

SOCIAL COMPETENCE OF PRESCHOOL CHILDREN IN THE CONTEXT OF
THE ADULT-CHILD RELATIONSHIP

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To my family

ABSTARCT

Children's relationship with adults (e.g., teachers and parents) and within-family relationships (e.g., Parent-Parent) are important drivers for development of children's social competence (Acar et al., 2018; Diener & Kim, 2004). The aim of the current study was to investigate the contributions of adult-child relationships (parent-child and teacher-child) and parent-parent relationships to children's social competence in early childhood. The current study also investigated the moderating roles of teacher-child relationship on the association between parent-child relationships and children's social competence and parent-parent relationships and children's social competence. Participants were parents and teachers of 127 Turkish children (M : 54.65, SD : 9.22 months). Parents reported on parent-child (closeness and conflict) and parent-parent relationships (cooperation, conflict, and triangulation) and teachers reported on their relationships (closeness and conflict) with children and social competence of children. Hierarchical regression models accounting for nesting structure of the data were run to test the hypotheses. Results showed that there were no associations between parent-child relationship and children's social competence. In addition, it was found that there was no association between parent-parent relationship and children's social competence. However, there was a significant association between teacher-child relationship and children's social competence. Teacher-child closeness was positively and teacher-child conflict was negatively associated with children's social competence. Results also showed that teacher-child closeness moderated the association between parent-parent conflict and children's social competence. Simple slopes analyses showed that combinations of high levels of parent-conflict and low levels of teacher-child closeness undermined the children's social competence. The findings highlight the importance of both parent-

parent and teacher-child relationships for children's social competence. In the light of the findings, it was discussed through previous studies, considering the limitation, future directions, and implications.

Keywords: social competence, parent-child relationship, parent-parent relationship, teacher-child relationship, preschool children



Özet

Çocukların yetişkinlerle olan ilişkileri (ör. öğretmenler ve ebeveynler) ve aile içi ilişkiler, çocukların sosyal yeterliliğinin geliştirilmesi için önemlidir (Acar ve ark., 2018; Diener ve Kim, 2004). Bu çalışmanın amacı, yetişkin-çocuk ilişkilerinin (ebeveyn-çocuk ve öğretmen-çocuk) ve ebeveyn-ebeveyn ilişkilerinin erken çocukluk döneminde çocukların sosyal yeterliliğine katkılarını incelemektir. Bu çalışma aynı zamanda öğretmen-çocuk ilişkisinin ebeveyn-çocuk ilişkileri ile çocukların sosyal yeterliliği ve ebeveyn-ebeveyn ilişkileri ile çocukların sosyal yeterliliği arasındaki ilişki üzerindeki ılımlı rollerini incelemiştir. Katılımcılar 127 Türk çocuğun ebeveynleri ve öğretmenleridir (ortalama yaş: 54.65, SS: 9,22 ay). Ebeveynler ebeveyn-çocuk (yakınlık ve çatışma) ve ebeveyn-ebeveyn ilişkileri (iş birliği, çatışma ve üçgenleme) hakkında, öğretmenler de çocuklarla ilişkileri (yakınlık ve çatışma) ve çocukların sosyal yeterliliği hakkında rapor verdiler. Verilerin iç içe geçme yapısını açıklayan hiyerarşik regresyon modelleri, hipotezi test etmek için çalıştırılmıştır. Sonuçlar, ebeveyn-çocuk ilişkisi ile çocukların sosyal yeterlikleri arasında hiçbir ilişki olmadığını göstermiştir. Ayrıca, ebeveyn-ebeveyn ilişkisi ve çocukların sosyal yeterlikleri arasında herhangi bir ilişki olmadığı bulunmuştur. Öğretmen-çocuk yakınlığı pozitif ve öğretmen-çocuk çatışması çocukların sosyal yeterlikleri ile negatif ilişkilidir. Ancak, öğretmen-çocuk ilişkisi ve çocukların sosyal yeterliliği arasında anlamlı bir ilişki vardır. Sonuçlar ayrıca öğretmen-çocuk yakınlığının ebeveyn-ebeveyn çatışması ve çocukların sosyal yeterliliği arasındaki ilişkiyi denetlediğini göstermiştir. Basit eğim analizleri, yüksek düzeyde ebeveyn çatışması ve düşük düzeyde öğretmen-çocuk yakınlığı kombinasyonlarının çocukların sosyal yeterliliğine zarar verdiğini göstermiştir. Bulgular hem ebeveyn-ebeveyn hem de öğretmen-çocuk ilişkilerinin çocukların

sosyal yeterliliđi aısından nemini vurgulamaktadır. Bulgular ışığında, sınırlılıklar ve olası uygulamalar dikkate alınarak nceki alıřmalarla tartıřılmıřtır.

Anahtar Kelimeler: sosyal yeterlilik, ebeveyn-ocuk İliřkisi, ebeveyn-ebeveyn iliřkisi, ğretmen-ocuk iliřkisi, okul ncesi ocuklar



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TABLE OF CONTENTS

DEDICATION.....	iii
ABSTRACT.....	iv
ÖZET.....	vi
ACKNOWLEDGMENTS	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
1. CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 Theoretical Background.....	3
2. CHAPTER 2	7
LITERATURE REVIEW.....	7
2.1 The Contexts of the Relationships and Children’s Social Competence.....	7
2.1.1 Family Context and Social Competence.....	7
2.1.2 Teacher-Child Relationship and Social Competence.....	11
2.2 Teacher-child relationship quality as a moderator on children’s social competence	13
2.3 The Current Study.....	15
2.3.1 The Significance of the Study.....	15
2.3.2 Purpose of the Study	18
2.3.3 Research Questions and Hypotheses	18
3. CHAPTER 3	20
METHODS	20
3.1 Participants.....	20
3.2 Measures	24
3.2.1 Children’s Social Competence	24
3.2.2 Family Context.....	26
3.2.3 Classroom Context.....	27
3.3 Data Collection	28
3.4 Data Screening	29
4. CHAPTER 4	33

RESULTS	33
4.1 Preliminary analyses	33
4.2 Bivariate Associations among Study Variables	34
4.3 Hierarchical Regression Analyses.....	37
5. CHAPTER 5	44
DISCUSSION	44
5.1 The Home Context and Children’s Social Competence	44
5.2 The Classroom Context and Children’s Social Competence	46
5.3 Moderating Role of Teacher-Child Relationship on the Association between Parent-Child Relationship and Children’s Social Competence.....	47
5.4 Moderating Roles of Teacher-Child Relationship on the Association between Parent-Parent Relationship and Children’s Social Competence.....	48
5.5 Discussing the Results in the Context of Demographics.....	49
5.6 Children’s Social Competence within Turkish Culture	50
5.7 Limitations and Future Directions	52
5.8 Implications.....	53
5.9 Conclusion	54
APPENDIX A	55
APPENDIX B	56
APPENDIX C	57
APPENDIX D	58
APPENDIX E	59
APPENDIX F	60
REFERENCES.....	61

LIST OF TABLES

Table 1. Participants' Demographic Information.....	22
Table 2. Descriptive Statistics for Demographic and Study Variables.....	32
Table 3. The Pearson Correlation of the Study Variables.....	36
Table 4. Summary of Hierarchical Regression Analysis for Variables and Social Competence	40
Table 5. Summary of Hierarchical Regression Analysis for Variables and Social Competence.....	43



LIST OF FIGURES

Figure 1. Teacher-Child Closeness and Parent-Parent Conflict Predicting Children's Social Competence.....	41
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CHAPTER 1

INTRODUCTION

The elements of social competence that shape the relationship of the individual with the social environment begin to occur in early childhood and determine the attitudes and behaviors of the individual in the later period of his/her life (Dodge, 1986). An individual is expected to have a set of skills and behaviors for positive social relationships (Rubin, Booth, Rose-Krasnor & Mills, 1995). Social competence should be considered not only as a structure of skills and behaviors, but also as a structure that is organized in a way that meets the expectations of the social environment (Waters & Sroufe, 1983). Social competence is explained by the fact that the individual is socially competent because of managing himself/herself and social reactions or exhibiting adequate social behaviors (Rose-Krasnor, 1997).

Social competence in early childhood is developed through interactions between child's individual and environmental characteristics (Ladd, 2005; Zsolnai, 2002). Although the child's temperament as an individual characteristic is considered as the basis of social competence during this period, the relationships with the parents, teachers as adult agents in the context also have great impact on the child's social competence (Acar, Kutaka, Rudasil, Torquati, Coplan & Yıldız, 2018; Rubin, Bukowski & Parker, 2006).

The biological origin that determines the mood and behavior of the individual from the moment the child is born is called temperament and is defined as the behaviors that form the perception and approach of the individual, which is considered to be relatively changed through interactions in the environmental factors (Rothbart, 2007). Overall, the social skills and behaviors emerging social competence of the individual arise in consequence of the interaction of the

temperament of the child with the social environment (Pekdoğan & Kanak, 2016). The child, who is unable to develop social skills in accordance with the norms and values of the environment in which the child lives, may experience problems in his/her later life on social competence (Ladd, 2005; Rothbart, 2007).

Considering development of social competence in early childhood depends on the interactions with the environment, parents are the primary agents in the social contexts where children start off their interaction in early years, which in turn influence development of social competence of children (Ladd, 2005). There are several familial factors that influence children's social competencies such as parenting quality and family dynamics like parenting styles, parental supportiveness, and maternal sensitivity. Qualities in these factors were found to be influencing the child's social competencies in a positive way and the lack of those affects the child's social competence in a negative way (Diener & Kim, 2004). The child, who did not spend quality time with his/her parents in early childhood and whose thoughts were not taken into consideration, becomes introverted at school (Smith & Walden, 1999). This problem prevents the development of the child's competence to make friends, communicate and maintain the communication s/he has established. Findings from an empirical research have been focused on the interaction between children's social competence and quality of parent-child relationships and result indicated that negative interaction between mother and child relationship negatively associated with social competence and also child tended to behave more aggressively toward his/her peers (Attili, Vermigli, & Roazzi, 2010).

Following the family context, another important social environment that influences children's social competence is teachers (Pianta, 1999). Considering children need social, emotional and cognitive guidance in a structured classroom

environment, teacher supports the development of the child in many ways by providing scaffolding within classroom contexts. Relations with teachers play a crucial role in the development of a child's social behaviors (Acar et al., 2018; Ası & Karabay, 2018). The quality of teacher-child relationship can contribute to identify the social role of children in the classroom. It also contributes to the positive attitudes of children towards their peers. Children who have a more affirmative relationship with their class teachers could get more support in interacting with their peers and building affirmative peer relationships as a sign of social competence (Hamre & Pianta, 2001). Considering the crucial roles of both family and classroom contexts in the development of children's social competence, it was focused on individual and interactive effects of these relationship contexts on the development of children's social competence in the current study.

