



2023, 12 (1), 43-59 | Research Article

The Relation between Social Development Indicators in Early Childhood and Parenting Practices

Büşra ERGİN¹

Esra ERGİN²

Emine ARSLAN KILIÇOĞLU³

Abstract

The first institution in which a child interacts with his/her social environment is the family. At this point, parenting practices take their place as an important concept in the literature. The concept of social competence is based on the interaction of individuals with sociocultural contexts such as family, school, and peer relations. Early childhood is a critical phase for promoting social competence in children. In this sense, the research examines the relationship between the parenting practices of parents and their children's social development. A relational screening method was used in the quantitative designed research. In the first step of the study, the validity and reliability analyses of the Social Skills Scale for Preschool Children (SSS) were made. 301 parents participated in the analyses. In the second step of the study, the relationship between children's social development indicators and their parents' parenting practices was examined. In this context, 226 children and their parents participated in this study. In the study, the Personal Information Form, and SSS filled by teachers for children to evaluate children's social skills, and the Parenting Practices Scale-Preschool Form to evaluate parenting practices of the parents of the children participating in the research were used. It was concluded that the SSS for preschool children, which was adapted into Turkish within the scope of the study, consisted of three sub-dimensions. These are; cooperation, self-control, and interpersonal relationships. According to the results of the reliability analysis of the scale, the total α coefficient was .96, while the total variance explained because of the construct validity was 69,66. According to the results of the research, the SSS consisting of 3 factors and 24 items adapted into Turkish is a valid and reliable tool. In the study, the correlation value between the scales was also calculated to examine the relationship between children's social development indicators and their parents' parenting practices, and no significant relationship was found between the scales.

Keywords: Preschool, Social Skills, Social Competence, Parenting Practices, Parenting Indicators.

Ergin, B. , Ergin, E. & Arslan Kılıçoğlu, E. (2023). The Relation between Social Development Indicators in Early Childhood and Parenting Practices, *Journal of the Human and Social Sciene Researches*, 12 (1), 43-59. <https://doi.org/10.15869/itobiad.1123477>

Geliş Tarihi	30.05.2022
Kabul Tarihi	21.02.2023
Yayın Tarihi	14.03.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Asst. Prof., Selcuk Univ., Faculty of Education, busra.ergin@selcuk.edu.tr / ORCID: 0000-0001-5177-7096

² Res. Asst., KTO Univ., School of Health Sciences, esra.ergin@karatay.edu.tr / ORCID: 0000-0002-3810-4142

³ Lecturer, KTO Karatay University, Vocational School of Health Services, emine.arslan@karatay.edu.tr / ORCID: 0000-0001-8319-2404



2023, 12 (1), 43-59 | Araştırma Makalesi

Erken Çocukluk Dönemi Çocuklarının Sosyal Gelişim Göstergelerinin Ebeveynlik Uygulamaları ile İlişkisi

Büşra ERGİN¹

Esra ERGİN²

Emine ARSLAN KILIÇOĞLU³

Öz

Çocuğun sosyal çevresiyle etkileşime girdiği ilk kurum ailedir. Bu noktada ebeveynlik uygulamaları literatürde önemli bir kavram olarak yerini almaktadır. Sosyal yeterlilik kavramı ise, bireylerin aile, okul, akran ilişkileri gibi sosyokültürel bağlamlar ile etkileşimlerini temel almaktadır. Erken çocukluk dönemi, çocuklarda sosyal yeterliliğin desteklenmesi için kritik bir safhadır. Bu anlamda araştırma, anne babaların ebeveynlik uygulamaları ile çocuklarının sosyal gelişimleri arasındaki ilişkinin incelenmesini amaçlamaktadır. Nicel desende tasarlanan araştırmada ilişkisel tarama yöntemi kullanılmıştır. Araştırmanın ilk basamağında Okul Öncesi Çocuklara Yönelik Sosyal Beceri Ölçeği'nin (SBÖ) geçerlik ve güvenilirlik analizleri yapılmıştır. Bu analizlerin gerçekleştirilmesi için 301 ebeveyn katılmıştır. Araştırmanın ikinci basamağında ise, çocukların sosyal gelişim göstergeleri ile anne-babaların çocuklarına uyguladıkları ebeveynlik uygulamaları arasındaki ilişki incelenmiştir. Bu kapsamda araştırmaya 226 çocuk ve onların ebeveynleri katılmıştır. Araştırmada, Kişisel Bilgi Formu, çocukların sosyal becerilerinin değerlendirilmesinde öğretmenlerin çocuklar için doldurduğu Okul Öncesi Çocuklar için Sosyal Beceri Ölçeği (SBÖ) ve araştırmaya katılan çocukların ebeveynlerinin ebeveynlik uygulamalarını değerlendirebilmek için Ana Babalık Uygulamaları Ölçeği-Okul Öncesi Dönemi Formu kullanılmıştır. Çalışma kapsamında Türkçe uyarlaması yapılan Okul Öncesi Çocuklar için Sosyal Beceri Ölçeği'nin 3 alt boyuttan oluştuğu sonucuna ulaşılmıştır. Bunlar; iş birliği, öz kontrol ve kişiler arası ilişkilerdir. Ölçeğin güvenilirlik analizi sonucuna göre toplam Cronbach alfa katsayısı .96 bulunurken, yapı geçerliği sonucunda açıklanan toplam varyans 69,66 olarak bulunmuştur. Araştırma sonuçlarına göre Türkçe'ye uyarlanan 3 faktör ve 24 maddeden oluşan Sosyal Beceri Ölçeği geçerli ve güvenilir bir araçtır. Araştırmada ayrıca çocukların sosyal gelişim göstergeleri ile anne babalarının ebeveynlik uygulamaları arasındaki ilişkiyi incelemek için de ölçekler arasındaki korelasyon değeri hesaplanmış olup ölçekler arasında anlamlı yönde bir ilişki bulunamamıştır.

