

The Effects Of The Parenting Styles On Social Skills Of Children Aged 5-6

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ABSTRACT

The purpose of this study is to determine the effects of the parenting styles on social skills of children aged 5-6. The problem sentence of the research is; Do the parenting styles' have any effects on social skills of children aged 5-6?. The sub-problems of the research are in the form as; Does the social skills of children aged 5-6 differs from according to the parenting styles such as democratic, oppressive-authoritarian, unconcerned-indifferent and over protective? In this research, the relational screening model was used that is a kind of a screening model. In the research with a study group that is consisted of 231 children and their parents, Parental Attitude Determination Survey and Social Skills Evaluation Scale (4-6 year olds) were used as a data collection tool. As a result of the research it is revealed that the democratic parental styles affects the social skills of the child positively and significantly, whereas the over protective parental styles affects negatively and significantly. Even though the over protective and oppressive-authoritarian parental styles affect in a negative manner, no significant difference was found.

Keywords: *Child Aged 5-6, Social Skills, Parenting Styles, Early Childhood.*

INTRODUCTION

The early childhood that is defined as 0-8 years of age is an extremely important period and it forms the basis of the child's adult life. Besides, it includes all necessary developments for nutrition, health, mental development and social development of children (Özmert, 2005). The child growing in a family environment and in emotional and social interaction with those in the inner circle would need to be with their peers any longer when he comes to three years old. The child who learns sharing, collaboration and controlling their emotions through these relationships can be able to be socialized merely by these ways in a healthy and educational environment (Kartal, 2007). Social psychologists and developmental psychologists states that, successful adult-child and child-child interaction provides appropriate environments for the developmental competences of the children in the social, language and cognitive domains (Ömeroğlu et al., 2015). The way of life and interpersonal interaction is quite important for the realization of the social development in children in a qualified manner. For this reason it can be said to be effective in the social development of the child of those individuals who constitutes the child's first social environment. The social development; is to be sensitive of the individual to the social stimulants and group life, sanctions in the society, to get along with the group s/he is included or with the other individuals within the culture where s/he lives in and to be able to act like one of them (Cited by: Ünsal, 2010).

The child lives and gains the first social experiences in the family. The child learns in the interaction process within the family that, how s/he should behave towards those people around them, how to cope with the problems that may be encountered (Aslan and Cansever, 2007). The skills are those that allow starting and continuing positive social relationships with others such as Social skills, communication, problem solving, decision making, self-management and peering relations. Additionally they are significant learned

behaviors in order to start and continue the interactions of the person with others (Westwood, 2007). The researchers have revealed five basic assumptions related with the social skills. These are as follows;

1. First of all they are the learnings obtained through observation, model-taking, repetition and feedback.
2. It includes certain verbal and non-verbal behaviors.
3. It requires the appropriate and effective initiations related to the behavior and responds to others' behavior.
4. It is having mutual interaction between genetic and natural heritage.
5. Its performance is affected by the environmental (social status, gender, age, etc.) characteristics (Gresham and Elliott, 1990).

Many social skills are being learned in peer groups and families generally without realizing and in a non-systematic manner. The children learn social skills by making observation with being models of their parents, other adults, siblings and peers. This is an unwittingly and non-systematic learning method (Avcioglu, 2007). When the literature regarding social skills is reviewed the social behaviors have been associated with several variables. Among these variables, the attachment style, social competence, gender and the relationships of the parents with their children are included (Kapıkıran et., al, 2006). The social skills that are gained with social interactions are supporting the social development. The individuals who fulfill their social developments in a healthy way as well as having social skills they can also be able to use these skills frequently in their interpersonal relations and everyday lives (Tatlı and Pirpir, 2015). For this reason, children with poor social skills are being faced with various problems throughout their lives in interpersonal relationships, in their academic studies, in emotional-behavioral areas and in their professional lives. In order to eliminate these problems, it is necessary to increase the social skill levels of children and to ensure their integration with the society (Avcioglu, 2007).