1.1 Theoretical Background

There are several theoretical approaches to the concept of social competence in early childhood (e.g., Socialization, Behavioral or Cognitive Development). Considering the focus of the current study on context of the relationships (e.g., adult-adult and adult-child) influence on children's social competence, I based my study on socialization-related theoretical approaches. In the process of socialization, the individual evaluates himself/herself and realizes his / her capacity and competencies (Eisenberg, Cumberland, & Spinrad, 1998). In addition, most of investigators emphasized that negative and non-supportive reactions (e.g., anger and punishment) shown by the socializers such as parents towards their children has been found to be related to children's negative emotionality and social outcomes (Eisenberg, Fabes, & Murphy, 1996). On the other hand, if parents display positive approaches such as supporting problem-solving strategies when their children were upset, their children

have more chance to develop higher levels of social competence (Roberts & Strayer, 1987).

Socialization theory emphasizes that the interactions between children and their parents are reciprocal, and that could be directly or indirectly effecting the child outcomes (Parke & Buriel, 2006). For example, father can indirectly affect the relationship between mother and child while modifying or mediating mother-child interaction. In contrast, mother can indirectly affect the relationship between father and child while modifying both the quality and quantity of father-child relationships. Children can also modify the mutual behaviors of the parents and relatedly one of the parents can indirectly affect the mutual interaction that his/her partner and their children have (Parke, 2004).

Perception of parenting plays a crucial role for children's social environment in which children interact with other people outside the family during the socialization. Parents in this role provide an environment for children to access the social and physical resources that are outside the family (Parke & Buriel, 2006). Children learn cognitive abilities from their parents like emotion encoding and decoding, problem solving behavior, cognitive representation and emotion regulation and they start to use these skills when they start to interact with their peers (McDowell & Parke, 2009). These abilities which are gained with parent-child interaction during the children's development, guide children to interact with their peers (Guralnick, Neville, Hammond, & Connor, 2007).

Children during the preschool years learn how they can be member of the society. At the same time, they can learn social and emotional competencies during these years, and they use their abilities very well in their lives (Chen & French,

2008). In addition, teachers provide the opportunities for children to obtain abilities that encourage the child's social interaction (Wentzel, Battle, Russell, & Looney, 2010). Teachers as socializers also provide learning environment for children to improve their behavioral competencies and thus, children can interact with their peers in a healthy way (Wentzel & Looney, 2007).

In the socialization process, culture is an important component which affects our lives, our view of the world and how we are raised by our family. Socialization and parenting vary according to cultural differences and parents and other caregivers have important roles in these cultural differences (Raj & Raval, 2013). For example, both Japanese and American countries have almost same social standards and modernity, but they have different values, beliefs, histories and views of child-rearing. While Japanese mothers expect more dependency and closeness from their children and tend to have more control and emotional maturity; by contrast, American mothers expect more self-actualization and independency from their children and tend to promote environment for their children to obtain new ability (Bornstein & Cheah, 2006). The findings that focused on the socialization goals and education levels (high and low) of mothers where they live in Istanbul/Turkey showed that low educated mothers emphasized the importance of obedience and respect to others in contrast, high educated mothers reported that autonomy and self-enhancement are important (Yağmurlu, Çıtlak, Dost, & Leyendecker, 2009). Another research within Turkish context that focused on the relationship between education level of mothers and emotional socialization underlined that mothers with high education tended to support emotional expression of their children and tended to ignore their children's emotion reaction when their children showed anger, fear or sadness (Yagmurlu & Altan, 2010). Considering importance of socialization and,

variation between and within cultural groups in their socialization of children, it was conceptualized this study through socialization theoretical perspective within the Turkish culture.



CHAPTER 2

LITERATURE REVIEW

2.1 The Contexts of the Relationships and Children's Social Competence

In the following sections, relationship contexts that could influence children's social competence was mentioned; family context (parent-child relationship and parent-parent relationship), and teacher-child relationships.

2.1.1 Family Context and Social Competence

In this section, parent-child and parent-parent relationship as predictors of children's social competence were mentioned.

Parent-Child Relationship and Social Competence

The family is a primary context where children begin their interactions through socialization. Parental attitudes, values, and pleasures in the family environment affect the child's development (Molenaar, Boomsma & Dolan, 1993). There are two main concepts of parent-child relationships linking to children's social competence: Closeness and Conflict (Pianta, 1992). Closeness refers to supportive parental approaches and mutual respect and sensitivity between parent and the child (Pianta, 1992). On the contrary, conflictual relationship between parents and their children is based on low levels of sensitivity, responsiveness and availability shown by parents (Connell & Prinz, 2002). Accordingly, more positive supportiveness and responsiveness and sensitiveness from parents towards the children have been related with more positive social outcomes, for example, competency in relationship between children and their friends (Ruprecht, Elicker & Choi, 2016). In addition, it was found that children who had a positive relationship with their parents were more

effective in expressing themselves and controlling their emotions, which could be explained by parents' consistency in meeting the needs of these children in a positive way (Smith, Calkins & Keane, 2006). In a study conducted in China, it was found that when parents established and maintained close relationships with their children, children displayed positive interactions with their peers as part of the social competence (cooperation, assertion, and self-control) (Xu, Liu, Li, Liu & Huntsinger, 2018). In another study with Turkish parents and children, researchers found that the quality of mother-child relationship supports the child's cooperative participation and self-management competences (Nur, Aktaş-Arnas, Abbak & Kale, 2018).

In the process of socialization, parents and children also struggle and get into conflictual relationships. In one study (Boyer, Scott, & Nelson, 2016), researchers focused on mothers' behavioral attitudes classified in three dimensions as firstly sensitive/ engaged, secondly moderately sensitive/engaged, and thirdly insensitive/disengaged, and they also focused on how these dimensions were associated to children's social skills. The results showed that children with sensitive/engaged mother showed higher social skills than children with insensitive/disengaged and moderately sensitive/ engaged mothers (Boyer, Scott, & Nelson, 2016). In another study with Chinese mothers and children, findings showed that when the mother-child relationship was close and sensitive, the social competence was high and problematic behavior was low (Xu, Liu, Li, Liu, & Huntsinger, 2018). According to longitudinal research, when parent-child interaction increased; correspondingly, it was found that children's social competence levels positively and significantly increased over time (Gadaire, Henrich, & Finn-Stevenson, 2017). Acar and colleagues (2018) also found that parent-child conflict was negatively related to Turkish children's peer relations as part of the social

competence during elementary school years. Overall, when children experience positive relationships with their parents (high degrees of closeness and low degrees of conflict), they tend to exhibit greater social competence than their peers who do not have positive relationships with their parents (Valentino, Comas, & Nuttall, 2014). Considering parent-child relationships is a crucial context for children's social competence, it was examined the association between Turkish parents' relationships with their children and how this relationship was related with children's social competence during preschool years.

Parent-Parent Relationship and Social Competence

Parents' relationships with each other could be another important factor for child outcomes in early years. Relationships between parents sometimes emerge as discordance where one parent may not agree another parent on some issues, including child development. Many of the disagreements among parents do not reach a constructive solution and accordingly, the disintegration of these conflicts creates a detrimental effect for the child and adversely affects the child's developmental process (Belsky, 1984). Besides, these disagreements sometimes occur in front of the children for example, parents discuss their child-rearing problems in front of their child. This is called triangulation when children involve in parental arguments (Pinquart & Teubert, 2015). Findings from an empirical research have been focused on the negative features and consequences of the parent-parent' relationships and the results suggested that parental conflict and being divorced negatively affect the child's behavior (Goldberg & Carlson, 2014). The important point that must be considered is the quality of parents' relationship and child's behavior could be bidirectional. According to an empirical research, parents' relationship with each other has shown to be affecting the children, at the same time, children may

influence their parent-parent relationships (O'Brien, 2005). In addition, when parents cannot resolve their conflicts in a healthy way, children observe their parents' aggressive and hostile behavior towards one another and may try out similar ways in their own relationships with peers. One way for children to learn to express their emotions is to observe their parents and take role models; however, if a parent cannot express his/her emotions successfully, the children cannot take a role model, which may create problems in their social relationships (Öngider, 2013). Moreover, the child, who grows up in the conflicting environment of his/her parents, internalizes this conflict, which could lead a decrease in the level of social competence in social relations (Gottman & Katz, 1989). This type of parent-parent discussion is called destructive conflict. On the other hand, this conflictual environment has been divided into two parts in some studies and it was emphasized that destructive conflict may have a negative effect on children as well as a constructive conflict may have a positive effect on children (Barthassat, 2014). According to researches, it was found that constructive conflict behaviors between parents had positive association with children's prosocial behavior and negative association with children's aggressive behaviors (Du Rocher Schudlich, White, Fleischhauer, & Fitzgerald, 2011; McCoy, Cummings & Davies, 2009). Nonetheless, David (2009) found different results than these studies. According to the observational data obtained from children and the survey results obtained from mothers and teachers, there was no association between positivity in marriages and establishing a positive relationship with peers (David, 2009).

However, the warm and healthy husband-wife relationship that parents maintain with love and tolerance plays an important role in their positive attitudes and behavior towards their children. The positive attitudes and approaches of the

parents ensure that their communication with their children is healthy and effective (Kırman & Doğan, 2017). In a study, it was found that the quality of the relationship between parents and children increased as the marital quality of parents increased (Schoppe-Sullivan, Mangelsdorf, Brown & Sokolowski, 2007). Interrelatedly, another research found that mothers' and fathers' marital satisfaction is significantly linked with children's behavioral and emotional problems and it also found that marital satisfaction is related with child's involvement (Fishman & Meyers, 2000). Considering socialization of a child within parent-parent relationships and parent-child relationships, it is crucial to understand how these relationship contexts may contribute to children's social competence.