Anahtar Kelimeler: Okul Öncesi, Sosyal Beceri, Sosyal Yeterlik, Aile Uygulamaları, Ebeveynlik Göstergeleri.

Ergin, B., Ergin, E. & Arslan Kılıçoğlu, E. (2023). Erken Çocukluk Dönemi Çocuklarının Sosyal Gelişim Göstergelerinin Ebeveynlik Uygulamaları ile İlişkisi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12 (1), 43-59. <https://doi.org/10.15869/itobiad.1123477>

Geliş Tarihi	30.05.2022
Kabul Tarihi	21.02.2023
Yayın Tarihi	14.03.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Selçuk Üniversitesi, Eğitim Fakültesi, busra.ergin@selcuk.edu.tr / ORCID: 0000-0001-5177-7096

² Arş. Gör., KTO Karatay Üniv., Sağlık Bilimleri YO, esra.ergin@karatay.edu.tr / ORCID: 0000-0002-3810-4142

³ Öğr. Gör., KTO Karatay Üniversitesi, Sağlık Hizmetleri Meslek Yüksekokulu, emine.arslan@karatay.edu.tr / ORCID: 0000-0001-8319-2404

Introduction

Social development is a process that supports a child's self-formation (Bee & Boyd, 2009). During the preschool period, children's self-formation typically results from their interactions with their family members, peers (Smetana, 1999), and caregivers. However, their self-formation is also influenced by the attitudes of their teachers in preschool education institutions. During this stage, negative approaches in children's family and school patterns can adversely affect their socialization and self-formation.

Socialization, which is defined as the act of behaving in accordance with social rules and adapting to the values of society (Gander & Gardiner, 2007; San Bayhan & Artan, 2007), is not an innate ability; rather, it is shaped by the social environment surrounding children as well as their parents and siblings. It also extends to include the school environment. The socialization process (Aydın, 2014; Giren, 2008; Orçan, 2012) is facilitated by parental support and, therefore, begins in the family (Meriç & Özyürek, 2018). Meanwhile, the preschool period provides children with basic skills and behavior as well as social rules (Akman, 1994). Socialization begins with healthy communication between children and their parents; this step is followed by children's comprehension of the social expectations placed on them as well as a consideration of the value judgments of society. Such internal processes help children attain social maturity (Atay, 2011; Bedard & Dhuey, 2006; Çiftçi, 2003; Güler, 2015; Sarıçam & Halmatov, 2012). Upon attaining social maturity, children begin behaving in adherence to social rules. They eventually develop internal control and do not require any warnings from individuals in the societies and environments in which they live. Ensuring a child's attainment of social maturity and assimilation of cultural values is crucial for education systems (Aral & Durualp, 2011). In this context, the preschool period is critical in terms of acquiring the necessary skills to adapt to society (Sheridan et al., 2010). Social skills are defined as one's competence in accomplishing social tasks (Cook et al., 2008). They are also characterized by a set of learned behavior comprising the processes of initiating and maintaining positive behavior—including verbal and nonverbal behavior—with other individuals and reacting appropriately to the social environment (Gülay & Akman, 2009; Yiğit & Yılmaz, 2011). Social skills are among the most important abilities acquired during childhood (Hosokawa & Katsura, 2017). Gresham and Elliott (1990) argued that children who possess skills such as cooperation, self-control, and protecting their rights under duress can socially adapt in later ages. Meanwhile, children who cannot develop their social skills at an early age may experience short- or long-term social problems with their families, teachers, and peers (Eisenberg & Fabes, 1998; Mischel et al., 1988; Olson & Hoza, 1993; Parker & Asher, 1987).

Individuals acquire social skills, the foundations of which are laid in the preschool period, by adapting to the social environment and using healthy communication channels with others. Social skills include establishing positive relationships with peers, considering the norms of the social environment, protecting others' rights, respecting others' feelings, gaining a sense of belonging to society, adopting society's value judgments, taking responsibility, and being loved and respected by others (Çubukçu & Gültekin, 2006). There is a breadth of studies on these social skill variables in early childhood (Atmaca et al., 2021; Başar, 2013; Can-Yaşar, 2011; Demiriz & Dinçer, 2000; Gizir & Baran, 2003; Gülay, 2011; Gültekin-Akduman et al., 2015; Kandır & Alpan, 2008; Koçak & Tepeli, 2006; Orçan & Deniz, 2006; Özbey, 2012; Tanrıverdi & Erarslan, 2015). Social competence,

defined as the ability to establish close relationships with others, is a phenomenon influenced by the relationships among sociocultural contexts. To develop social competence in children, environmental support and educational methods that will encourage them are needed. The indicators of social development in early childhood are that children establish healthy relationships with their caregivers and peers. Simultaneously, these relationships contribute to the development of trust and a sense of belonging in children. It is important to associate the concept of social competence, which is prominent in early childhood education, with the family with which the child first interacts. In his research, Claridge (2021) concluded that planned pregnancy in mothers is also effective in parenting practices. Mothers who have a planned pregnancy process are less depressed when their children are one-year-old, and they experience less parenting stress. Additionally, it was concluded that these mothers exhibited positive parenting practices when their children were between 18-30 months old. It has been determined that mothers with positive parenting practices are more organized and have more social-emotional competence, and their children are exposed to less externalizing behavior when they reach the age of three. In this sense, parenting practices of parents gain value. Therefore, this study is important in terms of examining the effects of parenting practices on the social development of children. This study examines the relationship between parenting practices for children and the social skills of children. In addition, the Turkish validity and reliability study of the Social Skills Scale for Preschool Children (SSS) was conducted in this study.