In the development of the social skills of children, the parental styles are also quite significant (Özkafacı, 2012; Kandir and Alpan, 2008; Saltalı and Arslan, 2012). These styles emerge with the attitudes of the parent towards the child. The parent, who participates actively in the education process of the child, ensures the training to be more permanent and more qualified. To have the basic knowledge and skills of the parents related with the education of the children reveals that the children will be more successful in case of supporting their educations. For a child her/his mother represents the world and thinks that everyone will behave in the same manner as they do (Peck, 1998). At the same time, the parental style is generally impressed by cultural features (Küçüküran, 2005). As well as shaping the behavior of the child the parenting styles also have an impact on their future behaviors. For the children it is necessary to establish healthy relations with their parents in order to be able to display consistent behaviors in the society, to be self-sufficient, to socialize healthily, to gain independence and to be an extravert person. This is also one-to-one related with the parent styles (Akça, 2012).

Moreover, the child rearing styles of the parents' is crucial for the child's healthy growth and for being able to develop positive personality structure. The positive child rearing styles provide a contribution for the child to be a helpful individual both to her/himself and to the society (Yörükoğlu, 2011). The children will begin shaping their personalities and social behaviors by establishing identification with those closest models. The attitude of the parents towards the child is known to be related with several factors such as the age of the parents, education level, the number of children in the family, being a desired and an expected child (Balat, 2007). The most evident two features of the parenting styles are the emotional relationship dimension and the control dimension. When the emotional relationship dimension is examined, it is seen to vary in a wide range that is ranging from the child-centered accepting attitude to a rejective attitude. In the same way also the control dimension covers a broad area, ranging from restrictive attitude to a tolerant attitude (Güenalp, 2007).

When the relevant literature is examined it is seen that the parenting styles are considered by classifying in various forms (Berk, 2012, Güenalp, 2007; Rice et. al., 1997; Sezer, 2010; Türküm, 2013; Kuzgun, 1972). In general the parenting styles are categorized as oppressive-authoritarian, democratic, over

protective and unconcerned parenting styles (Berk, 2012; Akça, 2012; Kaya, 1997; Yavuzer, 1979; Özyürek and Şahin, 2005; Çeçen, 2008). The authoritarian parenting style is defined as showing their love for their children whenever the children behave as they desired, waiting for absolute obedience, wanting to fulfill the request and orders undisputedly, otherwise admitting to punishment (Kuzgun, 1972) and in these types of parenting styles the child does not have a say in no way in the decisions taken concerning her/himself (Türküm, 2013).

In the democratic parenting style, the parents support their children but set their own bounds. The Verbal Communication between parent and child is strong. Additionally this attitude creates a family environment where the child feels themselves free and safe and finds the opportunity to develop self-control. In the over protective parenting style, the parents think that their children are in need of extra protection and control and they cannot be able to understand that they are different individuals from themselves and they must gain their own independence. This attitude affects the psycho-social maturity in a negative manner and does not allow them to become self-sufficient. The parent's over protection effect the children's success in school and the adaptation to school (Günalp, 2007). The unconcerned parenting style, the unconcerned and exclusivist attitudes of the parents can cause a need for the approval and acceptance in the children strongly (Erkan et al., 2002). To behave democratic and equalitarian, over protective or authoritarian of the parent leads the children to adopt different social behaviors. This attitude of the families affects the anxiety levels of the students (Yavuzer, 2015).

With this research, it is aimed to determine the effects of the parenting styles on social skills of pre-school children. The problem sentence of the research is; Do the parenting styles' have any effects on social skills of children aged 5-6?. The sub-problems of the research can be expressed in the form as; do the social skills of children differ from according to the parenting styles such as democratic, oppressive-authoritarian, unconcerned-indifferent and over protective?