2.1.2 Teacher-Child Relationship and Children's Social Competence

Teachers are main secondary agents after parents for children's development of social competence (Pianta, 1999). Teachers who are more responsible towards children support their social competence by providing classroom environment in which children can develop their social interaction (Acar, Kutaka, Rudasil, Torquati, Coplan & Yıldız, 2018). The quality of the relationship between teacher – the child is shaped by closeness and conflict. Closeness refers to positive relationship (reciprocal respect, teacher sensitivity, being answerer, etc.) between teacher-child, while conflict refers to negative relationship (struggling, teacher's anger toward the child, etc.) (Acar, Torquati, Garcia, & Ren, 2018). The close interaction of children with their teachers helps them to comprehend supportive behavior from their teachers more easily; thus, they understand the activities in the classroom more easily and their academic achievement, school attitudes and participation in the school environment increase (Birch & Ladd, 1997). In the teacher-child relationship, which is dominated by closeness, children exhibit fewer behavioral problems than the

teacher-child relationship with which conflict and dependence prevail, they are more successful in social relations, they can solve social problems more effectively, they love schools more and they show better academic performance (Webster-Stratton, Reid & Stoolmiller, 2008). In addition, a positive and healthy teacher-child relationship supports the child's language development, school adjustment, peer relationship and writing competence (Garner, Mahatmya & Mason, 2015). Nevertheless, conflictual relationship between teacher and children decreases children's social competence, their mutual social interaction with their peers and teachers, and their behavior towards self-regulation (Portilla, Ballard, Adler, Boyce, & Obradović, 2014). In addition, this conflictual relationship negatively affects children's behaviors and it causes them to tend to show more externalizing behaviors (Silver, Measelle, Armstrong, & Essex, 2010).

In a study, it was found that the positive and warm relations between the children and teachers had a very important place in terms of the socialization process of the child and the quality of this relationship determined the academic success and social relations of the child (Hamre & Pianta, 2001). In another related study, it was found that the children's social competence with their peers was related to the social-emotional environment in the pre-school period and the quality of teacher-child relations (Howes, 2000). In addition, Hughes, Bullock, and Coplan (2013) found that there was a significant relationship between the dimensions of teacher-child relationship and social play, loneliness, antisocial behavior, prosocial behavior, emotional symptoms and behavioral problems of children. Parallel to this finding, teacher-child conflict was found to be associated to children's antisocial behavior in Turkish elementary school context (Acar, Evans, Rudasill, & Yıldız, 2018). Besides, it was found that close relationship between teacher and children predicted children's

high levels of social competence (Acar, Kutaka, Rudasil, Torquati, Coplan & Yıldız, 2018). In another study in Turkey, a negative significant relationship was found between the conflict dimension of the teacher-child relationship and children's social competence, abilities of children to solve their problems with their peers, and adults and total social problem-solving abilities (Dereli, 2016).

Overall, there has been no study to my knowledge investigated the relationship between parent-child, parent-parent, teacher-child and children's social competence within the Turkish context. Therefore, the purpose of this study was examining the association between relationships contexts and children's social competence. By doing so, it was aimed to provide parents and teachers with the knowledge that how their relationships with children and each other may contribute the development of children's social competence.

2.2 Teacher-child relationship quality as a moderator on the association between home-context (parent-parent and parent-child relationships) children's social competence

According to the perspective of Bronfenbrenner, it is suggested that there is interrelated relationship between home and school settings which can affect the children's skills (Bronfenbrenner, 1979). In addition, for example, one context may compensate the other context if it has negative effect on children's development (Bronfenbrenner & Morris, 2006). The research that was investigated by Burchinal, Peisner-Feinberg, Pianta, & Howes (2002) predicted that the children with authoritarian and less child centered parents have close relationship with their teacher, they handle good academic skills than the children who hasn't got close relationship with their teacher. In relation to that, a previous research found that

positive teacher-child relationships were protective factor at school when children have neglectful and uninterested relationship with their parents (Hughes, Cavell, and Jackson, 1999). In another research, it was found that if the children, who have stressful environment in their houses, have better class environment opportunity like positive climate or fewer problematic environment they show better academic performance (Brophy-Herb, Lee, Nievar, & Stollak, 2007). Furthermore, teacher-child closeness plays a protective role for the children not to develop aggressive behavior when they have less secure attachment with their parents (Buyse, Verschueren, & Doumen, 2011). In another research which supports this preceding finding, it was found that children who had conflictual relationship with their parents showed antisocial behaviors when they had conflictual relationship with their teachers (Acar et al., 2018). Similarly, it was found that children who had insecure attachment displayed less aggressive behavior when they have the experience of establishing close relationships with their teachers, however, if children do not have close relationship with their teacher, they exhibit more aggressive behavior (Hamre & Pianta, 2001). Acar, Torquati, Garcia, & Ren (2018) reported that when children didn't have a close relationship with their parents and had high level of conflictual relationship with their teachers, they faced the problem about not regulating their behavior. To illustrate that, research found that children with insecure attachment relationships with their parents and teachers displayed negative behavioral outcomes (DeMulder, Denham, Schmidt, and Mitchell, 2000).

As seen above, there has been a substantial amount of research investigating the compensating role teacher-child relationships against negative parent-child relationship for child social outcomes. However, unfortunately, there has been a paucity of research examining the associations between parent-parent relationship

and teacher-child relationships in predicting children's social competence.

Considering this paucity, we argue that teacher-child relationships could be an extension of co-parenting as both focuses on qualities of child rearing (Feinberg, 2003; McHale et al., 2004). From this point of view, agreement and/or disagreement between parents and teachers' perceptions of child rearing decision including building relationships may be related to children's social competence. We know that children also perceive dynamics of relationships with themselves and parent, teachers, and peers from different perspectives (Gurdal & Sorbing, 2018).

Considering all these conceptualizations we attempted to explore whether the qualities of teacher-child relationships in classroom context would ameliorate the co-parenting qualities of parents about their children so that children may attenuate their social competence.

Overall, this study concentrated on children's social competence between parent-child and teacher-child relationships in predicting children's social competence. Additionally, the current study also focused on children's social competence between parent-parent and teacher-child relationship, and, to our knowledge, there is no study that has investigated the interaction between parent-parent and teacher-child relationships which predict the children's social competence.

2.3 The Current Study

2.3.1 The Significance of the Study

Social competencies, such as the ability of the individual to get along well with others, to establish and maintain close relationships and to respond in adaptive ways in social environments, are shaped in early childhood. The social competencies could

play a crucial role in shaping the social relations in the later life of the child (Ladd, 2005). Relationships with parents (Valentino, Comas, & Nuttall, 2014), relationships with their teachers (Acar et al., 2018), and relationships between parents (Belsky, 1984) are fundamentally important factors that affect children's social competence in early childhood. Hence, the current study will provide a comprehensive look at adult-adult and adult-child relationships as predictors of children's social competence. In the following sections, it was mentioned about in what ways this research closed the gap in the literature.

First, in the current study, the relationship of the children with their parents, their relationship with their teachers, and the mutual perception of the parents about child-rearing will be examined in detail. It should be noticed that the social competence of preschool children has not been investigated within all aforementioned constructs at once. For example, Zhang (2011) focused on the interactions between parent-child relationships and teacher-child relationships and how these were related to children's social competence. However, he did not examine the factors of parent-parent relationships in his research (Zhang, 2011). Additionally, Acar et al. (2018) measured the qualities of parent-child and teacher-child relationship and its associations with on children's antisocial behavior. However, they did not investigate effects of parent-parent relationships in their research.

Second, there has been a limited number of studies examining the relationship between social competence of children and adult-child relationships in the environment of Turkish culture. In a study of Gülay-Ogelman and Çiftçi Topaloğlu (2014), they examined the relationship between the social competence of 4-5-year-olds and the self-efficacy of parents. However, this study was limited to the

perception of the self-efficacy of the parents and their relations with other adults or their own children were not investigated. In another study, Durmuşoğlu Saltalı and Arslan (2012), the relationship of social competence and introversion behaviors of children attending kindergarten with parental attitudes were examined. In this study, only parental attitudes were examined and the relationship of the child with the parents or adults was not mentioned. However, the current study was examined the attitudes between parents and teachers and also teacher-children relationships and their interactions with children's social competence. In addition, in a study conducted by Gülay Ogelman, Körükçü and Ersan (2015), the researchers examined the relationship between children's mothers and their teachers and predicting peer relations of preschool children. In this study, the relationship between the parent-child relationship and the student-teacher relationship were examined and it was investigated whether they predicted the child's peer relations. However, in this study, the relationship between children and adults and the relationship of adults with each other have not been addressed extensively. Overall, to extend the previous findings in existing literature and contribute new findings to the literature, this current study focused on the children's social competence aged range between 3 and 5 years and it also focused on not just the relationship between children's social competence and their relationship with parents but also their relationships with teachers, and co-parenting relationships.

Overall, by using comprehensive approach to relationship contexts as predictors of children's social competence, the current study extended the existing literature regarding children's social competence.

2.3.2 Purpose of the Study

The aim of the current study was to investigate the contributions of adult-child relationships (parent-child, teacher-child) and adult-adult relationships (parent-parent) to social competence of children in early childhood.

2.3.3 Research Questions of the Study

Considering the aim of the current study, it was addressed following research questions and hypotheses.

RQ1: Do qualities of parent-child relationships associate with the children's social competence?

H1a: Parent-child closeness will positively associate with children's social competence.

H1b: Parent-child conflict will negatively associate with children's social competence.

RQ2: Do qualities of parent-parent relationship associate with the children's social competence?

H2a: Parent-parent cooperation will positively associate with children's social competence.

H2b: Parent-parent conflict will negatively associate with children's social competence.

H2c: Parent-parent triangulation will negatively associate with children's social competence.

RQ3: Do qualities of teacher-child relationship associate with the children's social competence?

H3a: Teacher closeness will positively associate with children's social competence.

H3b: Teacher conflict will negatively associate with children's social competence.

RQ4: Do qualities of teacher-child relationship moderate the associations between parent-child relationships and children's social competence?

H4a: Teacher-child closeness will positively moderate the associations between parent-child relationships and children's social competence.

H4b: Teacher-child conflict will negatively moderate the associations between parent-child relationships and children's social competence.

RQ5: Do qualities of teacher-child relationship moderate the associations between parent-parent relationships and children's social competence?

H5a: Teacher-child closeness will positively moderate the associations between parent-parent relationships and children's social competence.

H5b: Teacher-child conflict will negatively moderate the associations between parent-parent relationships and children's social competence.

CHAPTER 3

METHOD

3.1. Participant

Data for the current study were collected from the parents and teachers of 127 (64 boys, 63 girls) Turkish preschool children whose age ranged from 26 months to 79 months ($M = 54.64$ months, $SD = 9.22$ months). In addition, mostly only mothers ($n=117$) completed measures so there was no father filled out co-parenting measures. A priori power analysis for hierarchical regression models showed that a minimum of 127 would be enough to detect medium effect (.15) for the variables in hand at the level of 80% power (Sopper, 2019).

