ. and above	162	152.12	24643.00		
OCD	1. H. Sch. and under	163	**181.74**	29623.00	10149.0	**.001**
	2. Univ. and above	162	144.15	23352.00		
Father's Educational Status		n	Rank Av.	Rank Sum.	U	p
Generalized Anxiety Disorder	1. H. Sch. and under	130	**175.82**	22856.50	11008.50	**.042**
	2. Univ. and above	195	154.45	30118.50		
OCD	1. H. Sch. and under	130	**179.81**	23375.00	10490.0	**.008**
	2. Univ. and above	195	151.79	29600.00		

Several analyses were carried out to determine which socio-demographic variables affected the social skills, anxiety, and depression levels of the preschool children, and all the results are shown in Table 2.

As a result of the Mann-Whitney U test, a statistically significant difference was detected between the child's gender variable and the interpersonal skills sub-dimension, according to the gender variable ($U = 111427.500$, $p < 0.05$). According to the relevant results, girls scored higher than boys in interpersonal skills (see Table 2).

The Mann-Whitney U-test was used to test whether there was a difference in the level of children's social skills according to the structure of the home variable. A statistically significant difference was found between the structure of the home variable and the sub-dimension of self-control skills ($U=5620.000$, $p< 0.05$) (see Table 2).

As a result of the Mann-Whitney U test, which was carried out to determine whether there was a difference in children's anxiety and depression levels according to the family structure variable, a statistically significant difference was detected between the family structure variable and the panic disorder sub-dimension ($U = 6652.500$, $p < 0.05$) (see Table 2).

A Kruskal-Wallis H-test was performed to test whether there was a significant difference in the children's anxiety and depression scores according to the family's perceived economic situation variable. The results show that there is a difference between the variable family perceived economic situation, and the total score of anxiety and depression ($\chi2$(sd= 2, n= 325)= 8.525, p< 0.05). Similarly, a statistically significant difference was found between perceived economic situation, and interpersonal skills $\chi2$(sd= 2, n= 325)=7.490, p< 0. 05), verbal explanation skills $\chi2$(sd= 2, n= 325)= 10.882, p < 0.05), goal setting skills $\chi2$(sd= 2, n= 325)= 9.002, p< 0.05), listening skills $\chi2$(df= 2, n= 325)= 6.097, p< 0.05) (see Table 2).

The Kruskal-Wallis H-test was used to test whether there was a significant difference in children's anxiety and depression levels according to the daily technological device use time variable. According to these results, a difference was found between the daily technological device use time variable and the total score for anxiety, and depression $\chi2$(sd= 2, n= 325)= 17.535, p< 0.05), and the total score for social skills $\chi2$(sd= 2, n= 325)= 8.572, p< 0.05) (see Table 2).

As a result of the Kruskal-Wallis H test, which was carried out to test whether there was a significant difference in the children's social skills, anxiety, and depression levels according to the variable of the mother's educational status, a significant difference was found between the variable of the mother's educational status, and the subscales of generalized anxiety disorder (U= 11440.000, p< 0.05), and OCD (U= 10149.000, p< 0.05) (see Table 2).

As a result of the Mann-Withney U-test conducted to test whether there was a significant difference in children's social skills, anxiety, and depression levels according to the variable of father's educational status, a significant difference was observed between the variable of father's educational status, and the subscales of generalized anxiety disorder (U= 11008.500, p< 0.05), and OCD (U= 10490.000, p< 0.05) (see Table 2).

Table 3: *Correlation Table of Anxiety and Depression Sub-Dimensions According to The Social Skills Sub-Dimension*

	Child's Age	Total Number of Children	Mother's Age	Father's Age	Anxiety Total Score	Anxiety and Depression Total Score
Social Skills Total Score	.036	.000	.-.062	-.033	**-.118***	**-.153****

A Spearman correlation test was conducted to determine whether there was a significant relationship between the children's total anxiety score, total anxiety, and depression score, and total social skills score. According to the test results, there was a statistically significant low-level negative relationship between the total anxiety score, and the total social skills score (r= -.118; p< 0.05), and between the total anxiety, and depression score and the total social skills score (r= -.153; p< 0.01) (see Table 3).

Table 4: *Comparison of Levels of Anxiety and Depression by Mother's Employment Status Variable*

Mother's employment status		n	Range av.	Range sum.	U	p
Major Depressive Disorder	1. Yes	116	162.48	18848.00	12062.000	.941
	2. No	209	163.29	34127.00		
Generalized Anxiety Disorder	1. Yes	116	155.69	18059.50	11273.500	.290
	2. No	209	167.06	34915.50		
Seperation Anxiety Disorder	1. Yes	116	157.37	18254.50	11468.500	.419
	2. No	209	166.13	34720.50		
Panic Disorder	1. Yes	116	157.95	18322.50	11536.500	.454
	2. No	209	165.80	34652.50		
Social Phobia	1. Yes	116	169.14	19620.50	11409.500	.378
	2. No	209	159.59	33354.50		
OCD	1. Yes	116	141.20	16379.00	9593.000	.002
	2. No	209	175.10	436596.00		
Anxiety Total Score	1. Yes	116	155.34	18020.00	11234.000	.274
	2. No	209	167.25	34955.00		
Anxiety and Depression Total Score	1. Yes	116	155.68	18058.50	11272.500	.295
	2. No	209	167.06	34916.50		

*p<0.05; N (325)

A Mann-Whitney U test was conducted to determine if there were any significant differences in the levels of anxiety and depression in children based on the variable of the mother's employment status. The findings indicate that there were no statistically significant differences between the mother's employment status, and major depressive disorder (U=m12062.000, p> 0.05), generalized anxiety disorder (U= 11273.500, p> 0.05), separation anxiety disorder (U= 11468.500, p> 0.05), panic disorder (U= 11536.500, p> 0.05), social phobia (U= 11409.500, p> 0.05) subscales, total anxiety score (U=11234.000, p>0.05), and total anxiety, and depression score (U= 11272.500, p> 0.05). However, a statistically significant difference was found between maternal employment status and the OCD subscale (U= 9593.000, p< 0.05) (see Table 4).