Method

This section includes information about the model of the research, the study group, the tools used to obtain the data, and the analysis of the data.

Research Design

This study aims to determine the connection between parental practices and the social development level of children attending preschool through a correlational design. Correlational studies follow such a design to determine whether and how correlation-type variables change together (Karasar, 2005). This research, which adopted a survey model, seeks to describe the existing situation as it is (Karasar, 2005).

Sample

320 copies of the Parenting Practices Scale-Preschool Form and the SSS were voluntarily distributed by preschool teachers. However, 19 data of them were excluded after a validity and reliability study, resulting in 301 data for teachers of SSSs. In the second part of the study, which examined the relationship between social skill indicators and parenting practices, the study was carried out with 226 data after we excluded 94.

This study also gathered the demographic information of the families of the children attending the subject preschool education institution. The children's mean age was 56 months, with a standard deviation of 10.13. Meanwhile, 12.8% of the parents were married for 1–5 years, 55.8% for 6–10 years, and 31.4% for 10 years or more. While 37.6% of the children's mothers were housewives, 31.9% were civil servants, 7.1% were self-employed, and 23.5% were engaged in other professions. In addition, 4% of the mothers finished primary school, 11.9% in secondary school, 14.2% in high school, 55.8% in

university, and 14.2% in graduate education. Of the fathers, 23.5% were civil servants, 24.8% were self-employed, 50% worked in other professions, and 1.8% were not working. Regarding the fathers' educational status, 4% were primary school graduates, 9.7% were secondary school graduates, 15.5% were high school graduates, 58.4% were university graduates, and 12.4% had postgraduate degrees. Among the children, 30.1% had no siblings, 34.1% had one sibling, 23.5% had two siblings, and 12.4% had three or more siblings.

Data Collection Tools

The data collection tools were the personal information forms prepared by the researchers. The SSS was developed by Anme, Shinohara, Sugisawa, Tanaka, Watanabe, and Hoshino in 2013 and adapted to Turkish with good validity and reliability; and the Parenting Practices Scale-Preschool Form was developed by Kahraman and Yılmaz Irmak in 2019.

Personal Information Forms

To determine the demographic information of the participant families, this study used a personal information form that included variables such as the child's age (months), their mother's education level and occupation, their father's education level and occupation, their parents' marriage duration, and the number of siblings they have.

Social Skills Scale for Preschool Children

The SSS, which was developed by Anme et al. in 2013, was used to collect data. The scale consists of 24 items that affect the social competence of children by focusing on their behavior in the classroom. They rate each item in the subscale as 2 (always), 1 (sometimes), and 0 (never), and then sum the ratings for all items in the subscale. Higher total scores indicate higher social competence. The SSS consists of three subscales measuring cooperation (eight items), self-control (eight items), and interpersonal relationships (eight items). For the five-year-old group, the original scale had subscale reliability coefficients of .94 for cooperation, .88 for self-control, and .83 for interpersonal relations. For the six-year-old group, these values were .93, .89, and .84, respectively. The original scale data were obtained from professionals caring for children in childcare centers.

Parenting Practices Scale-Preschool Form

The Parenting Practices Scale-Preschool Form, developed by Kahraman and Yılmaz Irmak in 2019, was also used as a data collection tool. The original study aimed to develop a scale that evaluates the parenting practices of parents with preschool children in Turkey and to determine the validity and reliability of the scale. 284 parents participated in the original research. The scale development process started by creating a pool of 72 items. Exploratory factor analysis was conducted to examine the scale's construct validity and factor structure, and principal component analysis and varimax rotation technique were used for factorization. As a result of the analysis, 22 items were removed from the scale. The ultimate form of the scale comprised 5 components (sub-dimensions) and 50 items and explained 35.23% of the variance. Afterward, confirmatory factor analysis results showed a top-model-data fit. The Cronbach's alpha values of the sub-dimensions were between .63 - .83. The scale's criterion validity was also tested; for this purpose, the SSAS-

Preschool Form and the Child–Parent Relationship Scale were used. Findings supported the criterion validity of the scale. These results show that the developed scale was a valid measure of the difference between parenting practices observed in parents of preschool children and the psychological structure that creates such practices.

Data Analysis

In the study, firstly, the SSS was adapted into Turkish. In this context, necessary permissions were obtained, and then two experts translated the scale using the backflip technique for language validity. To evaluate the content validity of the measurement tool with the Davis technique, opinions were obtained from five experts in the field of early childhood education and measurement, and the content validity coefficient was found to be 0.83. Within the scope of the validity and reliability of the SSS, the data were obtained from the teachers who volunteered to participate in the research. Explanatory and confirmatory factor analyzes were performed to test the construct validity of SSS. Barlett Test of Sphericity and Kaiser-Meyer-Olkin coefficient were calculated to test the suitability of the dataset for the determined analyses. Explanatory factor analysis is used to determine the appropriate number of factors that will define the basic structure based on the data matrix, while confirmatory factor analysis is used to determine the suitability of the previously determined number of factors theoretically. IBM SPSS Statistics for Windows (Version 25.0) and AMOS (Version 24.0) package programs were used for factor analysis used in the study. In the second step of the study, the correlation coefficient was calculated to determine the relationship between the SSS filled by the teachers and the Parenting Practices Scale-Preschool Form filled by the families.