Mothers' age ranged from 24 years to 47 years ($M = 36.04$, $SD = 4.71$) and fathers' age ranged from 29 years to 52 years ($M = 39.06$, $SD = 4.48$). While 71.7% of mothers reported as employed, 28.3% reported as unemployed at the time of data collection. Further, while 96.1% of fathers reported as employed, only 3.1% reported as unemployed at the time of data collection. A minority (1.6%) of mothers finished primary school, 3.1% of mothers finished secondary school, 17.3% of mothers finished high school, 59.1% of mothers finished college, 15.7% mothers finished postgraduate, and 3.1% of mothers finished doctorate. Parallel to mothers, 5.5% of fathers finished primary school, 5.5% of fathers finished secondary school, 26.8% of fathers finished high school, 45.7% of fathers finished college, 13.4% of fathers finished postgraduate and 4% of fathers finished doctorate. A majority (89%) of parents was married, 7.1% of parents were single, 1.6% of the parents were divorced, and 1.6% of parents were cohabiting. Majority of parents were high income, with 1.6% reporting a monthly family income of between 1000TL-2000TL, 1.6%

reporting between 2001TL-3000TL, 7.9% reporting 3001TL-4000TL, 7.9% reporting 4001TL-5000TL, and 74.8 % reporting as 5000TL and higher as the highest monthly family income. Taken the education and income levels of households into account, the current sample could be considered as medium to high socioeconomic status. The SES variable was created by averaging standardized family income and education levels (z-transformations). The demographic information is presented in Table 1.



Table 1

Participants' Demographic Information

	n (%)	Missing	M	SD	Range
Child Characteristics					
Gender	127				
Boys	64 (50.4)				
Girls	63 (49.6)				
Age (Months)	127		54.6434	9.22018	26.81 - 79.21
Family Characteristics					
Mothers' Age	127		36.047	4.7138	24 - 47
Fathers' Age	121	6	39.066	4.4847	29 - 52
Mothers' Occupation Status	127				
Yes	91 (71.7)				
No	36 (28.3)				
Fathers' Occupation Status	126	1			
Yes	122 (96.1)				
No	4 (3.1)				
Mothers' Education Status	127				
Primary School	2 (1.6)				
Secondary School	4 (3.1)				
High School	22 (17.3)				
University	75 (59.1)				
Postgraduate	20 (15.7)				
Doctorate	4 (3.1)				

Fathers' Education Status	127	
Primary School	7 (5.5)	
Secondary School	7(5.5)	
High School	34 (26.8)	
University	58 (45.7)	
Postgraduate	17 (13.4)	
Doctorate	4 (3.1)	
Marital Status	126	1
Married	113 (89.0)	
Single	9 (7.1)	
Divorced	2 (1.6)	
Cohabiting	2 (1.6)	
Family Income	119	8
1000-2000TL	2 (1.6)	
2001-3000TL	2 (1.6)	
3001-4000TL	10 (7.9)	
4001-5000TL	10 (7.9)	
5000+	95 (74.8)	

M = Mean, SD = Standard Deviation.

3.2 Measures

3.2.1 Children's Social Competence

Social Competence and Behavior Evaluation Scale

Teacher-report of the Social Competence and Behavior Evaluation Scale (SCBE-30; LaFreniere & Dumas, 1996) which was adapted to Turkish by Çorapçı, Aksan, Arslan-Yalçın and Yağmurlu (2010), was used in order to evaluate children's social competence. The SCBE is designed to analyze the emotional and behavioral problems that can be shown by children such as anger-aggression and anxiety-introversion, and the quantity of social skills expected to be developed during the pre-school period. The SCBE includes 30 items with three subscales: Social Competence (e.g., "Comforts or assists another child in difficulty"), Anger-Aggression (e.g., "Easily frustrated") and Anxiety-Withdrawal (e.g., "Maintains neutral facial expression") and each subscale consists of ten items. For the aim of the current study, we utilized the Social Competence (SC) subscale which measures the positive features like the cooperation that the children are in with their peers and the way they solve the disagreements. Teachers reported about children's social competence on a 6-point Likert-type scale (1 = never, 2 or 3 = sometimes, 4 or 5 = often, 6 = always). Higher scores indicated higher levels of social competence for a target child.

In the original study, the Cronbach alpha internal reliability coefficient for the Social Competence subscale was $\alpha = .88$. We found the Cronbach alpha of .91 for the current study, indicating acceptable internal consistency.

Penn Interactive Peer Play Scale-Teacher Version

Teacher-report of the Penn Interactive Peer Play Scale (PIPPS; Fantuzzo, Mendez, & Tighe, 1998), which was adapted to Turkish by Ahmetoğlu, Acar, and Aral (2017), was used in order to evaluate the quality of peer play behaviors of children in early childhood. The PIPPS includes 32 items with three subscales: Play Interaction (e.g., “Shares ideas”), Play Disruption (e.g., “Starts fights and arguments”) and Play Disconnection (e.g., “Hovers outside play group”). -The PIPS-Teacher version is scored on a 4-point Likert-type scale (1 = never, 2 = rarely, 3 = often, 4 = always). For the purpose of the current study, we utilized the Play Interaction subscale which consists of 8 items in which teachers report about children’s behaviors that they may potentially display during play interactions (e.g., show creative behavior in the play and encourage others to participate to the play). In the original study, the Cronbach alpha internal reliability coefficient for the Play Interaction subscale was $\alpha = .85$ (Ahmetoğlu et al. 2017). In the current study, we found the Cronbach alpha of .86, indicating acceptable internal consistency.

Following the previous conceptual and empirical considerations (Etel & Yağmurlu, 2015; Ladd, 2005), Social Competence Subscale of the SCBE and The Play Interaction subscale of the PIPS were highly correlated ($r = .84, p < .001$); therefore, we averaged scores from these two subscales to compose a total social competence score. We used this composed social competence score in further analyses.

3.2.2 Family Context

Parent - Child Relationship

Parent-report of the Parent-Child Relationship Scale (CPRS Pianta, 1992) which was adapted to Turkish by Akgün and Yeşilyaprak (2010), was used to understand the qualities of parent-child relationships. Turkish version of the CPRS includes 24 items with two subscales: Conflict (e.g., “*My child and I always seem to be struggling with each other*”), Closeness (“*I share an affectionate, warm relationship with my child*”). This scale is scored with a 5-point Likert scale (1= Definitely does not apply, 2= Not really, 3= Neutral, not sure, 4= Applies somewhat, 5= Definitely applies). Higher scores refer to higher levels of that construct. Conflict subscale consists of 14 items and the Cronbach alpha internal reliability coefficient for Conflict subscale was $\alpha = .85$. Closeness consists of 10 items and the Cronbach alpha internal reliability coefficient for Closeness subscale was $\alpha = .73$ (Akgün & Yeşilyaprak, 2010). For the current study, the internal consistency was acceptable ($\alpha = .72$ for parent-child closeness and $\alpha = .80$ for parent-child conflict). In the current study, mostly only mothers completed this measure.

Parent-Parent Relationship

The Co-parenting Inventory for Parents (CI-PP; Pinquart & Teubert, 2015) was used to evaluate the parents' perceptions of child rearing for each other. The CI-PP includes 12 items with three subscales: Cooperation (e.g., “*My partner and I talk about child-rearing*”), Conflict (e.g., “*My partner and I disagree on the rules, goals and demands of child-rearing*”) and Triangulation (e.g., “*Our child gets involved in conflict between my partner and me*”). Parents (i.e., mothers) reported on a 4-point Likert-type scale (0= not at all true and 4= completely true). In the original study, the

Cronbach alpha internal consistency reliability coefficient for cooperation was $\alpha = .84$ (mother report) and $.77$ (father report). The Cronbach alpha internal consistency reliability coefficient for conflict was $\alpha = .83$ (mother report) and $.87$ (father report). In addition, the Cronbach alpha internal consistency reliability coefficient for triangulation was $\alpha = .75$ (mother report) and $.79$ (father report) (Pinquart & Teubert, 2015). As we used this scale for the first time in Turkish, the scale was translated into Turkish by a field expert who speaks English fluently. Following this, back-translation was made and then comparisons were executed with the original scale. After all the translation and correction processes ended, the final version was used for the current study.

The measurement model for the CI-PP was tested via confirmatory factor analysis using *the Mplus* (Muthén & Muthén, 1998) and showed adequate model fit, $\chi^2(39) = 65.839$, $p < .05$, Comparative Fit Index (CFI) = 0.94 (CFI > .90), Standardized Root Mean Square Residual (SRMR) = .05 (SRMR < .08), Root Mean Square Error of Approximation (RMSEA) = .07 (90% C.I. [0.041, 0.104] (RMSEA < .10); Browne & Cudeck, 1992; MacCallum, Browne, & Sugawara, 1996). Standardized loadings ranged from 0.33 to 0.97 across subscales, indicating acceptable loading values. In addition, the internal consistency was acceptable ($\alpha = .82$ for cooperation, $\alpha = .70$ for conflict, and $\alpha = .75$ for triangulation). However, it only be collected from one parent and this parent was mostly mothers.

3.2.3 Classroom Context

Teacher - Child Relationship

Teacher-report of the Student– Teacher Relationship Scale (STRS; Pianta, 1992), which was adapted to Turkish by Ası and Karabay (2017), was used for

evaluating the way the teacher perceives the relationship that s/he has with specific student. Student – Teacher Scale includes 15 items with two subscales: Conflict (e.g., “*This child and I always seem to be struggling with each other*”) and Closeness (e.g., “*I share an affectionate, warm relationship with this child*”). In this scale, each item is scored on a 5-point Likert-type scale (1= definitely does not apply and 5= definitely applies). Conflict subscale includes negative perceived behaviors of the child by the teacher, negative interactions in the emotional dimension, and inability to effectively manage the behaviors. Closeness subscale includes responding, positive emotional interactions and dealing with the child as much as necessary. In the original study, the Cronbach alpha internal reliability coefficient for conflict subscale was $\alpha = .84$ and for closeness was $\alpha = .76$ (Asi & Karabay, 2017). For the current study, the internal consistency was acceptable ($\alpha = .82$ for teacher–child closeness and $\alpha = .77$ for teacher–child conflict).