Table 5: *Comparison of Social Skill Levels According to Mother's Employment Status Variable*

Mother employment	Status	n	Range av.	Range Sum.	U	p
Interpersonal skills	1. Yes	116	173.28	20100.00	10930.000	.142
	2. No	209	157.30	32875.00		
Anger behaviors control and adapt to changes skills	1. Yes	116	164.35	19064.50	11965.500	.847
	2. No	209	162.25	33910.50		
Peer Pressure Coping Skills	1. Yes	116	154.89	17967.00	11181.000	.246
	2. No	209	167.50	35008.00		
Verbal Explanation Skills	1. Yes	116	174.77	20273.00	10757.000	.092
	2. No	209	156.47	32702.00		
Self-Control Skills	1. Yes	116	146.19	16957.50	10171.500	**.016**
	2. No	209	172.33	36017.50		
Goal Setting Skills	1. Yes	116	172.69	20031.50	10998.500	.162
	2. No	209	157.62	32943.50		

Table 5 (C*ontinued)*

Mother employment	Status	n	Range av.	Range Sum.	U	p
Listenin Skills	1. Yes	116	172.88	20054.50	10975.500	.156
	2. No	209	157.51	32920.50		
Task Completion Skills	1. Yes	116	167.09	19382.50	11647.500	.553
	2. No	209	160.73	33592.50		
Consequences Acceptance Skills	1. Yes	116	160.84	18658.00	11872.000	.756
	2. No	209	164.20	34317.00		
Social Skills Total Score	1. Yes	116	166.56	19321.00	11709.000	.611
	2. No	209	161.02	33654.00		

*p<0.05; N (325)

The Mann-Whitney U-test was used to test whether there was a significant difference in children's social skills levels according to the variable of mothers' employment status. The results show a statistically significant difference between the mother's employment status variable and the sub-dimension of self-control skills (U= 10171.500, p< 0.05). On the other hand, there was no statistically significant difference between mother's employment status, and interpersonal skills (U= 10930.000, p> 0.05), anger behaviors control, and adapt to changes skills (U= 11965.500, p> 0.05), peer pressure coping skills (U= 11181.000, p> 0.05), verbal explanation skills (U= 10757. 000, p> 0.05), goal setting skills (U= 10998.500, p> 0.05), listening skills (U= 10975.500, p> 0.05), task completion skills (U= 11647.500, p> 0.05), consequences acceptance skills (U= 11872.000, p> 0.05) subdimensions, and total social skills score (U= 11709.000, p> 0.05) (see Table 5).

4. Discussion

This research examined the psychosocial effects of decreased mother-child interaction times on children due to women taking on more and more roles in business life. In this context, symptoms of anxiety and depression were sought in preschool children whose mothers were working or not, and their social skills level was determined. As a result of the analyses carried out for this purpose, it was first examined whether there was a difference in social skills depending on the structure of the house they lived in, and children who lived in apartments were weaker in their self-control skills than children living in detached houses. It is estimated that this situation arises from the fact that children cannot spend enough time in environments (gardens, playgrounds, etc.) where they can appropriately express their increasing physical energy during the preschool period, which includes play activities. These research results parallel the literature findings (Burkey, 2016, p. 78; Çakırer-Özservet, 2014, p. 64). When the relationship between family structure and anxiety-depression levels was analyzed, children living in extended families were shown to exhibit more symptoms of panic disorder than those growing up in nuclear families. One of the most significant predictors of this situation may be the high number of potential stressors due to the large number of family members. Studies in the literature have stated that children living in extended families cannot show the performance expected from them in their interfamily communication and that these processes create intense anxiety and stress in children (Işık & Güven, 2007, p. 79; Kang & Cohen, 2017, p. 65). When the relevant literature is examined, some studies support these findings and our results (Wikle & Hoagland, 2020).