Findings

Validity and Reliability of the Social Skills Scale for Preschool Children

The factor analysis values performed within the scope of the validity and reliability of the SSS are presented in Table 1. In the original scale, which was administered to 30,993 preschool children, Cronbach’s alpha values for different age groups ranged from .91 to .93. The scale consists of three dimensions: cooperation, self-control, and interpersonal relations. To determine the construct validity of the scale, the original form underwent exploratory factor analysis (Anme et al., 2013). Additionally, the researchers also included the confirmatory factor analysis to examine the fit of the model.

Table 1.

Common Factor Variances and Factor Loads for The SSS

	Sub-Dimensions		
	Cooperation	Self-Control	Interpersonal Relations
S19	0,84		
S22	0,82		
S21	0,82		
S18	0,78		
S24	0,74		
S20	0,73		
S23	0,70		
S17	0,65		
S13		0,80	
S14		0,80	
S11		0,79	

S12		0,79	
S10		0,73	
S16		0,73	
S15		0,71	
S9		0,62	
S1			0,74
S4			0,73
S7			0,73
S2			0,73
S6			0,67
S3			0,66
S5			0,59
S8			0,52
Eigenvalue	6,05	6,04	4,63
Explained Rate of Variance	25,20	25,16	19,30
Cronbachs' Alpha	0,900	0,934	0,951
Ratio of Total Explained Variance = 69,660			
Kaiser Meyer Olkin (KMO) = 0,943			
Bartlett Test Value =4720,347 p=0,001			
Total Cronbachs' Alpha (α)=0,961			

The KMO test determines whether the distribution is sufficient for factor analysis, with the range of .80-.90 considered excellent (very good) (Akgül & Çevik, 2003). This study has a very good KMO value. The Bartlett test result was 4720.347 ($p < 0.05$), which shows that the variable in this study is multivariate in the universal parameter. We placed no limitation on the number of factors in this study. In addition, we accepted factors with an eigenvalue of 1 and higher were accepted as important (Büyüköztürk, 2002). In factor analysis, values between 40% and 60% of the variance rate are considered ideal (Scherer, 1988). The variance rate obtained in this study is considered sufficient.

As seen in Table 1, the factor loads of the questions in the cooperation dimension vary between 0.646 and 0.844, the factor loads of the questions in the self-control dimension vary between 0.615 and 0.802, and the factor loads of the questions in the interpersonal relations dimension vary between 0.523 and 0.737. Cronbach's alpha (α) was considered sufficient, as it was above .70. Therefore, it suggests that the features of the SSS are measured in three dimensions. The questionnaire we created according to these results is a reliable measurement tool (Özdamar, 2002; Tavakol & Dennick, 2011).

Table 2.
Question Information for Social Skills Scale

Scale Item	Mean if Deleted	Item Scale Variance if Deleted	Corrected Correlation	Item-Total	Cronbach's Alpha if Item Deleted
S1	53,57	140,16	0,55		0,96
S2	53,65	139,03	0,57		0,96
S3	53,51	139,43	0,66		0,96
S4	53,57	140,66	0,52		0,96
S5	53,75	137,74	0,65		0,96
S6	53,73	137,13	0,70		0,96
S7	53,65	138,85	0,64		0,96
S8	53,66	137,70	0,68		0,96

S9	54,13	134,98	0,58	0,96
S10	53,81	136,52	0,73	0,96
S11	53,83	136,02	0,71	0,96
S12	53,86	136,61	0,72	0,96
S13	53,81	136,41	0,72	0,96
S14	53,79	135,13	0,75	0,96
S15	53,77	135,06	0,79	0,96
S16	53,90	135,27	0,77	0,96
S17	53,85	134,12	0,79	0,96
S18	53,99	134,13	0,74	0,96
S19	54,08	134,14	0,73	0,96
S20	53,97	132,56	0,79	0,96
S21	54,05	131,66	0,78	0,96
S22	54,11	131,33	0,78	0,96
S23	53,87	135,05	0,80	0,96
S24	53,88	135,12	0,72	0,96

Item–total correlation values below 0.40 are considered to have weak or not strong enough measurement power and will not contribute to the scale measurement of a structure. Items with an item–total correlation coefficient of less than 0.20 should not be included in the scale because they are statistically insignificant (Erkuş, 2003). Accordingly, the total correlation values of the dimensions in our scale vary between 0.52 and 0.80, and any reductions in the dimensions of the SSS are not necessary.

As the fit values of the created model were not within the desired limits as a result of the first analysis, we made necessary corrections and combinations by considering the improvement (modification) indexes. We have made improvements that can be theoretically established and provide the highest contribution to the model as a correction value. The sub-dimensions were combined with each other by taking the fit indexes of the sub-dimensions of the variables into consideration, as seen in Figure 1,

In the obtained model ($\chi^2 = 548,243$, $df = 242$), there were three sub-dimensions of the SSS. The model was found acceptable according to the following fit indices: chi-square/degrees of freedom (χ^2/df), root-mean-square error of approximation, goodness-of-fit index (GFI), standardized root-mean-square residual, comparative fit index, and excess fit index (incremental fit index, IFI) (Table 3).

Table 3.
Statistical Values for Fit of The CHIRPI Model

Measurement	Good Fit	Acceptable Fit	Fit Index Values of the Model
(χ^2/sd)	≤ 3	$\leq 4-5$	2,265 **
RMSEA	$\leq 0,05$	0,06-0,08	0,075 *
IFI	$\geq 0,95$	0,94-0,90	0,934 *
CFI	$\geq 0,95$	0,94-0,90	0,954 *
GFI	$\geq 0,90$	0,89-0,85	0,850 *
TLI	$\geq 0,95$	0,94-0,90	0,925 *

* acceptable fit; ** good fit

In general, the model had acceptable fit values (Browne & Cudeck, 1993; Demirsöz et al., 2021; Kline, 2011). Table 5 presents the effect of the questions on the dimensions after the model was created.