3.3 Data Collection

Private schools were contacted to reach the participants. Private schools were preferred because they were more accessible and available than public schools. For the aim of the current study, the participant children were not attended any special education institutions and did not show any developmental problems as reported by parents and teachers.

Parents were sent a letter with details of the study and were asked about their consent to their participation in the research. Parents were informed that their participation was completely voluntary and solely based on their consent. Once we received the consents from parents, we asked teachers to report on consented

children. When the questionnaires were ready, the researcher picked them up from both teachers and parents.

In this context, to investigate the relationship between child's social competence and the parent-child relationship and the parent-parent relationship, "Child-Parent Relationship Scale" and "Co-parenting Inventory for Parents with Preschoolers Scale" were given to mothers. In addition, to investigate the relationship between child's social competence and the teacher-child relationship, "Teacher-Child Relationship Scale" were given to teachers. Both parents and teachers were informed about how to complete each questionnaire beforehand.

Data Analytical Approach

In this part of the study, preliminary analyses were conducted using SPSS 25 Packaged Program (IBM Corp. Released 2017).

3.4 Data Screening

The data set created by using the 25th version of the SPSS package program, data entry and missing values were reviewed. Before preparing the data, first of all, composite scores were created for all variables by averaging related items.

Secondly, the missing values were detected in a total of 3 variables. Statistics of missing values and the percentage of each subscale were represented in Table 2. However, no more than 5% of the lost data were demonstrated. To understand the mechanism of the missing data, Little's (1988) MCAR (Missing Completely at Random) test was conducted. As a result of the applied missing value analysis (MVA), it was shown that missing values were completely at random (MCAR), $\chi^2 = 5.999, p = .306$. Following MCRA test, it was identified that if there are few data points that are less than 5% or less which is discardable (Scafer,1999), indicating that

the all imputation or listwise deletion for dealing with missing values show similar results (Tabachnick and Fidell, 2006). From this perspective, we did not impute any data point.

In the next step, to detect the outliers (univariate and multivariate), univariate outliers were identified by calculating Z-Scores. In order for a score to be a potential outlier, it must exceed the limits of 3.29 ($p < .001$, two-tailed) (Tabachnick & Fidell, 2006). Accordingly, no univariate outlier was detected. After conducting the univariate outlier, Mahalanobis Distance which is used for identifying the multivariate outliers were checked (Tabachnick & Fidell, 2006). There were 4 multivariate outliers which were in above the χ^2 value of 20.51 (Tabachnick & Fidell, 2006) and they were deleted from the dataset for the further analyses.

In the following step, to assess the normality assumption, skewness and kurtosis were tested. Skewness and kurtosis are the components of the assumptions of normality and their criteria considered to be between +2 and -2 (George & Mallery, 2019). Table 2 provides information about the skewness and kurtosis values of the all variables in the current study.

Lastly, Tolerance and VIF (Variance Inflation Factor) values were detected to understand the multicollinearity of the independent variables. Pallant (2016) suggested that if tolerance is less than .10 and VIF is above 10 has been an indicator of multicollinearity. The results showed the following tolerance values: cooperation .58, conflict .58, and triangulation .72 for co-parenting dimensions; conflict .72 and closeness .73 for teacher-child relationship dimensions; conflict .71, and closeness .74 for parent-child relationship dimensions. Besides, cooperation 1.72, conflict, 1.72, and triangulation 1.39 for co-parenting dimensions; conflict 1.40, and closeness

1.37 for teacher-child relationship dimensions; conflict 1.41, and closeness 1.35 for parent-child relationship dimensions was represented the VIF values. Consequently, it was determined that there were no concerns about the multicollinearity for the variables in the current study.



Table 2

Descriptive Statistics for Demographic and Study Variables (N = 127)

	Missing (%)	Min-Max	M	SD	Skewness	Kurtosis
Co-parenting Dimensions						
Cooperation	3.1%	1,75-4,00	3,56	,572	-1,462	1,477
Conflict	3.1%	1,00-3,50	1,79	,672	,573	-,656
Triangulation	3.1%	1,00-3,33	1,41	,626	1,621	1,749
Teacher-Child Relationship						
Conflict		1,00-3,92	1,89	,638	,821	,298
Closeness		1,73-5,00	4,20	,637	-1,522	3,094
Parent-Child Relationship						
Conflict		1,21-3,64	2,17	,558	,547	-,079
Closeness		3,20-5,00	4,42	,376	-,550	,205
Social Competence						
		1,30-4,90	3,69	,814	-,707	,028

Min = Minimum, Max = Maximum, M = Mean, SD = Standard Deviation

CHAPTER 4

RESULTS

4.1 Preliminary Analyses

Independent sample t-test was used to understand whether there are gender differences. The results indicated that there were statistical differences between boys and girls in 4 out of 8 variables. Teachers perceived that boys ($M = 2.02, SD = .67$) had higher levels of conflict with them than girls had ($M = 1.75, SD = .67$), $t(125) = -2.46, p = .015, d = .40$. However, teachers reported that girls had ($M = 4.33, SD = .45$) higher levels of closeness with them than boys had ($M = 4.08, SD = .76$), $t(125) = 2.24, p = .027, d = .40$. In addition, in the parent-child relationship, parents reported that boys ($M = 4.50, SD = .31$) had more close relationship with them than girls had ($M = 4.34, SD = .42$), $t(125) = -2.51, p = .013, d = .43$. Accordingly, teachers reported that girls ($M = 3.84, SD = .77$) had higher social competence than boys had ($M = 3.55, SD = .84$), $t(125) = 2.03, p = .044, d = .36$.

However, the results displayed that there was no significant difference in cooperation of parents in terms of boys and girls, $t(121) = .32$. In addition, the results stated that there was no significant difference in conflict of parents in terms of boys and girls, $t(120) = -.51$. Also, the results indicated that there was no difference in triangulation of parents in terms of boys and girls, $t(104) = .67$. Lastly, the results showed that there was no difference in parent-child relationship conflict in terms of boys and girls, $t(124) = .35$.

Following steps were taken in hypotheses testing. First, bivariate associations were tested to address Hypotheses from 1A to 3B. Hierarchical Regression analyses were utilized to test Hypotheses from 4A to 5B.

4.2 Bivariate Associations among Study Variables

Bivariate correlations were conducted to determine the relationships between social competence, and parent-child relationship (conflict and closeness), co-parenting (cooperation, conflict, and triangulation), teacher-child relationship (conflict and closeness), and demographics (i.e., age, gender, and SES) (See Table 3).

Parent-child relationship was taken as whole domain involving dimension as conflict and closeness; additionally, association between parent-child relationship and social competence were tested. Results showed that there was no significant correlation between social competence and parent-child conflict ($r(127) = -.094, p = .294$) and parent-child closeness ($r(127) = .021, p = .813$). Hypotheses 1A (Parent closeness will positively associate with children's social competence) and 1B (Parent conflict will negatively associate with children's social competence) were not supported.

The relation between parent-parent relationship, including cooperation, conflict, and triangulation, and social competence were tested. Children's social competence was not significantly associated with cooperation ($r(123) = -.013, p = .886$), conflict ($r(123) = -.021, p = .815$), triangulation ($r(123) = -.004, p = .965$). Hypotheses 2A (Parent-parent cooperation will positively associate with children's social competence), 2B (Parent-parent conflict will negatively associate with children's social competence) and 2C (Parent-parent triangulation will negatively associate with children's social competence) were not supported.

Association between teacher-child relationship, involving closeness and conflict, and social competence were tested. Teacher-child close relationship and social competence were significantly and positively correlated, ($r(127) = .702, p =$

.000). In addition, teacher-child conflict relationship and social competence were significantly and negatively correlated, ($r(127) = -.597, p = .000$). Results are showed in Table3. Hypotheses 3A (Teacher closeness will positively associate with children's social competence) and 3B (Teacher conflict will negatively associate with children's social competence) were supported.

In addition, association between demographics, consist of age, gender, and SES, and social competence were tested. Results showed that gender and social competence were significantly and positively correlated, ($r(127) = .179, p = .044$) while there was not any association between social competence and age ($r(127) = .119, p = .181$) and SES ($r(127) = -.147, p = .099$).

Table 3

The Pearson Correlations of the Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1.Age	-	,001	,054	,045	,067	,007	-,148	,051	-,091	-,003	,119
2.Gender		-	-,220*	,029	-,046	,062	-,215*	,196*	,031	-,219*	,179*
3.SES			-	,049	,043	-,083	,091	-,107	-,132	,021	-,147
4.Cooperation				-	-,485**	-,323**	,077	-,012	-,380**	,470**	-,013
5.Conflict					-	,474**	,043	-,036	,479**	-,156	-,021
6.Triangulation						-	,024	-,031	,375**	-,261**	-,004
7.Teacher-Child Conflict							-	-,511**	,068	-,004	-,597**
8.Teacher-Child Closeness								-	-,026	,070	,702**
9. Parent-Child Conflict									-	-,188*	-,094
10. Parent-Child Closeness										-	,021
11.Social Competence											-

Note. * $p < .05$ (2-tailed), ** $p < .01$ (2-tailed). Gender (Girls= 1, Boys= 0).

4.3. Hierarchical Regression Analyses

Hierarchical regression analyses were conducted in which children's social competence was regressed on co-parenting variables (cooperation, conflict, and triangulation), parent-child relationship (closeness and conflict) and teacher-child relationship (closeness and conflict) and two-way interaction conditions between those variables (e.g., teacher-child relationship closeness x co-parenting cooperation). Due to fact that children were rated individually in classrooms and schools, in regression analyses for each classroom and school, dummy codes were created to account for nesting structure of the data (Stockburger, 1998). Since the age and gender of children are not associated with any of the independent and dependent variables, they are not shown in the tables and are not included in the regression analysis as a control variable. Following the top-down model building procedures, children's gender was included in the model as a control variable but was removed from the model because it was not significant; therefore, it was not used as a control variable.

In the first block, it contained dummy codes for 24 teachers and 7 schools where the children were located. In addition, in this study, classroom and school effects were not main focus of the current study; therefore, the coefficients result of first block are not presented in the tables for brevity. In the second and third blocks, main effects were presented while in the fourth block, two-way interaction terms were shown (see Table 4).