As a result of the analyses carried out depending on the economic level perceived by the family, it was seen that the group with low economic income received a higher score

in the field of total anxiety and depression than the group with medium and high-income levels. In other words, it is understood that children living in families with low perceived economic levels exhibit more common symptoms of anxiety and depression than other children. It is thought that the failure to provide rich living spaces for children and parental attitudes were effective in the emergence of this negative clinical picture. It has been supported in many studies that keeping preschool children away from opportunities such as healthy nutrition, complicated education, and mental health services, as well as accessible playgrounds, prevents the development of a healthy personality (Luby, 2013, p. 350). In addition, it is known that parents in families with low socio-economic levels often exhibit authoritarian attitudes in family relationships (Sümer, Aktürk & Helvacı, 2010, p. 53). Our idea that not being able to benefit from mental health opportunities and authoritarian parental attitudes trigger symptoms of anxiety, and depression in children, and our research results in this direction, have also been supported by different literature studies (Kozan, 2020: pp. 68-74; LeCuyer & Swanson, 2017, p. 838-840; Thompson, Hollis & Richards, 2003, p. 85). When the effect of the family's perceived economic level in terms of social skills is examined, it has been found that children growing up in families with high-income levels are more successful in the areas of interpersonal skills, verbal explanation skills, goal setting skills, and listening skills than children in middle, and low-income families. Families with high economic income are advantageous in that they can easily provide rich vital resources that will support their children's emotional, social, and psychological development. Children's ability to spend more time in academic and artistic contexts where they can socialize from an early age can enable their social skills to develop further (Erler, 2011, pp. 138-150). Indeed, different studies in the country support these views (Erler, 2011, pp. 138-150; Tanrıöğen, 2014, p. 117).

Several analyses were conducted to see what kind of effect the duration of technological device use had on children's anxiety, depression, and social skills levels. As a result of these analyses, children who use technological devices for 5 hours or more a day were found to exhibit symptoms of anxiety and depression more frequently than those who use technological devices for 2 hours or less a day. This strong link between technological device use and anxiety and depression can be explained by the fact that children are deprived of social-emotional learning processes during the time they are busy with technological devices. Moreover, devices such as phones/tablets seem to keep children in a passive position during the learning process, contributing to the isolation of children whose expressive language development is weakened from the outside world.

In addition to all this, the fact that children who spend a long time with technological devices are away from rich vital stimuli paves the way for the weakening of their physical, cognitive, and emotional development, and in this case, can leave children vulnerable to psychopathologies such as anxiety and depression, which have a heavy disease burden. Studies concluding that staying in front of the screen for too long time such as 6-7 hours during the day, triggers problems such as obesity, depression, and anxiety, confirm our research results (Goldfield et al., 2011; p. 5). In the study conducted by Patel (2013), it was concluded that children who use technological devices for a long time exhibit symptoms of anxiety, and depression more frequently than other children (p. 512). In addition to these findings, different studies conducted in our country have presented results that support our research findings (Mustafaoğlu & Yasacı, 2019, p. 55; Yılmaz, 2010, pp. 38-40). In analyses conducted in the context of social skills as well as anxiety, and depression, we see that children who use technological devices for less than 2 hours have much more successful results in the field of social skills than other children. These results prove that children who spend less than 2 hours with technological devices have better social skills and, in parallel with the results above, also show that their anxiety, and depression levels are lower. When examining the relationship between these

results and similar studies in the literature, excessive time spent with technological devices generally appeared to be associated with low levels of social skills (İşçibaşı, 2011, p. 127; Kabul, 2019, pp. 145-147; Zamani et al., 2010, p. 63).

When examining the effect of parents' educational status on children's anxiety and depression levels, children whose parents graduated from high school or lower were found to exhibit higher levels of generalized anxiety and OCD symptoms compared to those whose parents had a university or higher education degree. It is known that parents who graduated from university or higher education programs commonly exhibit democratic parental attitudes, interact with social contexts more frequently, are well-equipped about child development, and receive social support outside the family more often than parents with lower education levels (Porumbu & Necşoi, 2013, p. 709). This whole situation led to the idea that parents with higher education levels have metacognitive parenting skills. Therefore their children are more advantaged in terms of anxiety, and depression, and our results supported this idea. Although there are studies (Liman, 2020, p. 17) that contradict our results that children with a parent with a high school education level or less exhibit more generalized anxiety, and OCD symptoms than other children, there are also similar studies that support our research (Morris & Oosterhoff, 2016, p. 2912; Terzioğlu, 2015, p. 94; Uygun & Kozikoğlu, 2019, p. 319). There are also studies stating that children whose parents have a high school education or lower are more likely to encounter conditions such as attention deficit, low academic success, and externalized conduct disorder, and as a result, they exhibit OCD, and anxiety symptoms more frequently (Torvik et al., 2020, p. 1016; Zhang, 2014, p. 35). (r^2=0.02).

In order to better examine the relationship between anxiety, depression, and social skills, which are the two important variables of our research, a correlation analysis was carried out, according to the analysis results, a statistically significant negative relationship was found between these two variables. When we examine the coefficient of determination between the anxiety and depression total score and the social skills total score (r2=0.02), it can be interpreted that a 1-unit increase in children's anxiety levels causes a decrease of only 02% in their social skills level. The development of these skills, which can directly affect children's emotional states, such as the ability to accept consequences and interpersonal skills, can play critical roles in children's social and psychological competencies. Children with improved social skills are expected to be less affected by events that cause anxiety and stress than other children and subsequently exhibit relatively fewer behavioral problems (DiPrete & Jennings, 2012, p. 12-13). Tanış (2019) and Saitoğlu (2020) supported these findings in their studies and emphasized that there is a negative relationship between social skills and anxiety, depression, and behavioral problems (pp. 59-61; pp. 101-102). In addition to these studies, studies are proving that children with improved social skills have a stronger resilience to anxiety disorders (Koçyiğit et al., 2015, pp. 296-297; Yaralı & Özkan, 2016, pp. 358-359). All these results are parallel to our research findings.