METHOD

The Model of the Research

In this research, the relational screening model was used that is a kind of a screening model. The relational screening model that is a kind of a screening model is a research model which aimed to determine the presence or the degree of the covariance between two and more variables (Karasar, 2015). With the relational scanning model, the data required were collected by using a measurement tool from the individuals in the target population of the study whom are defined as the target group of the research. The current situation regarding the problem has been tried to be portrayed as the way it is (Balci, 2015).

The relational screening model has two types including correlation type and comparison type: In the correlation type of research models, when examining if the variables are changed together or not and how the existing change happened, in the comparison type it is examined whether there is any difference between the groups according to the dependent variable (Karasar, 2015).

The Study Group

The study group of the research is composed of children with an age range of 5-6 who are continuing their pre-school educational institutions in the province of Sakarya and their parents with a total of 231 persons. The study group of the research was selected by simple random sampling method which is one of the probabilistic sampling methods. In this method, the sampling election chances of every individual in the universe are equal to and independent from each other. Therefore, the weight to be given to each individual in the calculation is the same. The data related with the gender and the number of the siblings of the children who were participated in the study is presented in Table 1, the education levels of the parents are presented in Table 2 and their income levels are presented in Table 3.

Table 1. The Data Concerning the Demographic Information of the Children Involved in the Study

Variable	Feature	f	%
Gender	Girl	108	47
	Boy	123	53
	None	50	22
Number of Siblings	1	107	46
	2	48	21
	3	18	8
	4	6	3
	5 and More	2	1

When Table 1 is examined, it is seen that 47% of the children are composed of girls and 53% of them are composed of boys who are participated in the research. In addition to this, it is seen that 22% of the children have 1, 46% of them have 2, 21 % of them have 3, 8% of them have 4 and 1% of them have 5 and more siblings.

Table 2. The Data Concerning the Education Levels of the Parents Involved in the Study

Variables	Feature			
	Mother		Father	
	f	%	f	%
Primary school	37	16	17	7
Secondary School	35	15	33	14
High school	71	31	80	35
University	82	36	82	36
Post Graduate	6	2	19	8
Total	231	100	231	100

When Table 2 is examined it is seen that among the parents 16% of the mothers are graduated from Primary School, 15% of them are from Secondary School, 31% of them are from High School, 36% of them are from University and 6% of them are Post Graduates. When the education levels of the fathers among the parents are viewed, it is seen that 7% of them are graduated from Primary School, 14% of them are from Secondary School, 35% of them are graduated from High School, 36% of them are graduated from University and 8% of them are Post Graduated.

Table 3. The Data Concerning the Income Levels of the Parents Involved in the Study

Variable	Feature	f	%
Income Level	0-999 TL	13	6
	1000-1999 TL	72	31
	2000-2999 TL	67	29
	3000-3999 TL	32	14
	Over 4000 TL	47	20
	Total	231	100

According to Table 3 the income levels of the parents are as follows; 6% 0-999 TL, 31% 1000-1999 TL, 29% 2000-2999 TL, 14% 3000-3999 TL and 20% over 4000 TL.

Data Collection Tools

The Parental Attitude Determination Survey and Social Skills Evaluation Scale (4-6 year olds) were used as a data collection tool.

The Parental Attitude Determination Survey: In the survey that is developed by Günalp (2007); question groups are located which determines four different parental attitudes, including repressive-authoritarian parental attitude, overprotective parental attitude, unconcerned-indifferent parental attitude and democratic parental attitude. These attitudes signify the parental attitudes. The survey has been prepared in triple Likert-type, where 15 questions for each parental attitude and 60 questions in total is found. The reliability of the survey is provided by the expert opinion, Cronbach's alpha internal consistency coefficient is calculated as 0.75 and the reliability coefficient is calculated as 0.81 (Günalp, 2007). These data reveals that the survey is reliable (Karasar, 2015).

