

Investigation of Some Demographic Characteristics on Social Skills and Problem Behaviors of 6 Years Old Children

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Social skills were called social competence. The NAEYC (National Association for the Education of Young Children) seeks to capture and target children's behavior in three parts: personal qualities, peers and social skills. These skills are personal qualities; others include empathy with others, humorous behavior, coping with rejection. Behaviors of being accepted by peers, being invited to play or conflict. Social skills, on the other hand, are related to behaviors such as seeking their rights appropriately, entering a group without difficulty, approaching others positively, and reconciling with others.

Behavior problems are classified as internalized and externalized. Internalized behavior problems are the behaviors of the child towards himself. These are behaviors such as shyness, shyness and constant anxiety. Externalized behavior problems are the behaviors of the child towards the social environment. These are impulsivity, aggression, prone to crime, violent bias and hyperactivity.

Although there are many studies about social skills and behavior problems in the world, this rate is limited in our country. When the literature is examined, it is understood that more research is needed for preschool children about assertiveness, self-control and cooperation skills and externalized and internalized behavioral problems.

In the light of the above information, the problem sentence of the study was determined as mid Does social skill and problem behavior scores of preschool children age 6 differ according to some demographic characteristics? " The sub-problems of the research are:

1. Do the cooperation, assertiveness and self-control skill scores of 6-year-olds differ by gender?
2. Do the cooperation, assertiveness and self-control skill scores of 6-year-olds differ according to the economic level?
3. Do the cooperation, assertiveness and self-control skill scores of 6-year-olds differ according to the mother's level of education?
4. Do the cooperation, assertiveness and self-control skill scores of 6-year-olds differ according to the father's level of education?
5. Do 6-year-old children's internalized and externalized behavior problem scores differ by gender?
6. Do 6-year-old children's internalized and externalized behavior problem scores differ according to economic level?
7. Do the scores of internalized and externalized behavior problem of 6-year-old children differ according to the education level of the mother?
8. Do the scores of internalized and externalized behavior problem of 6-year-old children differ according to the education level of the father?

The population of the study consists of preschool classes of 6 years age group in Başakşehir, İstanbul; a total of 234 children were taken from 10 schools in Başakşehir district as samples. In the research, Social Skills Rating Systems Teacher Form (SSRS-TF) was used. Percentage (%), frequency (f), One Way ANOVA, T Test and Arithmetic Mean statistical methods were used in the analysis of the study.

In this study, the differences between social skills and social problem behavior scores of various variables were examined. A significant difference was found between social skills, cooperation, assertiveness and self-control scores and gender and socio-economic level. However, there were significant differences between assertiveness scores, age at school start-up, self-control scores and maternal learning level. Significant differences were found between social behavior problem scores and socio-economic level and father education. However, the difference between externalized problem behaviors and gender and socio-economic level was found to be significant. Significant differences were found between internalized problem behavior scores and socio-economic level and mother and father education.

Social skills, assertiveness, cooperation, self-control and externalized behavior scores differed according to gender. When the medium scores were examined, it was seen that girls had significantly higher scores than boys in each of the social skills and sub-factors.

One of the most striking results of this study is that there are significant differences between social skills and social problem behaviors scores and sub-factors completely socio-economic level. In this study, socio-economic status was found to be effective on social skills and problem behaviors. Significant differences were found between maternal education level and self-control skills and internalized behavior problems. When the mean scores were examined, it was seen that self-control skill scores were higher in children with university graduate mothers, whereas internalized problem behavior scores were higher in primary and high school graduate mothers.

A significant difference was found between father education level and social problem behavior and internalized behavior problem. When the mean scores were examined, it was seen that high school fathers had higher problem behaviors in their children. On the other hand, it was observed that the fathers of university graduates had less behavioral problems in their children. In addition, there was no significant difference between father's education level and social skills.

Significant differences were found between gender and the externalized sub-factor of behavioral problems. It was seen that boys showed more externalized behavior problem than girls. For this reason, attention should be paid to directing boys to drama activities in preschool institutions. Thus, children's social interaction with their peers should be improved. Parental attention to their children's toys and TV programs may also reduce the problem of externalized behavior. Because of the lower level of social skills of boys compared to girls, activities should be made for boys to increase their social skills at the preschool and at home.