

## Investigation of The Relationship Between Father-Child Relationship and Peer Play Behavior According to Socioeconomic Level of Preschool Children\*\*

Nezahat Hamiden KARACA  Ümit Ünsal KAYA  Münevver CAN YAŞAR 

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### Introduction

In the preschool period, social and emotional development plays an important role in the development of a healthy personality structure and a positive interaction with the environment (Kandır & Alpan, 2008). The quality of the child's social and emotional development is closely related to parent and child interaction. Mother, father or the person who cares for the child and their peers play an important role in the life of the child. Children who receive positive feedback from their parents and peers and grow up with their interest and closeness are identified as more friendly, empathetic, trustworthy people and exhibit positive social behavior. Children who exhibit these behaviors are more popular with their peers. Peer relationships of children can be best observed in the play environments and play is one of the places where positive peer relations develop. It is stated that the relationships developed with the parents are also important in shaping the behaviors of children in play environments. In this context, this study was conducted to investigate the relationship between father-child relationship and peer play behaviors according to socioeconomic status of preschool children.

### Method

In order to investigate the relationship between father-child relationship and peer play behaviors according to socioeconomic status of preschool children, relational survey model was used. The study population of this research consists of kindergarten children attending kindergartens and nursery classes of primary schools in Afyonkarahisar province in 2018-2019 academic year. In accordance with the purpose of the research, schools which are thought to represent the general level of families in terms of lower, middle and upper socioeconomic levels were determined by Afyonkarahisar National Education Directorate. The study group consisted of 321 children and their fathers who were attending kindergartens from these schools, showing normal development, determined by sampling maximum diversity from purposeful sampling methods and on the principle of volunteering. In the study, “Child-Parent Relationship Scale” and “Penn Interactive Peer Play Scale - Parent Form “ were used. In the analysis of the data obtained; descriptive statistics such as frequency and percentage were used to evaluate the demographic characteristics of children and their families. As a result of the normality test, the data were analyzed using One way Anova Test. Tukey Test was used to determine the significant difference between the groups and the level of significance was determined as 0.05 (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2011). In addition, Pearson Correlation Coefficient was used to determine the relationship between Child-Parent Relationship Scale and Penn Interactive Peer Play Scale - Parent Form scores.

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### **Conclusion and Discussion**

According to the socioeconomic status of the children included in the study, there was a significant difference in the positive relationships, non-compliance and conflict sub-dimensions of Child-Parent Relationship Scale play interaction sub-dimension of Penn Interactive Peer Play Scale - Parent Form whereas there was no significant difference found in the disruption of play and disconnection sub-dimension of the scale. When the Child-Parent Relationship Scale and the Penn Interactive Peer Play Scale - Parent Form scores were compared, there were negative relationships between the positive relations sub-dimension of Child-Parent Relationship Scale and disruption and disconnection sub-dimensions of Penn Interactive Peer Play Scale; between the non-compliance sub-dimension and the play interaction sub-dimension and between conflict and play interaction sub-dimensions ( $p < .05$ ).