The Social Skills Evaluation Scale (4-6 year olds): The Scale is developed by Avcıoğlu (2007). The Scale has nine sub-dimensions. These dimensions are as follows;

Interpersonal Skills **IPS** (α : .95, 15 items), Anger Management and Adaptation to Changes Skills **AMACS** (α : .94, 11 items), Coping with Peer Pressure Skills **CWPPS** (α : .92, 10 items), Verbal Expression Skills **VES** (α : .85, 7 items), Self-Control Skills **SCS** (α : .91, 4 items), Target Establishing Skills **TES** (α : .78, 3 items), Listening Skills **LS** (α : .87, 5 items), Task Completing Skills **TCS** (α : .88, 3, 3 items), Result Accepting Skills **RAS** (α : .95, 4 items). The Cronbach's Alpha reliability coefficient of the Scale is found as: .98, Double-Half reliability coefficient is found as: .89 and Test-Retest reliability coefficient is found as: .83. These results can be considered as quite good values Avcıoğlu (2007).

Data Collection

Before the initiation of the data collection, a contact meeting was held with the parents of the children who constituted the study group that is participated in the research and the parents were informed about the purpose of the research. Then, by the researcher the data collection tools were given to the teachers of the children who constitute the study group and the teachers were informed regarding the data collection process. The data were obtained depending on the teachers' observations for children during a semester and they were collected in approximately six weeks.

Data Analysis

In the data analysis SPSS 17 statistical software program was used. The frequency and percentage counting were made to the data primarily. Kolmogorov-Smirnov Z distribution test was conducted in order to determine whether the data are normally distributed or not, as the data indicates normal distribution, the Demographic Variables T-Test and One Way Anova tests were performed and in order to reveal the effects of the parenting styles to the social skills of the children, Pearson Product-Moment Correlation Coefficient Technique was used and in order to reveal whether there is a predictor effect of the parenting styles on the social skills of the child or not Multiple Linear Regression Analysis was performed.

FINDINGS

Table 4. Pearson Product-Moment Correlation Results to the Effects of the Parental Attitudes to the Social Skills of the Children

Variables	IPS	AMACS	CWPP S	VES	SCS	TES	LS	TCS	RAS
Democratic	.314**	.262**	.216**	.220**	.196**	.188**	.259**	.102	.274**
Oppressive-Authoritarian	-.093	-.090	-.093	-.033	-.080	.087	-.076	-.059	-.099
Unconcerned-Indifferent	-.060	-.067	-.124	-.007	-.037	.023	-.051	.019	-.045
Over Protective	-.185**	-.158	.179**	.186**	-.090	.238**	.178**	.207**	.149*

N=231, *p<.05, **p<0.01

When Pearson Product Moment Correlation is examined in Table 4, a correlation in a positive manner is seen in the democratic parenting style and in the sub-dimensions of the Social Skills Evaluation Scale that are as follows; Interpersonal Skills, Anger Management and Adaptation to Changes Skills, Coping with Peer Pressure Skills, Verbal Expression Skills, Self-Control Skills, Target Establishing Skills, Listening Skills, Task Completing Skills, Result Accepting Skills. This result reveals that as the democratic attitudes of the parents are increased the social skills of the child also increase. In the sub-dimension of Task Completing Skills although there is a correlation in a positive manner, no significant difference was found. In the over protective parenting style, a correlation in a negative manner is seen in the Interpersonal Skills, Coping with Peer Pressure Skills, Verbal Expression Skills, Self-Control Skills, Target Establishing Skills, Listening Skills, Task Completing Skills, and Result Accepting Skills.

This result reveals that as the over productive attitudes of the parents to the children are increased, the social skills of the children decreases. In the sub-dimension of the Anger Management and Adaptation to Changes Skills, although there is a correlation in a negative manner, no significant difference was found. Between the oppressive-authoritarian parenting style and unconcerned-indifferent parenting style with the social skills of the child, although a weak negative correlation is seen no significant difference was found.