Table 4.

Evaluation of The Effects between the Questions and Sub-Dimensions for The Structural Equation Model of The Social Skills Scale

				Estimate	S.E.	C.R.	P
S8	<---	Interpersonal relations	0,70	1	-	-	0,001
S7	<---	Interpersonal relations	0,82	1,102	0,095	11,602	0,001
S6	<---	Interpersonal relations	0,83	1,216	0,104	11,646	0,001
S5	<---	Interpersonal relations	0,71	1,054	0,104	10,154	0,001
S4	<---	Interpersonal relations	0,65	0,853	0,091	9,353	0,001
S3	<---	Interpersonal relations	0,73	0,888	0,085	10,431	0,001
S2	<---	Interpersonal relations	0,72	1,05	0,103	10,175	0,001
S1	<---	Interpersonal relations	0,74	0,972	0,094	10,388	0,001
S16	<---	Self-control	0,82	1	-	-	0,001
S15	<---	Self-control	0,82	0,994	0,057	17,335	0,001
S14	<---	Self-control	0,87	1,092	0,069	15,838	0,001
S13	<---	Self-control	0,85	1,002	0,065	15,337	0,001
S12	<---	Self-control	0,83	0,968	0,065	14,961	0,001
S11	<---	Self-control	0,84	1,037	0,068	15,133	0,001
S10	<---	Self-control	0,81	0,929	0,065	14,297	0,001
S9	<---	Self-control	0,63	1,024	0,099	10,322	0,001
S24	<---	Cooperation	0,78	1	-	-	0,001
S23	<---	Cooperation	0,84	0,989	0,051	19,509	0,001
S22	<---	Cooperation	0,87	1,345	0,092	14,613	0,001
S21	<---	Cooperation	0,88	1,329	0,089	14,855	0,001
S20	<---	Cooperation	0,86	1,219	0,084	14,524	0,001
S19	<---	Cooperation	0,82	1,126	0,083	13,622	0,001
S18	<---	Cooperation	0,78	1,056	0,082	12,802	0,001
S17	<---	Cooperation	0,81	1,018	0,077	13,296	0,001

When Table 4 is examined, each path coefficient of the sub-dimensions of the 24 questions was statistically significant ($p < 0.05$). Accordingly, the interpersonal relations subdimension consists of questions 1 to 8, the self-control sub-dimension of questions 9 to 16, and the collaboration sub-dimension of questions 17 to 24. All sub-dimensions had a highly statistically significant effect on the questions.

Table 5.
Evaluation of The Effects between the Sub-Dimensions and The Social Skills Scale

Tested Path	Standardized Estimate (β)	Estimate (β)	Standard Error	Critical Value	p	
Interpersonal relations	← SS S	0,80	1	-	-	0,001
Self-control	← SS S	0,86	1,408	0,164	8,575	0,001
Cooperation	← SS S	0,88	1,481	0,176	8,395	0,001

Meanwhile, as shown in Table 5, each path coefficient on the three sub-dimensions of the SSS was statistically significant ($p < 0.05$).

Table 6.
Evaluation of The Relationships of the Dimensions on The Social Skills Scale and among Themselves

	Interpersonal Relations	Self Control	Cooperation
Self-Control	r	0,565**	
Cooperation	r	0,618**	0,649**
SSS	r	0,796**	0,904**

$p^* < 0,05$; $p^{**} < 0,01$

According to Table 6, the relations of the sub-dimensions with the SSS and among themselves were statistically significant as well ($p < 0.05$).

Findings on the Relation between the Social Skills Scale for Preschool Children and Parenting Practices

Table 7.
The Relationships Between The SSS and The SSDL Scale

		SSS				
		Interpersonal Relations	Self Control	Cooperation	Total Score	
SSDL	Functional	r	-0,08	-0,11	-0,12	-0,12
	Family	p	0,257	0,096	0,064	0,064
	Inconsistent Parenting	r	0,07	0,06	0,01	0,05
		p	0,296	0,382	0,916	0,451
	Interaction Apps	r	0,07	-0,12	-0,11	-0,08
		p	0,292	0,083	0,114	0,227
	Negative Problem Solving	r	-0,01	-0,10	-0,10	-0,09
		p	0,927	0,140	0,135	0,163
	Positive Problem Solving	r	0,06	-0,11	-0,02	-0,0
		p	0,378	0,108	0,732	0,491
	Total Score	r	0,03	-0,11	-0,10	-0,09

p	0,666	0,102	0,134	0,179
---	-------	-------	-------	-------

No correlation was found between the SSS, which was adapted into Turkish, and the Parenting Practices Scale-Preschool Form ($p > 0.05$).

Discussion and Conclusion

The main purpose of this study is to examine the relationship between the social skills of children in early childhood and their parents' parenting practices. To this end, the study first adapted the Social Skills Scale for Preschool Children into Turkish. In this context, we tested the reliability of the scale and assessed its linguistic validity. Cronbach's alpha values of the scale were at an acceptable range and were in the same range as that of the original form. According to Anme et al. (2013), when the validity and reliability data of the scale were examined, its Cronbach's alpha values for the 1–6 age group vary between .91 and .93. The Cronbach's alpha value for the 4–5 age group of the SSS, which was adapted into Turkish within the scope of the research, was .96. We conducted confirmatory factor analysis regarding the scale construct validity to test the compatibility of the exploratory and model. According to the factor analysis results, the scale preserved the structure of its original form. In addition to the statistics for developing the original form of the SSS, confirmatory factor analysis was also performed, and fit indices were examined. The results showed that the Turkish version, which consists of 3 factors and 24 items, was a valid and reliable tool.