While no significant difference was found between the anxiety and depression total scores of the children according to the employment status of the mother, it was observed that the OCD sub-dimension scores of the children with non-working mothers were higher. Children with non-working mothers have higher OCD scores than other children, which may be related to the fact that the education levels of non-working mothers may be relatively lower than working mothers (Teze & Arslan, 2016, pp. 421-422) and that they prefer protective or authoritarian parenting practices that apply harsh discipline (Baumrind, 1971, pp. 101-102; Işık & Güven, 2007, p. 79; Yavuzer, 2017, pp. 65-68). In fact, working mothers with a certain level of education are expected to be relatively more

conscious about child development than other mothers (Gürsoy, 2002, p. 13-14) and to use these skills purposefully in the child-raising process (Şanlı & Öztürk, 2012, p. 45).

In addition to the mother's educational status, the financial income of working mothers provides various advantages to parents in areas such as providing quality education to their children, meeting their special needs promptly, and taking preventive health measures when necessary. This strengthens the prediction that children's mental health may be better. In fact, various studies found in the literature corroborate this situation (LeCuyer & Swanson, 2017, pp. 838-840; Ogelman, 2011, pp. 225-227).

In the extensive literature review, no studies were found that supported or refuted our research results that the OCD subdimension scores of preschool children whose mothers do not work are higher than those of other children. Although studies on the effect of the mother's employment status on the depression and anxiety levels of preschool children are rare in the literature, both in Turkey and abroad, conflicting results have been found in the studies that have been conducted using different variables (Akdeniz, 2020, p. 66; Côté, 2008, p. 163, Demir et al., 2011, pp. 173-175; Aghdam et al., 2015, p. 83-84). In the study conducted by Aghdam et al. (2015), they concluded that children whose mothers do not work show symptoms of anxiety and depression more frequently than children whose mothers work (pp. 83-84). In another study conducted by Côté et al. (2008), they determined that children whose mothers worked had more anxiety and depression problems than children whose mothers did not work (p. 163-164). On the other hand, a study conducted by Akdeniz (2020) found that the employment status of mothers had no significant effect on children's levels of anxiety and depression (p. 66).

Another research topic on the effects of the mother's employment status on children is social skills. Studies in the literature argue that mothers can not spend enough time with their children because they are at work for a long time during the day, which may affect children's social skills (Atmaca et al., 2020, p. 168; Özyürek, 2015, p. 177). Preschool children learn to adapt to changes, control their behavior, get to know the outside world better, and appropriately respond to stressors thanks to goal setting and communication skills. While this information is supported in different studies conducted with early childhood children (Maleki et al., 2019, p. 86; Vitiello & Williford, 2016, p. 142); It has been determined that children whose social skills do not develop have self-confidence problems and cannot exactly fulfill the developmental tasks expected of them (Besi & Sakellariou, 2019, p. 35; Dinçer et al., 2019, p. 891-893). In addition to these studies, there has been frequent research on the factors affecting social skills. It has been concluded that factors such as the child's age, gender, the socioeconomic status of the family, attachment styles, the structure of the place of residence, and parental attitudes affect early social skills (Karoğlu & Ünüvar, 2017, p. 249; Tolan, 2017, p. 223). Our current research investigated how a mother's employment status affects social skills in early childhood. The results showed that the mother's employment status did not significantly affect general social skills.

However, children with a non-working mother scored higher in the self-control skills sub-dimension. It is thought that children whose mothers do not work can control themselves better than children whose mothers work, related to the fact that they have more frequent contact with their mothers at home, and their mothers quickly limit them despite dysfunctional behaviors during these interaction processes. For example, the prevailing hypothesis is that children who do not spend frequent time with their mothers stay further away from their parents than other children. This gap weakens their self-control skills and leads children to more uncontrolled behaviors. In addition, it has been known for a long time that working mothers display a more permissive attitude towards their children than non-working mothers in order to compensate for the time spent at work

and to ease their conscience (Cherry & Eaton, 1977, p. 163). This permissive attitude is an alternative causal factor explaining why children whose mothers work have more limited self-control skills than children whose mothers do not. In a study conducted by Baum (2003), similar to ours, it was concluded that children whose mothers work have weaker communication and self-control skills than children whose mothers do not work (p. 241). In another study on early social skills, the researchers reported that the mother's employment status had no significant effect on general social skills (Ekici & Göger, 2018, p. 842). Contrary to this study, another study conducted in Turkey emphasized that children whose mothers work exhibit lower adaptation and controlled behavior skills to external stimuli than children whose mothers do not work (Özyürek, 2015, p. 177). These studies, which reach different results, show that many causal factors may be effective on early social skills and that it is necessary to conduct comprehensive and controlled studies to determine these etiological factors.

In light of the findings obtained from this study, it is suggested that working mothers be informed about the mother-child activities they can engage in during their time spent with their children outside of work. Thus, it is expected that children whose mothers work will be more aware of their own and others' limits and better able to control themselves more successfully. Additionally, it is recommended that children living in apartments or large families be taken to playgrounds, such as gardens and parks, and exposed to nature to express their accumulated physical energy healthily. Finally, it is recommended that all preschool children be allowed to use technological devices for a maximum of two hours a day.

As with any academic research, our study has some limitations. For instance, the study data were collected from parents residing in the Muş provincial center, which limits the generalizability of the study's results to the entire population. On the other hand, data on children are limited to parent self-reports. Not being able to include teacher reports and parent observations is another study limitation. Finally, the fact that the long-term effects of the relevant independent variables could not be examined due to the study's cross-sectional nature is also considered a limitation.