Table 5. The Multiple Linear Regression Analysis Results Concerning the Prediction of the Development of the Social Skills in the Child

Variables	B	SH	β	T	p
Constant	1,679	.877	-	1.914	.057
Democratic	1,047	.232	.300	4.515	.000
Oppressive-Authoritarian	.272	.214	.096	1.272	.205
Unconcerned-Indifferent	-.021	.227	-.006	-.092	.926
Over Protective	-.575	.176	-.239	-3.272	.001
R= 0.356	R ² = 0.127				
F ₄₋₂₂₆ = 8.202	p = .0000				

When the Multiple Linear Regression Analysis Results are examined in Table 5, the democratic and over protective parenting style it is seen that there is a moderate relation with the children’s social skills scores (R = 356, R² = .127, p< .01). The related variables explain approximately 13% of the total variance. The significance ranking on the development of social skills of predictor variables, according to the standardized regression coefficient (β) are also the protective, unconcerned-indifferent, oppressive-authoritarian and democratic attitudes. In the significance level the democratic and over protective styles are significant

predictors in the child's social skills. The oppressive-authoritarian and unconcerned-indifferent styles have no significant predictor effect in the social skills of the child.

DISCUSSION AND CONCLUSION

In this research to determine the effects of the parenting styles on social skills of children aged 5-6 is aimed. The first sub-problem of the research is in the form as, do the democratic parenting style have an impact to the social skills of children aged 5-6? In the result of the research, a positive correlation is expected to be in the development of the social skills of the children in democratic parenting style, whereas a negative correlation is expected to be among the over protective, oppressive-authoritarian and unconcerned-indifferent parenting attitudes. It is also seen that the democratic parenting style is significantly affecting the child's social skills in a positive manner.

This result shows that the children of the families having high democratic attitude also have high Interpersonal Skills, Anger Management and Adaptation to Changes Skills, Coping with Peer Pressure Skills, Verbal Expression Skills, Self-Control Skills, Target Establishing Skills, Listening Skills, Task Completing Skills, and Result Accepting Skills which are the sub-dimensions of the social skills of the children. The development of social skills of children that is having a significant importance, also positively affects the social development and other development areas of the children. (Öğretir, 1999; Yağmurlu et al., 2005; Özkafacı, 2012; Altay and Güre, 2012).

In the influence of the democratic parenting style to the social skills of the children, although there is a positive correlation in the Task Completing Skills sub-dimension, no significant differing was observed. When the scale items are examined, it can be said that the acquisition expected behaviors can be able to be acquired in the other parenting attitudes due to different reasons. In the individualization process of the children aged 4-6, gaining the abilities to define the duties assigned can be able to be realized also by the development of their personalities and by the effects of proving behaviors of themselves. In fact, Ogelman et al., (2012) revealed that no significant difference was observed in the related sub-dimension of the similar study they performed.

According to the results of the research, in the effect to the children's social skills of the over protecting parenting styles a significant negative correlation was found. This result shows that, the over protective parenting styles have a negative impact on the Interpersonal Skills, Anger Management and Adaptation to Changes Skills, Coping with Peer Pressure Skills, Verbal Expression Skills, Self-Control Skills, Target Establishing Skills, Listening Skills, Task Completing Skills, and Result Accepting Skills of the children. When the literature is viewed, it is emphasized that the individuals who grew up with authoritarian-protective parenting style have more negative features (Yavuzer, 2016). When the conducted researches are examined, similar results were observed (Erkan, 2002; Kandır and Alpan, 2008; Günalp, 2007).

Although there is a negative correlation in the Self-Control Skills dimension of the social skills of over protective and authoritarian parenting styles, no significant difference was observed. Although there is a negative correlation to the social skills of the children of unconcerned-indifferent and authoritarian parenting styles, it is that seen that no significant influence was observed. When the conducted researches are examined, similar results were observed (Özkafacı, 2012; Zabun, 2011). In this result, it is seen that the over protective and authoritarian parenting styles have no predictor effect to the social skills of the children.

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