This study also used correlation values to examine the link between social development indicators and parenting practices. However, no significant correlation was found between the two scales and their sub-dimensions. Darling and Steinberg (1993) presented an inclusive model pattern that explains parenting patterns that affect the child's upbringing process. This model explains that parenting goals, parenting practices, and the emotional dimension of the parent-child relationship constitute parenting. The studies conducted drew attention to the distinction between parenting styles and parenting practices in terms of factors affecting the child's development, and it is defined as the socialization of children and the observable behavior of parents toward their children (Darling & Steinberg, 1993). In Turkey, there are only two scales developed based on this idea (Kahraman & Irmak, 2019), the Parenting Practices Scale-School Form developed by Kahraman, Yılmaz-Irmak, and Başoğlu (2017) and the Mother-Fathering Practices Scale-School Form developed in this model for preschool children. This study preferred to use the Parenting Practices Scale. Both scales used in the research were analyzed within the framework of the measured features. However, the lack of correlation between the Parenting Practices Scale-School Form and SSS, the lack of sub-dimensions of the scale that support each other, and the low total variance of 35.4% for the five factors explained by the scale can be considered as limitations, as in the mentioned model. This study considers 30% or more of the variance explained in single-factor designs as sufficient. In multifactorial designs, the explained variance is expected to be higher (Büyüköztürk, 2002). In addition, based on the distinction between parenting styles and parenting practices, in UNICEF's (2012) report, parenting practices, attitudes, and knowledge are expressed as family-related factors that affect children's school readiness levels. Today, families have become more sensitive to the developmental processes of children. For this reason, parents, directly and indirectly, affect their children's peer relationships. The direct effects are that parents consciously focus on

managing peer relationships in children (Mounts, 2001; Mounts & Steinberg, 1995). Indirect effects are parenting practices that are not intended to directly support peer relationships. Examples of these are the quality of the child's attachment and parenting style (Fulgini & Eccles, 1993; Mounts & Steinberg, 1995). Based on parental practices that are effective in the child's socialization process, Tilton-Weaver and Galambos state that there are four different peer management behavior in adolescents (Mounts, 2004; 2008; 2011; Tilton-Weaver & Galambos, 2003). The first of these is "peer preference communication", where the parent provides guidance on whom the child can associate with. Secondly, in the dimension of "communication about disapproval with peers", it is expressed as a warning, keeping the behavior of the parents away from peers whom they do not find appropriate. In the third dimension, "communication that supports friendships", parents create an environment for the child to interact with their peers (Mounts, 2002). The last dimension is "information gathering". In this dimension, the parent interacts with the child in order to obtain information about the child's peers and their interaction with them (Tilton-Weaver & Galambos, 2003). These dimensions explain different parenting practices in the child's socialization process. It is seen that positive or negative parental practices indirectly affect the socialization of the child. It is thought that a parent practices scale designed with similar theoretical sub-dimensions will better predict social competence in children.

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This research was presented as an oral presentation at the 7th International Early Childhood Education Congress (IECEC-UOEK-2021) held on 24-26 November 2021.</p> <p>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p> <p>*(KTO Karatay University Rectorate, Dean of Faculty of Medicine Non-Pharmaceutical and Medical Device Researches Ethics Committee Decision was taken with the decision dated 19.11.2021, numbered 2021/021 of the Presidency of the Publication Ethics Committee.)</p>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	<p>Design of Study: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Data Acquisition: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Data Analysis: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Writing up: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Submission and Revision: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p>

Değerlendirme	İki Dış Hakem / Çift Taraflı Köleme
Etik Beyan	<p>* Bu araştırma 24-26 Kasım 2021 tarihlerinde düzenlenen 7. Uluslararası Erken Çocukluk Eğitimi Kongresi'nde (IECEC-UOEK-2021) sözlü bildiri olarak sunulmuştur</p> <p>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</p> <p>* KTO Karatay Üniversitesi Rektörlüğü Tıp Fakültesi Dekanlığı İlaç Dışı ve Tıbbi Cihaz Araştırmaları Etik Kurul Kararı Yayın Etik Kurulu Başkanlığının 19.11.2021 tarih ve 2021/021 sayılı kararı ile alınmıştır.</p>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	<p>Çalışmanın Tasarlanması: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Veri Toplanması: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Veri Analizi: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Makalenin Yazımı: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Makale Gönderimi ve Revizyonu: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p>