In Block 2 in Table 4, classroom and school dummy codes and co-parenting variables (cooperation, conflict, and triangulation) and parent-child relationship (closeness and conflict) accounted for 43.4% of the variance in children's social

competence, $F(27, 95) = 2.693, p < .001, R^2 = .434$. The third block consisted of co-parenting variables (cooperation, conflict, and triangulation), parent-child relationship (closeness and conflict) and teacher-child relationship (closeness and conflict) and explained 32.5% of additional variance in children's social competence, $F(29, 93) = 10.053, p < .001, R^2 = .758$. In the Block 3, teacher-child conflict was significantly related to children's social competence ($\beta = -.234, t = -3.082, p < .01$) and teacher-child closeness was significantly related to children's social competence ($\beta = .668, t = 8.795, p < .001$). The fourth block included two-way interaction conditions between parent-parent (cooperation, conflict, and triangulation), parent-child relationship (closeness and conflict) and teacher-child closeness and explained 1.7% of additional variance in children's social competence, $F(34, 88) = 8.914, p < .001, R^2 = .775$. The interaction between teacher-child closeness and parent-parent conflict predicted children's social competence ($\beta = -.179, t = -2.69, p < .05$).

Hypothesis 4A (Teacher-child closeness will positively moderate the associations between parent-child relationships and children's social competence) was not supported while Hypothesis 5A (Teacher-child closeness will positively moderate the associations between parent-parent relationships and children's social competence) was partially supported (see Table 4).

To comprehend the nature of the fundamental interaction, it was plotted the association between parent-parent conflict and children's social competence at two levels of teacher-child closeness: high (1 *SD* above the mean) and low (1 *SD* below the mean; Aiken & West, 1991). This is showed in Figure 1. Simple slopes analyses exhibited that the slope for parent-parent conflict on children's social competence when teacher-child closeness was low was not significantly different from the zero ($t = -0.939, p = .351$); however, when teacher-child closeness was high, the slope for

parent-parent conflict was significantly different from zero ($t = -2.545, p < .001$).

Consequently, when teacher-child closeness low, parent-parent conflict is unrelated to children's social competence. Nevertheless, when teacher-child closeness is high, the low level of parent-parent conflict displays high children's social competence than the high level of parent-parent conflict (see Figure 1).



Table 4

Summary of Hierarchical Regression Analysis for Variables and Social Competence (N=127)

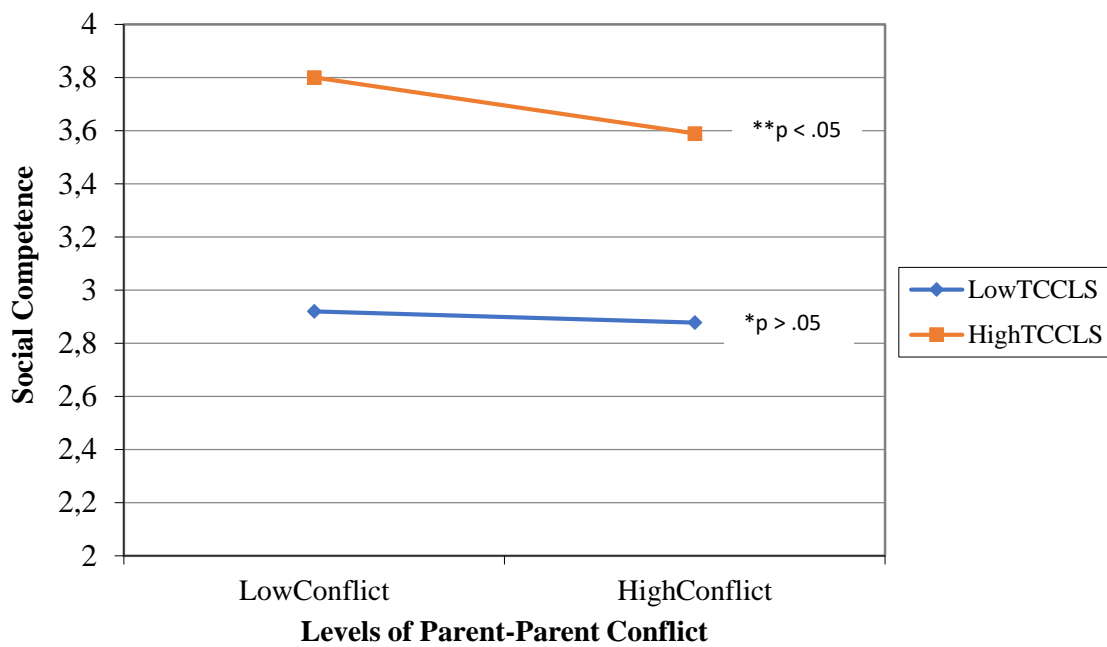
<i>Variable</i>	<i>B</i>	<i>Social Competence</i>	
		<i>SE B</i>	<i>β</i>
Block 2			
COP_COOPERATION	-.159	.159	-.111
COP_CONFLICT	-.095	.144	-.078
COP_TRIANGULATION	.132	.130	.101
PCR_CONF	-.263	.147	-.176
PCR_CLS	.360	.217	.166
Total R^2			.434
$R^2 \Delta$.043
<i>F</i>			2.693***
Block 3			
COP_COOPERATION	-.042	.106	-.029
COP_CONFLICT	-.064	.095	-.053
COP_TRIANGULATION	.149	.086	.113
PCR_CONF	-.165	.098	-.111
PCR_CLS	.063	.146	.029
TCR_CONF	-.298	.097	-.234**
TCR_CLS	.853	.097	.668***
Total R^2			.758
$R^2 \Delta$.325
<i>F</i>			10.053***
Block 4			
TCR_CLS x COP_COOPERATION	-.072	.067	-.080
TCR_CLS x COP_CONFLICT	-.169	.075	-.179*
TCR_CLS x COP_TRIANGULATION	-.020	.075	-.018
TCR_CLS x PCR_CONF	.073	.068	.093
TCR_CLS x PCR_CLS	.087	.065	.113
Total R^2			.775
$R^2 \Delta$.017
<i>F</i>			8.914***

Note. COP= Co-parenting; PCRS_CONF= Parent-Child Relationship Conflict; PCRS_CLS= Parent-Child Relationship Closeness; TCR_CONF= Teacher-Child Relationship Conflict; TCR_CLS= Teacher-child Relationship Closeness.

* $p < .05$, ** $p < .01$, *** $p < .001$

Figure 1.

Teacher-Child Closeness (TCCLS) and parent-parent conflict predicting children's social competence.



**** $b = -0.211, p < .05$; * $b = -0.042, p > .05$.**

In Block 2 in Table 5, classroom and school dummy codes and co-parenting variables (cooperation, conflict, and triangulation) and parent-child relationship (closeness and conflict) accounted for 43.4% of the variance in children's social competence, $F(27, 95) = 2.693, p < .001, R^2 = .434$. The third block consisted of co-parenting variables (cooperation, conflict, and triangulation), parent-child relationship (closeness and conflict) and teacher-child relationship (closeness and conflict) and explained 32.5% of additional variance in children's social competence, $F(29, 93) = 10.053, p < .001, R^2 = .758$. In the Block 3, teacher-child conflict was significantly related to children's social competence ($\beta = -.234, t = -3.082, p < .01$) and teacher-child closeness was significantly related to children's social competence ($\beta = .668, t = 8.795, p < .001$). The fourth block included two-way interaction conditions between (cooperation, conflict, and triangulation), parent-child relationship (closeness and conflict) and student- teacher conflict and explained 2.6% of additional variance in children's social competence, $F(34, 88) = 9.410, p < .001, R^2 = .784$. Hypothesis 4B (Teacher-child conflict will negatively moderate the associations between parent-child relationships and children's social competence) and 5B (Teacher-child conflict will negatively moderate the associations between parent-parent relationships and children's social competence) were not supported (see Table 5).

Table 5

Summary of Hierarchical Regression Analysis for Variables and Social Competence (N=127)

<i>Variable</i>	<i>B</i>	<i>Social Competence</i>	
		<i>SE B</i>	<i>β</i>
Block 2			
COP_COOPERATION	-.159	.159	-.111
COP_CONFLICT	-.095	.144	-.078
COP_TRIANGULATION	.132	.130	.101
PCR_CONF	-.263	.147	-.176
PCR_CLS	.360	.217	.166
Total R^2			.434
$R^2 \Delta$.043
F			2.693***
Block 3			
COP_COOPERATION	-.042	.106	-.029
COP_CONFLICT	-.064	.095	-.053
COP_TRIANGULATION	.149	.086	.113
PCR_CONF	-.165	.098	-.111
PCR_CLS	.063	.146	.029
TCR_CONF	-.298	.097	-.234**
TCR_CLS	.853	.097	.668***
Total R^2			.758
$R^2 \Delta$.325
F			10.053***
Block 4			
TCR_CONF x COP_COOPERATION	.125	.073	.127
TCR_CONF x COP_CONFLICT	.016	.070	.019
TCR_CONF x COP_TRIANGULATION	.042	.068	.046
TCR_CONF x PCR_CONF	.105	.066	.120
TCR_CONF x PCR_CLS	.087	.059	.098
Total R^2			.784
$R^2 \Delta$.026
F			9.410***

Note. COP= Co-parenting; PCRS_CONF= Parent-Child Relationship Conflict; PCRS_CLS= Parent-Child Relationship Closeness; TCR_CONF= Teacher-Child Relationship Conflict; TCR_CLS= Teacher-Child Relationship Closeness.

* $p < .05$, ** $p < .01$, *** $p < .001$

CHAPTER 5

DISCUSSION

The current study is conducted to examine the contributions of parent-child relationships and parent-parent relationships to children's social competence in early childhood. Further, the current study also examined the moderating role of the teacher-child relationship on the association between parent-child relationships and children's social competence, and parent-parent relationships and children's social competence. Considering this purpose of the current study, in the following sections, the findings obtained from the current study are discussed in the light of the relevant literature.

5.1. The Home Context and Children's Social Competence

The first research question aimed to investigate the relation between parent-child relationship and children's social competence. According to this, it was hypothesized that the parent-child close relationship would be positively related to children's social competence while the parent-child conflict relationship would be negatively related to children's social competence. Unlike our expectations, results showed that there were no associations between parent-child closeness and parent-child conflict, and children's social competence. This finding is somewhat contrary to the previous research that reported a positive relation between parent-child closeness and children's social competence and also, a negative relation between parent-child conflict and children's social competence (Ruprecht et al., 2016; Xu, et al., 2018; Acar et al., 2018). However, we speculate that the fact that there is no association between parent-child relationship and children's social competence may be in part because children may display different behaviors in different contexts including social competence (Acar, Frohn, Prokasky, Molfese, & Bates, 2019; Renk

& Phares, 2004). From this point of view, we assessed children's social competence through teacher reports and parent-child relationships via parent-reports, which may have led inconsistency between what parents may perceive for relationships with children and teacher-reported social competence reflecting classroom contexts.