5. Conclusion

When examining the effect of parents' educational status on children's anxiety and depression levels, children whose parents graduated from high school or lower were found to exhibit higher levels of generalized anxiety and OCD symptoms compared to those whose parents had a university or higher education degree. In our study, which aimed to examine the social skills, anxiety, and depression levels of preschool children with working and non-working mothers, children whose mothers did not work were more likely to exhibit OCD symptoms and appeared to have greater advantages in self-control skills; similarly, preschool children living in detached houses demonstrated stronger self-control than those living in apartments, and children in extended families showed panic disorder symptoms more frequently than those in nuclear families.

When the economic situation perceived by the family was examined, it was determined that the anxiety and depression levels of children growing up in families with low economic income were higher than in other groups. At the same time, children living in families with high economic income are more successful in interpersonal skills, verbal expansion skills, goal-setting skills, and listening skills than other children.

In terms of daily use of technological devices, it has been observed that children who use technological devices for 5 hours or more exhibit more anxiety and depression

symptoms than other children. On the social skills side, it has been found that the social skills of children who use technological devices for 2 hours or less develop more than those of other children.

Analyses based on the educational status of the parents showed that children with a mother or father who had an education level of high school or less exhibited symptoms of generalized anxiety and OCD more frequently than other children.

Finally, the relationship between anxiety and depression levels, the two dependent variables in our study, and social skills were examined; as a result of this analysis, a low-level negative relationship was found between anxiety and depression levels and social skills.

6. Ethical aspects of the research

The Muş Alparslan University Scientific Research and Publication Ethics Committee granted permission for the study. The ethics committee number for the research is 10879717-050.01.04-2530.

7. Conflict of interest

The authors of the study clearly declare that they have no competing interests in the research.

8. Contribution rate

The text of the article was written by Res. Asst. Murat Genç, under the supervision of Dr. Lecturer Yunus Emre Ayna.

9. Copyright Declaration

10. Financial Support

This study was not financially supported by any institution or organization.

REFERENCES

Aghdam, F. B., Ahmadzadeh, S., Hassanalizadeh, Z., Ebrahimi, F., Sabzmakan, L., & Javadivala, Z. (2015). The effect of maternal employment on the elementary and junior high school students' mental health in maku. *Glob J Health Sci,* 7(2), 379–385. https://doi.org/10.5539/gjhs.v7n2p379

Akaroğlu, G., Nadire, D., Beserek, S., Selvi, M., & Altıparmak, Ş. (2019). Ebeveyn-çocuk iletişiminde oyunun rolü. *Karatay Sosyal Araştırmalar Dergisi*, 3(Güz), 208–228. ISSN: 2651-4605. https://dergipark.org.tr/tr/pub/karataysad/issue/54875/751614

Akdeniz, G. (2020). *Çalışan annelerin okul öncesi çocuklarında anne tutumlarının yıkıcı davranışlar üzerine etkisinin incelenmesi* (Tez no. 642326) [Yüksek Lisans Tezi, Gelişim Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Atmaca, R. N., Akduman, G. G., & Sarıbaş, M. Ş. (2020). Okul öncesi dönem çocuklarının sosyal beceri düzeylerinin bazı demografik özelliklere göre incelenmesi. *Uluslararası Eğitim Bilim ve Teknoloji Dergisi*, 6(2), 157–173. https://doi.org/10.47714/uebt.768067

Avcıoğlu, H. (2007). Sosyal becerileri değerlendirme ölçeğinin geçerlik ve güvenirlik çalışması (4-6 yaş). *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 7(2), 93–103. https://dergipark.org.tr/en/pub/aibuefd/issue/1494/18070

Baum, C. L. (2003). Does early maternal employment harm child development? An analysis of the potential benefits of leave-taking. *Journal of Labor Economics*, 21(2), 409–448. https://doi.org/10.1086/345563

Baumrind, D. (1971). Harmonious parents and their preschool children. *Developmental Psychology, 4*(1), 99–102. https://eric.ed.gov/?id=EJ034708

Besi, M., & Sakellariou, M. (2019). Transition to primary school: The importance of social skills. *International Journal of Humanities and Social Science (Ssrg–Ijhss)*, 6(1), 33–36. https://doi.org/10.14445/23942703/IJHSS-V6I1P107

Bornstein, M., & Zlotnik, D. (2008). Parenting styles and their effects. *National Institutes of Healt.* 496–509. https://scholar.google.com/scholar?cluster=17468267178022606 61&hl=tr&as_sdt=2005&sciodt=0,5

Burkey, M. D., Ghimire, L., Adhikari, R. P., Wissow, L. S., Jordans, M. J., & Kohrt, B. A. (2016). The ecocultural context and child behavior problems: A qualitative analysis in rural Nepal. *Social Science & Medicine*, 159, 73–82. https://doi.org/10.1016/j.socscimed.2016.04.020

Cherry, F. F., & Eaton, E. L. (1977). Physical and cognitive development in children of low-income mothers working in the child's early years. *Child Development*, 158–166. https://doi.org/10.2307/1128895

Chorpita, B. F., Yim, L., Moffitt, C., Umemoto, L. A., & Francis, S. E. (2000). Assessment of symptoms of dsm-ıv anxiety and depression in children: a revised child anxiety and depression scale. Behaviour Research and Therapy, 38(8), 835–855. https://doi.org/10.1016/S0005-7967(99)00130-8

Conti-Ramsden, G., & Durkin, K. (2012). Language development and assessment in the preschool period. *Neuropsychology Review,* 22, 384–401. https://doi.org/ 10.1007/s11065-012-9208-z

Genç, M. & Ayna, Y. E. (2024). Examining the effect of mother's employment status on anxiety, depression and social skills levels of preschool children.