References / Kaynakça

- Akgül, A., & Çevik, O. (2003). *İstatistiksel analiz teknikleri*. Emek Ofset Baskı.
- Akman, B. (1994). Okul öncesi dönemde ahlak (moral) gelişimi. Bilir, Ş. (Ed.), *Okul öncesi eğitimcileri için el kitabı* içinde (ss. 10-15). Ya-Pa Yayınları.
- Anne, T., Shinohara, R., Sugisawa, Y., Tanaka, E., Watanabe, T., & Hoshino, T. (2013). Validity and reliability of the Social Skill Scale (SSS) as an index of social competence for preschool children. *Journal of Health Science*, 3(1), 5-11.
- Aral, N., & Durualp E. (2011). *Oyun temelli sosyal beceri eğitimi*. Vize Yayıncılık.
- Atay, M. (2011). *Erken çocukluk döneminde gelişim-2*. Kök Yayıncılık.
- Atmaca, R. N., Akduman, G. G., & Sarıbaş, M. Ş. (2021). Okul öncesi dönem çocuklarının sosyal beceri düzeylerinin annelerinin empati becerileri ile ilişkisi. *Elektronik Sosyal Bilimler Dergisi*, 20(77), 134-151.
- Aydın, A. (2014). *Eğitim psikolojisi gelişim-öğrenme-öğretim* (13. baskı). Pegem Akademi Yayıncılık.
- Başar, M. (2013). 60-66 ay aralığında ilkokula başlayan öğrencilerin kişisel öz bakım ve ilkokuma-yazma becerilerinin öğretmen görüşlerine göre değerlendirilmesi. *International Periodical For The Languages, Literature and History of Turkish or Turkic*, 8(8), 241-252.
- Bedard, K., & Dhuey, E. (2006). The persistence of early childhood maturity: International evidence of long-run age effects. *The Quarterly Journal of Economics*, 121(4), 1437-1472.
- Bee, H., & Boyd, D. (2009). *Çocuk gelişim psikolojisi*. Gündüz, O. (Çev.). Kaknüs Yayınları.
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Newbury Park, CA: Sage.
- Büyüköztürk, Ş. (2002). *Sosyal bilimler için veri analizi el kitabı*. Pegem A Yayıncılık.
- Can-Yaşar, M. (2011). Anne ve öğretmen görüşlerine göre çocukların sosyal uyum ve becerilerinin incelenmesi. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 13(2), 99-112.
- Claridge, A. M. (2021). Pregnancy intentions of first-time mothers and their children's outcomes: Unraveling reciprocal pathways. *Journal of Marriage and Family*, 83(4), 942-960.
- Cook, C. R., Gresham, F. M., Kern, L., Barreras, R. B., Thornton, S., & Crews, S. D. (2008). Social skills training for secondary students with emotional and/or behavioral disorders: A review and analysis of the meta-analytic literature. *Journal of Emotional and Behavioral Disorders*, 16(3), 131-144.
- Çiftçi, N. (2003). Kohlberg'in bilişsel ahlak gelişimi teorisi: Ahlak ve demokrasi eğitimi. *Değerler Eğitimi Dergisi*, 1(1), 43-77.
- Çubukçu, Z., & Gültekin, M. (2006). İlköğretimde öğrencilere kazandırılması gereken sosyal beceriler. *Bahar Dergisi*, 37, 155-174.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological bulletin*, 113(3), 487.

Demiriz, S., & Dinçer, Ç. (2000). Okul öncesi dönem çocuklarının öz bakım becerilerinin annelerinin çalışıp çalışmama durumlarına göre incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 19, 58-65.

Demirsöz, M., Zeynep, Ö., Yonar, H., Tekin, M. E., & Tekindal, M. A. (2021). Structural determination of the relationship between trait anxiety and personal indecisiveness for undergraduates of the faculty of veterinary medicine: The case of Selçuk University. *Veteriner Hekimler Derneği Dergisi*, 92(1), 60-75.

Eisenberg, N., & Fabes R., (1998). *Prosocial development*. In: Damon W, Eisenberg N, editors. Handbook of child psychology. Social, emotional, and personality development, Vol. 3. 5th Ed. New York: Wiley; p. 701-78.

Erkuş, A. (2003). *Psikometri üzerine yazılar* (1. Baskı). Türk Psikologlar Derneği Yayınları.

Fulgini A.J., & Eccles J.S. (1993). Perceived parent-child relationships and early adolescents' orientation towards peers. *Developmental Psychology*, 29, 622-32.

Gander, M.J., & Gardiner, H.W. (2007). *Çocuk ve ergen gelişimi* (6. baskı). Onur, B. (Çev. Ed.). İmge Kitabevi Yayıncılık.

Giren, R. (2008). *Web-palvelun toteuttaminen*. NET-alustalla. Pro gradu-tutkielma. Joensuu.

Gizir, Z., & Baran, G. (2003). Anaokuluna devam eden dört-beş yaş çocuklarında sosyal davranışların gelişimi ile benlik saygısı arasındaki ilişkinin incelenmesi. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 25(2), 118-133.

Gresham, F., & Elliott S.N. (1990). *Social skills rating system*. Circle Pines: American Guidance Service.

Gülay, H. (2011). Anasınıfına devam eden 5-6 yaş grubu çocuklarının okula uyumlarının sosyal beceriler açısından incelenmesi. *NWSA E-Journal of New World Sciences Academy*, 6(1), 139-146.

Gülay, H., & Akman, B. (2009). *Okul öncesi dönemde sosyal beceriler*. Pegem Yayıncılık.

Güler, S. (2015). *Sosyal oyunun 48-69 aylık çocukların ahlaki ve sosyal kural algılarına etkisinin incelenmesi*. [Yayımlanmamış Yüksek Lisans Tezi]. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.

Gültekin-Akduman, G., Günindi, Y., & Türkoğlu, D. (2015). Okul öncesi dönem çocukların sosyal beceri düzeyleri ile davranış problemleri arasındaki ilişkinin incelenmesi. *Uluslararası Sosyal Araştırmalar Dergisi*, 8(37), 673-683.

Hosokawa, R., & Katsura, T. (2017). A longitudinal study of socioeconomic status, family processes, and child adjustment from preschool until early elementary school: the role of social competence. *Child and adolescent psychiatry and mental health*, 11(1), 1-28.

Kahraman, H., & Irmak, T. Y. (2019). *Ana babalık uygulamaları ölçeği-okul öncesi dönemi formu (ABUÖ-Okul Öncesi): Geçerlik ve güvenilirlik çalışması*. Tam metin kitabı full text book.