The second research question aimed to investigate the association between parent-parent relationship and children's social competence. It was hypothesized that parent-parent cooperation would be positively associated with children's social competence while parent-parent conflict and parent-parent triangulation would be negatively associated with children's social competence. Contrary to our expectations, the study demonstrated that there were no relationships between children's social competence and parent-parent cooperation, parent-parent conflict, and parent-parent triangulation. The finding that there was no relationship between children's social competence and parent-parent cooperation is consistent with a previous study that showing that there was no association between parental relationship (ensuring children's behavior, discipline and oversight of the child) and children's relationship with their peer interaction including social competence (David, 2009). The discussion for this finding comes a notion of the cognitive-contextual framework Grych and Fincham (1990) positing that children's exposure to parent-parent conflict may explain why they show certain behaviors in out-of-family contexts. In detail, when parents have conflictual relationship in the presence of children, this conflictual context and process may affect children, so they carry this adversity to another social contexts (Barthassat, 2014). Considering this theoretical perspective, we could speculate that children may not have been exposed to parent-parent conflictual relationships in the current sample, which may have led them to not reflecting this relationship in their social competence. In other words,

children may not use this relationship as a resource in elsewhere because they do not internalize this conflictual relationship. Also, the conflictual relationship between parents could not be at extreme level ($M = 1,79$ on a 1-to-4 scale) so that children were not affected by being exposed to this conflictual context. Bringing all together, children may continue displaying “normal” levels of social competence without getting affected by the relationship processes between parents as environmental factors (Boyse, 2019).

5.2. The Classroom Context and Children’s Social Competence

The third research question aimed to investigate the association between the teacher-child relationship and children’s social competence. It was hypothesized that the teacher-child close relationship would be positively related to children's social competence while the teacher-child conflict relationship would be negatively related to children's social competence. Our results from the current study confirmed our hypothesis by showing that there was a positive relationship between children’s teacher-child closeness and social competence and a negative relationship between teacher-child conflict and children’s social competence. Consistently with our results, the previous studies emphasized that when teachers share high level of close relationship with children and there was no conflictual relationship, children displayed higher levels of social competence in their preschool period, kindergarten period and then primary school period. (Zhang & Nurmi, 2012; Ewing & Taylor, 2009; Pianta & Stuhlman, 2004). The reason for this result is that in the school setting, the teacher-child relationship plays a crucial role in children's positive social outcomes, such as social competence (Farmer, Lines, & Hamm, 2001). Mutual sensitivity, respect and emotional intimacy are at the core of the close relationship between teachers and children (Acar, et al., 2018). For example, if teachers are

emotionally supportive (e.g., sensitivity, warm intimacy, or promotive) to children, this helps children to control their emotions more easily, tend to be more prosocial, and behave less aggressively (Meritt, Wanless, Rimm-Kauffman, Cameron, & Peugh, 2012). On the other hand, the conflictual relationship between teachers and children may jeopardize children to develop better social competence due to lack of emotional warmth and support provided by teachers (Deater-Deckard et al., 2001).

5.3. Moderating Role of Teacher-Child Relationship on the Association between Parent-Child Relationship and Children's Social Competence

The fourth research question aimed to investigate the moderating role of the teacher-child relationship between parent-child relationship and children's social competence. In our expectations, teacher-child closeness would positively moderate the associations between parent-child close relationships and children's social competence while teacher-child conflict would negatively moderate the associations between parent-child close relationships and children's social competence. In contrary to our expectations, we did not find a moderator effect of the teacher-child relationship on the relationship between children's social competence and parent-child closeness and parent-child conflict. Unlike our findings, different conclusions reached in previous literature that showed that the teacher-child relationship moderates the parent-child relationship and children's social competence. For example, previous studies found that when the teacher-child close relationship is high level even though the parent-child relationship is conflictual children's development is not affected by this conflictual relationship (Acar et al., 2018; Buyse et al., 2011; Hughes, Cavell, & Jackson, 1999). However, researchers concluded that the findings do not mean that teacher-child and parent-child relationship will not contribute to children's development; in fact, they emphasized that the relationship

between teachers and parents protects children from behavioral problems caused by difficult temperament or family problems (e.g. Acar et al.,2017; Buyse et al., 2011). This could tell us the relation between parent-child relationship could be ameliorated by teacher-child relationship in the context of child's individual characteristics such as temperament.

5.4. Moderating Roles of Teacher-Child Relationship on the Association between Parent-Parent Relationship and Children's Social Competence

The fifth research question aimed to investigate the moderation effect of the teacher-child relationship between parent-parent relationship and children's social competence. We expected that teacher-child closeness would positively moderate the associations between parent-parent relationships and children's social competence while teacher-child conflict would negatively moderate the associations between parent-parent relationships and children's social competence. The result revealed that the teacher-child close relationship moderated the association between parent-parent conflictual relationships and children's social competence. This finding can be explained with contextual-development view that one structure can stress the positive effects of another structure or at the same time it can reduce the negative effects of another structure (Bergin & Bergin, 2009; Sabol & Pianta, 2012). According to this view, when the teacher-child relationship is high, effect of the parent-parent conflictual relationship on children's social competence reduces due to teacher-child relationships as a proximal process may compensate for the parent-parent-parents conflict in prediction children's social competence. This is an interesting finding because parent-parent relationship was not related with children's social competence alone but when teacher-child relationship was in the equation, it became significant.

This promises the importance of further examination of context-by-context interactions on children's social competence.

5.5. Discussing the Results in the Context of Demographics

Demographics were not the main interest of the current study; nevertheless, it is worth to discuss the results in the context of demographics. First, findings from this study revealed that there were differences between boys and girls. In detail, girls were rated higher on social competence than boys were, albeit small effect. This result is consistent with the previous research (Etel and Yagmurlu 2015; Metin-Ora, Çorapçı, Yağmurlu & Aksan, 2013). As parallel to this finding, girls were perceived as having close relationships with their teachers than boys were. We could argue that girls may be following rules and perceived by their teachers as closer to them than boy are. This is similar to previous research (Choi & Dobbs-Oates, 2016; Ewing & Taylor, 2009; Mohammed, 2018; Rudasill & Rimm-Kaufman, 2009) pointing out that girls are more enthusiastic to be part of the class process comparing to boys and this could be perceived positive by teachers (Mohammed, 2018).

The result of association between parent-child relationship and children's gender rather interesting that parents perceived girls as less closeness with themselves than boys were. It appears that further research is needed to fully uncover or replicate to some extent this finding. We could only speculate that mothers as main reporters in this sample perceived that they had close relationship with children who were happened to be boys. Previous research related to this finding is somewhat has produced mixed findings such that either there was no association between parent-child closeness (Acar et al., 2018) or mothers reported higher closeness for both their daughter and sons compared to father did (Driscoll & Pianta, 2011).

5.6. Children's Social Competence within Turkish Culture

Even though we did not test cultural perspectives of parents and teachers regarding children's social competence, it is noteworthy to look at the socialization process through cultural lenses. In the Turkish culture, in despite of variations, children could be seen from interdependence-oriented perspectives by adults (Baydar, Akcinar, & Imer, 2012; Kagitcibasi, 2007). However, the variations within Turkish culture appear to be coming from parents' socioeconomic status, parents' education and parents' view towards the child-rearing (Acar et al., 2018; Kagitcibasi, 2007; Kagitcibasi, Ataca, & Diri, 2010). The socio-economic level, which is one of the structural features of the family, is known as one of the most important factors affecting parental behavior and therefore the social and behavioral development of the child (Brooks-Gunn & Duncan, 1997; McLoyd, 1990). Accordingly, parents with low socioeconomic status generally aim to have more economic dependency in their children and therefore more dependency in their relationships with their children, and in contrast, parents with high socioeconomic status support their independence and development. (Kagitcibasi & Ataca, 2005). In addition, results reflecting the study of the Turkish Early Childhood Ecologies (TEÇGE) (Baydar et al, 2014), it was emphasized that high-income parents may utilize more resources to contribute more to children's language development than low-income parents (Akçınar & Baydar, 2018). For example, the study conducted in Turkey showed that there was a relationship between parents' education and the language they use with the child (e.g. conversations about the child and the past), and accordingly, it showed that highly educated mothers are more distinctive when talking with their children and use notification phrases that describe the details of the events more often than mothers with lower education levels (Küntay & Ahtam, 2004). Further, it has been found that

high-income parents are more supportive in preparing their children for school and are more supportive as they have the opportunity to offer their children more material in this regard (Akçınar & Baydar, 2018). A cross-cultural study investigated differences in the approach of children going to kindergartens in different cultures to establish close relationships with people outside the family (Edwards, Kumru, Knoche, Misuk Kim & Aukrust, 2003). The researchers found that there were differences between mothers from Norway, United States, Turkey and Korea in terms of their children's friendships and relationships with their teachers. It was also showed that Turkish families compared to other cultures appeared to be caring about the relationship between their children and their teachers (Edwards, Kumru, Knoche, Misuk Kim & Aukrust, 2003).

Preschool period is a transition process that facilitates the passage of children from the family environment to the school environment. Especially in children of families with low socioeconomic status, this process can be more difficult; this can be explained by the fact that children generally are not familiar with the school process in early childhood. Therefore, it is important for the social, cognitive, and academic development of preschool children. In this period, children who start to establish close relationships with their teachers have a social environment where they can learn how to contact their peers (Acar, et al., 2018). According to the research, it has been found that Turkish parents have less time to communicate with teachers about children than American parents (Aukrust, Edwards, Kumru, Knoche, & Kim, 2003). When we consider this premise, it shows the importance of Turkish children to establish close relationships with their teachers is a crucial foundation for their social, cognitive, and academic development. Bringing all together, it is important to

state that nurturing relationships are main foundation for children's concurrent and future development regardless of families' socioeconomic status.

5.7. Limitations and Future Directions

One of the strengths of this study is the detailed examination of children's relations with their parents, teachers and the mutual perception of the parents as these all related to children's social competence. Since there is no study examining the social competence of preschool children in all structures at once, this study is a promising study because it contributes to the literature in this perspective. In addition, to our best knowledge, there has been a limited number of studies examining the relationship between the social competence of children and adult-child relationships in Turkey. In the current study, the data were collected from 7 different schools and 24 different teachers in seven different regions of Istanbul, which strengthened the study because it shows the representation of the data. Another contribution of the current study is that it provides a perspective on Turkish literature by introducing the Co-Parenting Inventory Scale for researchers who want to investigate parents' mutual perceptions about child-rearing.