Côté, S. M., Borge, A. L., Geoffroy, M. C., Rutter, M., & Tremblay, R. E. (2008). Nonmaternal care in infancy and emotional/behavioral difficulties at 4 years old: moderation by family risk characteristics. *Developmental Psychology,* 44(1), 155–168. https://doi.org/10.1037/0012-1649.44.1.155

Çakırer-Özservet, Y. (2014). Katılım merdiveni ve çocukları kente katma çabalarımız/. The 'Participation ladder' and our efforts to incorporate children into urban life. Marmara Life (*Marmara Belediyeler Birliği Dergisi),* 1(35), 60–63. https://www.researchgate.net/publication/265915544

Demir, T., Karacetin, G., Demir, D. E., & Uysal, O. (2011). Epidemiology of depression in an urban population of Turkish children and adolescents. *Journal of Affective Disorders,* 134(1-3), 168–176. https://doi.org/10.1016/j.jad.2011.05.041

Dhar, D., Jain, T., & Jayachandran, S. (2019). Intergenerational transmission of gender attitudes: Evidence from India. *The Journal of Development Studies*, 55(12), 2572–2592. https://doi.org/10.1080/00220388.2018.1520214

Dinçer, Ç., Baş, T., Teke, N., Aydın, E., İpek, S., & Göktaş, İ. (2019). Okul öncesi dönem çocuklarının kişiler arası problem çözme ve sosyal becerileri ile akran ilişkilerinin değerlendirilmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 882–900. https://doi.org/10.17240/aibuefd.2019.19.49440-478714

DiPrete, T. A., & Jennings, J. L. (2012). Social and behavioral skills and the gender gap in early educational achievement. *Social Science Research*, 41(1), 1–15. https://doi.org/10.1016/j.ssresearch.2011.09.001

Durmaz, Ş. (2016). İşgücü piyasasında kadınlar ve karşılaştıkları engeller. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(3), 37–60. https://dergipark. org.tr/tr/pub/aeusbed/issue/26794/282028

Ekici, F. Y., & Göger, G. (2018). Ebeveynlerin kişilik özellikleri ile çocuklarının sosyal becerileri arasındaki ilişki. *Ulakbilge*, 6, 841–873. https://doi.org/ 10.7816/ulakbilge-06-26-02

Erler, Ö. (2011). *Ebeveyn kabul reddi ile 5-6 yaş çocuklarının sosyal beceri düzeyleri arasındaki ilişkinin incelenmesi* (Tez no. 296650). [Yüksek Lisans Tezi, Maltepe Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Gerrig, R. J., & Zimbardo, P. G. (2012). *Psikoloji ve yaşam* (G. Sart, Çev.; A. A. Özdoğru, Ed.; 19. baskı). Nobel Akademik Yayıncılık. (Orijinal eser 2003'te yayımlandı).

Goldfield, G. S., Kenny, G. P., Hadjiyannakis, S., Phillips, P., Alberga, A. S., Saunders, T. J., & Sigal, R. J. (2011). Video game playing is independently associated with blood pressure and lipids in overweight and obese adolescents. *Plos one,* 6(11), 1–6. https://doi.org/10.1371/journal.pone.0026643

Görmez, V., Kılınçaslan, A., Orengul, A. C., Ebesutani, C., Kaya, I., Ceri, V., Nasıroğlu, S., Filiz, M., & Chorpita, B. (2017). Psychometric properties of the Turkish version of the revised child anxiety and depression scale–child version in a clinical sample. *Psychiatry and Clinical Psychopharmacology.* 27(1), 84–92. https://doi.org/10.1080/24750573.2017.1297494

Gürsoy, F. (2002). Annesi çalışan ve çalışmayan çocukların saldırganlık eğilimlerinin incelenmesi. *Çocuk Gelişimi ve Eğitimi Dergisi*, 1(6-7), 7–15. scholar.google.com/scholar

Harris, K. M., & Morgan, S. P. (1991). Fathers, sons, and daughters: Differential paternal involvement in parenting. *Journal of Marriage and The Family*, 53, 531–544. https://doi.org/10.2307/352730

Işık, B., & Güven, Y. (2007). Okul öncesi çocukların aile işlevlerinin incelenmesi: Anne açısından aileye genel bakış. *Kuram ve Uygulamada Eğitim Bilimleri Dergisi. 7(*3), 77-82. https://hdl.handle.net/20.500.12415/1092

İşçibaşı, Y. (2011). Bilgisayar, internet ve video oyunları arasında çocuklar. *Selçuk İletişim*, 7(1), 122–130. https://doi.org/10.18094/si.13259

Kabul, N. D. Ö. (2019). *Üç yaş çocuklarda teknolojik alet kullanımının sosyal beceri, oyun becerisi ve dil gelişimi üzerindeki etkilerinin incelenmesi* (Tez no. 551368). [Yüksek Lisans Tezi, Maltepe Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Kang, J., & Cohen, P. N. (2017). Extended kin and children's behavioral functioning: family structure and parental immigrant status. *Social Science & Medicine*, 186, 61–69. https://doi.org/10.1016/j.socscimed.2017.04.033