Kahraman, H., Yılmaz Irmak, T., & Başokçu, T. O. (2017). Ana Babalık Uygulamaları Ölçeği (ABUÖ): Geçerlik ve güvenilirlik çalışması (İlköğretim Formu). *Kuram ve Uygulamada Eğitim Bilimleri*, 17(3), 745-769.

Kandır, A., & Alpan, Y. (2008). Okul öncesi dönemde sosyal-duygusal gelişime anne-baba davranışlarının etkisi. *Aile ve Toplum*, 10(4), 14 Nisan-Mayıs-Haziran 2008 ISSN: 1303-0256.

Karasar, N. (2005). *Bilimsel araştırma yöntemi*. Nobel Publication.

Kline, R. B. (2011). *Principle and practice of structural equation modeling*. (3rd ed.). NY: Guilford.

Koçak, N., & Tepeli, K. (2006). 4-5 Yaş çocuklarında sosyal ilişkiler ve iş birliği davranışlarının çeşitli değişkenler açısından incelenmesi. Marmara Üniversitesi I. Uluslararası Okul Öncesi Eğitim Kongresi, Ya-pa Yayınları, 2, 9-22.

Meriç, A., & Özyürek, A. (2018). Okul öncesi dönem çocukların ahlaki ve sosyal kural bilgilerinin incelenmesi. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 8(14), 137-166.

Mischel, W., Shoda Y., & Peake P.K. (1988). The nature of adolescent competencies predicted by preschool delay of gratification. *J Pers Soc Psychol*, 54, 687-96. <https://doi.org/10.1037/0022-3514.54.4.687>.

Mounts N.S. (2001). Young adolescents' perceptions of parental management of peer relationships. *Journal of Early Adolescence*, 21, 92-122.

Mounts N.S. (2002). Parental management of adolescent peer relationships in context: The role of parenting style. *Journal of Family Psychology*, 16, 58-69.

Mounts N.S. (2004). Adolescents' perceptions of parental management of peer relationships in an ethnically diverse sample. *Journal of Adolescent Research*, 19, 446-67.

Mounts N.S. (2008). Linkages between parenting and peer relationships: A model for parental management of adolescents' peer relationships. Kerr M, Stattin H, Engels R, eds. What can parents do? New insights into the role of parents in adolescent problem behavior Malden, MA: Wiley, 163-90

Mounts N.S. (2011). Parental management of peer relationships and early adolescents' social skills. *Journal of Youth and Adolescence*, 40(4), 416-27.

Mounts N.S., & Steinberg L. (1995). An ecological analysis of peer influence on adolescent grade-point average and drug use. *Developmental Psychology*, 31, 915-22.

Olson, S., & Hoza B., (1993). Preschool development antecedents of conduct problems in children beginning school. *J Clin Child Psychol*, 22, 60-7. https://doi.org/10.1207/s15374424jccp2201_6

Orçan, M. (2012). Sosyal gelişim. Deniz, E. (Ed.), *Erken çocukluk döneminde gelişim (4. baskı)* içinde (ss. 127-181). Maya Akademi.

Orçan, M., & Deniz, M. E. (2006). *Anaokuluna devam eden 6 yaş çocuklarının sosyal uyumlarının incelenmesi*. Marmara Üniversitesi I. Uluslararası Okul Öncesi Eğitim Kongresi, Ya-pa Yayınları, 2, 310-321.

Özbey, S. (2012). Okul öncesi eğitim kurumuna devam eden 60-72 aylık çocuklarının sosyal beceri ve problem davranışlarının okul ve ev ortamına göre incelenmesi. *Toplum ve Sosyal Hizmet*, 23(2), 21-32.

- Özdamar, K. (2002). *Paket programlar ile istatistiksel veri analizi*. Kaan Kitabevi.
- Parker, J. G., & Asher, S. R. (1987). Peer acceptance and later interpersonal adjustment: Are low acceptance children at risk. *Psychological Bulletin*, 102, 357-389.
- San Bayhan, P., & Artan, G. (2007). *Çocuk gelişimi ve eğitimi*. Morpa Yayınları.
- Sarıçam, H., & Halmatov, M. (2012). Okul öncesi eğitime devam eden ve etmeyen 6 yaş çocukların ahlaki ve sosyal kural algılamalarının karşılaştırılması. *Akademik Bakış Dergisi*, 33, 1-14.
- Scherer, K. R. (1988). Criteria for emotion-antecedent appraisal: A review. In Y Hamilton, G. H. Bower, & N. H. Frijda (Eds, *Cognitive perspectives on emotion and motivation* (pp. 89-126). Norwell, MA: Kluwer Academic.
- Sheridan, S.M., Knoche, L.L., Edwards, C.P., Bovaird, J.A., & Kupzyk K.A. (2010). Parent engagement and school readiness: Effects of the getting ready intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21(1), 125-156.
- Smetana, J.G. (1999). The role of parents in moral development: A social domain analysis. *Journal of Moral Education*, 28(3), 311-321.
- Tanrıverdi, H., & Erarslan, N. (2015). Okul öncesi çocukların sosyal uyum ve beceri düzeyleri ile değer kazanımları arasındaki ilişki. *KTÜ SBE Sosyal Bilimler Dergisi*, (9), 9-23.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55.
- Tilton-Weaver L.C., & Galambos N. (2003). Adolescents' characteristics and parents' beliefs as predictors of parents' peer management behaviors. *Journal of Research on Adolescence*, 13, 269-300.
- UNICEF (2012). School readiness: A conceptual framework. NY: UNICEF
- Yiğit, R., & Yılmaz, H. (2011). İlköğretim II. Kademe öğrencilerinin sosyal beceri düzeyleri ile benlik saygısı arasındaki ilişkinin incelenmesi. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 31, 335-347.