Karoğlu, H., & Ünüvar, P. (2017). Okul öncesi dönem çocuklarının gelişim özellikleri ve sosyal beceri düzeyleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 43, 231–254. https://doi.org/10.21764/efd.12383

Koçyiğit, S., Sezer, T., & Yılmaz, E. (2015). 60-72 aylık çocukların sosyal yetkinlik ve duygu düzenleme becerileri ile oyun becerileri arasındaki ilişkinin incelenmesi. *Hayef*, 12(1), 287–300. https://doi.org/10.18094/si.13259

Kozan, D. (2020*). Ebeveyn tutumları ile okul öncesi dönem çocukların okul olgunlukları arasındaki ilişki* (Tez no. 603180). [Yüksek Lisans, Uludağ Üniversitesi]. Uludağ Üniversitesi. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Lecuyer, E. A., & Swanson, D. P. (2017). A within-group analysis of african american mothers' authoritarian attitudes, limit-setting and children's self-regulation. *Journal of Child and Family Studies,* 26, 833–842. https://doi.org/10.1007/s10826-016-0609-0

Liman, B. (2020). 60-72 aylık çocukların sosyal yetkinlik ve davranış durumlarının bazı değişkenlere göre incelenmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 1(37), 8–19. http://dx.doi.org/10.14582/DUZGEF.2020.136

Luby, J. L. (2013). Treatment of anxiety and depression in the preschool period. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(4), 346–358. https://doi.org/10.1016/j.jaac.2013.01.011

Maleki, M., Mardani, A., Mitra Chehrzad, M., Dianatinasab, M., & Vaismoradi, M. (2019). Social skills in children at home and in preschool. *Behavioral Sciences*, 9(7), 74–89. https://doi.org/10.3390/bs9070074

Morris, T. L., & Oosterhoff, B. (2016). Observed mother and father rejection and control: association with child social anxiety, general anxiety, and depression. *Journal of Child and Family Studies*, 25(9), 2904–2914. https://doi.org/10.1007/s10826-016-0448-z

Mustafaoğlu, R., & Yasacı, Z. (2018). Dijital oyun oynamanın çocukların ruhsal ve fiziksel sağlığı üzerine olumsuz etkileri. *Bağımlılık Dergisi*, 19(3), 51–58. https://doi.org/10.17652/bd.432939

Newland, R. R., & Crnic, K. A. (2011). Mother–child affect and emotion socialization processes across the late preschool period: Predictions of emerging behaviour problems. *Infant and Child Development*, 20(6), 371–388. https://doi.org/10.1002/icd.729

Ogelman, H. G. (2011). Okul öncesi dönem çocuklarının sosyal konumlarının aile değişkenlerine bağlı olarak incelenmesi. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 2(2), 213–230. https://doi.org/10.16984/cii.002

Özdemir, O., Özdemir, P. G., Kadak, M. T., & Nasıroğlu, S. (2012). Kişilik gelişimi. *Psikiyatride güncel yaklaşımlar*, 4(4), 566–589.

Özyürek, A. (2015). Okul öncesi çocukların sosyal beceri düzeyleri ile anne tutumları arasındaki ilişkinin incelenmesi. *Milli Eğitim Dergisi*, 45(206), 106–120.

Parsak, B., & Kuzucu, Y. (2020). Ebeveyn tutumları ile okul öncesi dönem çocuklarında saldırganlık arasındaki ilişkide çocukların empati ve sosyal becerilerinin rolü. *Humanistic Perspective*, 2(3), 347–374. https://doi.org/10.47793/hp.778702

Patel, V. (2013). Why adolescent depression is a global health priority and what we should do about it. *Journal of Adolescent Health*, 52(5), 511–512. https://doi.org/10.1016/j.jadohealth.2013.03.003

Pedersen, D. E. (2012). The good mother, the good father, and the good parent: Gendered definitions of parenting. *Journal of Feminist Family Therapy*, 24(3), 230–246. https://doi.org/10.1080/08952833.2012.648141

Peterson, J., Bruce, J., Patel, N., & Chamberlain, L. J. (2018). Parental attitudes, behaviors, and barriers to school readiness among parents of low-income latino children. *International Journal of Environmental Research and Public Health*, 15(2), 188–197. https://doi.org/10.3390/ijerph15020188

Porumbu, D., & Necşoi, D. V. (2013). Relationship between parental involvement/attitude and children's school achievements. *Procedia-Social and Behavioral Sciences*, 76, 706–710. https://doi.org/10.1016/j.sbspro.2013.04.191

Saitoğlu, R. (2020). *Okul öncesi çocukların sosyal becerileri ile problem davranışlar ve akran ilişkilerinin sosyo-demografik değişkenlere göre incelenmesi* (Tez no. 621223). [Yüksek Lisans Tezi, Çağ Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Sümer, N., Gündoğdu Aktürk, E., & Helvacı, E. (2010). Anne-Baba tutum ve davranışlarının psikolojik etkileri: Türkiye'de yapılan çalışmalara toplu bakış. *Türk Psikoloji Yazıları*, 13(25), 42–59. https://www.tpd.com.tr/tr/yayinlar/dergiler/1031828/tpy1301996120100000m000131.pdf

Şanlı, D., & Öztürk, C. (2012). Annelerin çocuk yetiştirme tutumlarını etkileyen etmenlerin incelenmesi. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 32, 31–48. https://dergipark.org.tr/en/pub/deubefd/issue/25119/265238

Tanış, B. B. (2019). *Depresyon ve sosyal destek ilişkisinde sosyal beceri ve duygusal farkındalığın aracı rolünün incelenmesi*. (Tez no. 608997). [Yüksek Lisans Tezi, Fatih Sultah Mehmet Vakıf Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Tanrıöğen, Y. (2014). *Okul öncesi dönemindeki çocukların yaşadıkları sosyo kültürel ortamların onların sosyal becerileri ile olan ilişkisini değerlendirilmesi* (Tez no.375690) [Yüksek Lisans Tezi, Pamukkale Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi.

Terzioğlu M. A. (2015). *Çocuk ve ergenlerde obsesif kompulsif bozukluğun klinik özellikleri ve eşlik eden bozukluklar* (Tez no. 427001). [Uzmanlık Tezi, Pamukkale Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Teze, S., & Arslan, E. (2016). Annesi çalışan 6 yaş çocukların ayrılık kaygısının bağlanma stilleri açısından incelenmesi. *The Journal of Academic Social Science Studies*, 52, 417–435. https://doi.org/10.16992/ASOS.10056

Thompson, A., Hollis, C. & Richards, D. (2003). Authoritarian parenting attitudes as a risk for conduct problems. *European Child & Adolescent Psychiatry*, 12(2), 84–91. https://doi.org/10.1007/s00787-003-0324-4

Tolan, Ö. (2017). Üniversite öğrencilerinde bağlanma biçimleri, stresle başa çıkma ve bazı psikolojik belirtiler arasındaki ilişkiler. *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 9(19), 221–242. https://dergipark.org.tr/en/pub/diclesosbed/issue/61633/920462

Torvik, F. A., Eilertsen, E. M., McAdams, T. A., Gustavson, K., Zachrisson, H. D., Brandlistuen, R., & Ystrom, E. (2020). Mechanisms linking parental educational attainment with child adhd, depression, and academic problems: A study of extended families in the norwegian mother, father and child cohort study. *Journal of Child Psychology and Psychiatry*, 61(9), 1009–1018. https://doi.org/10.1111/jcpp.13197

Tuzcuoğlu, N., Cengiz, Ö., & Küsmüş, G. İ. (2020). Okul öncesi dönem çocuklarının saldırganlık yönelimleri ile annelerinin ilgi düzeylerinin belirlenmesi. *Erken*

Çocukluk Çalışmaları Dergisi, 4(1), 3–28. https://doi.org/10.24130/eccd-jecs.1967202041145

Uygun, N., & Kozikoğlu, İ. (2019). Okul öncesi eğitim kurumlarına devam eden çocukların sosyal yetkinlik davranışlarının incelenmesi. *Ege Eğitim Dergisi*, 20(1), 305–321. https://doi.org/10.12984/egeefd.526276

Vitiello, V., & Williford, A. P. (2016). Relations between social skills and language and literacy outcomes among disruptive preschoolers: Task engagement as a mediator. *Early Childhood Research Quarterly*, 36, 136–144. https://doi.org/ 10.1016/j.ecresq.2015.12.011

Wikle, J. S., & Hoagland, A. (2020). Adolescent interactions with family and emotions during interactions: Variation by family structure. *Journal of Family Psychology*, 34(5), 544–554. https://doi.org/10.1037/fam0000625

Yaralı, K. T., & Özkan, H. K. (2016). Çocuklarin (60-72 Aylik) sosyal problem çözme becerileri ile sosyal yetkinlik ve davraniş durumlari arasindaki ilşikinin incelenmesi. *Türkiye Sosyal Araştırmalar Dergisi*, 20(2), 345–361. https://dergipark.org.tr/tr/pub/tsadergisi/issue/24724/261472

Yavuzer, H. (2017). *Anne-baba okulu* (23. Basım). Remzi Kitabevi.

Yılmaz, D. (2010). *Çocuk ruh sağlığı ve hastalıkları anabilim dalına başvuran çocuk ve ergenlerde bilgisayar oyunu ve internet kullanımı ile utangaçlık ve sosyal fobi ilişkisinin incelenmesi* (Tez no. 307247). [Uzmanlık Tezi, Uludağ Üniversitesi]. Yüksek Öğretim Kurulu Ulusal Tez Merkezi'nden erişildi.

Yılmaz, L., Yazar, R., & Tolan, Ö. (2021). Prediction of social anxiety in adolescence in the context of parental attitudes and emotion regulation. *International Online Journal of Educational Sciences,* 13(4), 1–20. https://doi.org/10.15345/ iojes.2021.04.026

Zamani, E., Kheradmand, A., Cheshmi, M., Abedi, A., & Hedayati, N. (2010). Comparing the social skills of students addicted to computer games with normal students. *Addiction & Health*, 2(3-4), 59-65. https://doi.org/10.1016/S0924-9338(12)74212-8

Zhang, X. (2014). Family income, parental education and internalizing and externalizing psychopathology among 2–3-year-old chinese children: The mediator effect of parent–child conflict. *International Journal of Psychology*, 49(1), 30–37. https://doi.org/10.1002/ijop.12013