Despite these strengths, there are various limitations in the current study. First of all, data on children's social competence and teacher-child relationship was collected from only teachers and may have led to have shared variance. It is also important to collect data from the parents and observations regarding the social competencies of the children, to evaluate both from the perception of the parents and the perception of the teachers as well as independent observations. Besides, data for parent-child and co-parenting relationships were collected from mostly mothers. It is also important to collect data from both mothers and fathers to evaluate perspectives of both mothers and fathers. Another limitation was that the sample size within the

current study was small for a complex model where all projected models could be tested at once by reducing measurement error and providing more accurate standard errors. Future studies should use larger sample size to understand the relationships among variables effectively. In addition, this study was not equally representing all socioeconomic status as data were from mostly medium to high income families. Future studies should consider covering all socioeconomic status. Last but not least, the nature of the current study was cross sectional that limits us to make any causal inferences from our findings. Future studies may utilize longitudinal data collection to serve the causal inference from the findings.

5.8. Implications

The findings of the teacher-child relationship showed the importance of the relationship with children's social competence. Previous researches, as like the findings of the current study, found that the close relationship between teacher and child associates positively with child development (Driscoll, Wang, Mashburn, and Pianta, 2011). There are intervention programs for teachers to strengthen their relationship with children. For example, Banking Time (Hamre & Pianta, 2001) which is a school-based intervention that focuses on children's social-emotional competencies and Promoting Alternative Thinking Strategies (PATHS; Greenberg, Kusche, Cook, & Quamma, 1995) which is an effective program the classroom helps children to regulate and identify their feelings to reflect them, and find solutions for behaviors and test the solutions. Teachers can interact more sensitively, warmly and supportively with children through these programs. Thus, they can contribute to the development of children's social skills and to reduce behavioral problems.

In addition, considering the previous studies, teacher-parent relationship contributed to children's behavioral development (Sucuoğlu & Bakkaloğlu, 2016;

Acar & Uçuş-Güldalı, 2017; Moorman-Kim et al.; 2013) it may be important to consider intervention programs aimed at improving both teachers and parents' relationships with children. Considering the importance of this, intervention programs, for example, Getting Ready (Sheridan, Marvin, Knoche, & Edwards, 2008) can be implemented aiming at contributing to the positive social and academic success of the children that teachers and parents will receive together at school. Thus, social communication that develops and supports between teachers and parents can contribute to the development process of children (e.g.; social competence).

5.9. Conclusion

All in all, this study investigated the contribution of children's parents, teachers and their parents' mutual relationships to their social competence. Because the previous studies did not address these issues in such a comprehensive and explicit way, this study gains importance because it explains the social competencies of children from a broad perspective. Our results indicated that teacher-child relationship positively correlated with the children's social competence while other dimensions did not correlate with the children's social competence. In addition, we investigated moderator effect of teacher-child relationship on the relationship between parent-child, parent-parent relationship and children's social competence. Also, our results showed the moderator effect of teacher-child relationship on the relationship between parent-parent-relationship and children's social competence. However, we did not find any moderation effect of teacher-child relationship on the relationship between parent-child relationship and children's social competence. To sum up, this study might contribute to further studies and literature by addressing the relationship between children's social competence and their relationships with their parents, teachers and their parents' mutual relationships with a broad perspective.

APPENDIX A
(Demographics Questionnaire)

Çocuğunuz Adı Soyadı:

EBEVEYN KİŞİSEL BİLGİLER

Lütfen anaokulu dönemde bulunan çocuğınızı göz önünde bulundurarak aşağıdaki soruları cevaplandırınız.

Formu Doldurduğunuz Tarih:/...../.....

Formu Dolduran Kişi: Anne () Baba ()

Çocuğunuzun yaşı: (ay olarak) **Çocuğunuz Cinsiyeti:** () Kız () Erkek

Çocuğunuzun Doğum Tarihi:/...../.....

Anne Yaş..... Baba Yaş.....

Şu anda anne çalışıyor mu? Evet () Hayır ()

Şu anda baba çalışıyor mu? Evet () Hayır ()

Anne Eğitim Durumu:

İlkokul () Ortaokul () Lise () Üniversite () Yüksek Lisans () Doktora ()

Annenin şu ana kadar almış olduğu toplam eğitim süresi: (Yıl olarak)

Baba Eğitim Durumu:

İlkokul () Ortaokul () Lise () Üniversite () Yüksek Lisans () Doktora ()

Babanın şu ana kadar almış olduğu toplam eğitim süresi: (Yıl olarak)

İlişki durumunuz nedir?

Bekâr () Evli () Boşanmış () Ayrı () Tekrar evlenmiş () Dul () Birlikte yaşama ()

Ailenin toplam aylık geliri?

1000-2000 TL	
2001-3000 TL	
3001-4000 TL	
4001-5000 TL	
5001 TL ve üstü	

APPENDIX B

(Parent-Child Relationship Scale)

Çocuk Adı :

Çocuk Cinsiyet:

Çocuk Yas:

ÇOCUK-ANABABA İLİŞKİ ÖLÇEĞİ

Aşağıdaki her bir ifadenin çocuğunuz ile ilişkinizi hangi derecede yansıttığını değerlendiriniz. Aşağıdaki dereceleri düşünerek, her bir ifade için uygun rakamı yuvarlak içine alınız.

1=Kesinlikle Uygun Değil 2= Pek Uygun Değil 3= Kararsızım 4=Oldukça Uygun

5=Kesinlikle Uygun

(Sample Items)

- | | | | | | |
|--|---|---|---|---|---|
| 2. Çocuğumla ben sürekli olarak birbirimizle çatışma halinde gibiyiz | 1 | 2 | 3 | 4 | 5 |
| 17. Çocuğum beni bir ceza ve eleştiri kaynağı olarak görür | 1 | 2 | 3 | 4 | 5 |
| 10. Çocuğum kendisi hakkındaki bilgileri içinden geldiği gibi paylaşır | 1 | 2 | 3 | 4 | 5 |
| 29. Çocuğum duygularını ve yaşantılarını benimle açıkça paylaşır | 1 | 2 | 3 | 4 | 5 |

APPENDIX C

(The Co-parenting Inventory for Parents)

EBEVEYN-EBEVEYN İLİŞKİSİ ÖLÇEĞİ

Aşağıdaki listede bir çocuğun yetiştirilmesi ile ilgili çeşitli ifadeler yer almaktadır. Verilen numaralandırma sistemini kullanarak, aşağıdaki ifadeleri sağ taraftaki derecelendirme sisteminde size uygun olacak şekilde yuvarlak içine alarak işaretleyiniz.

Derecelendirme: 1 = HİÇ DOĞRU DEĞİL 4= KESİNLİKLE DOĞRU

(Sample Items)

1. Ben ve partnerim (eşim) çocuk yetiştirme konusunda konuşuruz.	1	2	3	4
5. Ben ve partnerim (eşim) çocuk yetiştirmenin kuralları, amaçları ve talepleri konusunda aynı fikirde değiliz.	1	2	3	4
8. Eşim ve ben çocuğumuzun istek ve taleplerini yerine getirme konusunda aynı fikirde değiliz.	1	2	3	4
9. Çocuğumuz eşimle aramızdaki çatışmalara dâhil olur.	1	2	3	4
11. Eşim ve ben, çocuğumuzun önünde çocuk yetiştirme hakkında konuşursak tartışmaya başlarız.	1	2	3	4

APPENDIX D

(Teacher-Child Relationship Scale)

Lütfen bu formu doldururken göz önünde bulundurduğunuz öğrenciyle ilgili aşağıdaki bilgileri veriniz.

Çocuğun Adı – Soyadı: Çocuğun Yaşı:_(ay)Çocuğun Cinsiyeti: Kız () Erkek ()

Bu çocukla ne kadar süredir birlikteyiz?: ____ (ay / yıl)

Lütfen aşağıdaki ifadelerin bu öğrenciyle şu andaki ilişkinizi ne kadar yansıttığını düşünün. Aşağıdaki ölçeği kullanarak, her bir madde için uygun olan rakamı işaretleyiniz.

1= Kesinlikle Uymuyor 2= Pek Uymuyor 3= Bilmiyorum Emin Değilim 4= Biraz Uyuyor

5= Tamamen Uyuyor

(Sample Items)

- | | | | | | |
|--|---|---|---|---|---|
| 2. Bu çocuk ve ben daima birbirimizle mücadele eder gibiyiz. | 1 | 2 | 3 | 4 | 5 |
| 3. Eğer üzgünse/kızgınsa, bu çocuk benden onu rahatlatmamı ister | 1 | 2 | 3 | 4 | 5 |
| 10. Bu çocuk bana aşırı bağımlıdır | 1 | 2 | 3 | 4 | 5 |
| 12. Bu çocuk beni memnun etmeye | 1 | 2 | 3 | 4 | 5 |

APPENDIX E

(Social Competence and Behavior Evaluation Scale)

Çocuğun Adı:

Öğretmenin Adı:

Anaokulunun Adı:

Tarih:

Sosyal Yetkinlik ve Davranış Değerlendirmesi

Aşağıdaki listede bir çocuğun duygusal durumu ve davranışları ile ilgili ifadeler yer almaktadır. Verilen numaralandırma sistemini göz önünde bulundurarak ifadelerdeki davranışları anketi doldurduğunuz çocukta ne kadar sıklıkla gözlemlediğinizi işaretleyiniz:

Bu davranışı

(1) **HİÇBİR ZAMAN** (2 veya 3) **BAZEN** (4 veya 5) **SIK SIK** (6) **HER ZAMAN gözlemliyorum.**

(Sample Items)

- | | | | | | | |
|--|---|---|---|---|---|---|
| 2. Zorda olan bir çocuğu teselli eder ya da ona yardımcı olur | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Kolaylıkla hayal kırıklığına uğrayıp sinirlenir | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Çekingen, ürkektir; yeni ortamlardan ve durumlardan kaçınır | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Diğer çocukların görüşlerini dikkate alır | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Kendinden küçük çocuklara karşı dikkatlidir. | 1 | 2 | 3 | 4 | 5 | |

APPENDIX F**(Penn Interactive Peer Play Scale)**

Geçtiğimiz bir ayı göz önünde bulundurarak, bu çocuğun oyun esnasında aşağıdaki davranışları ne sıklıkla gözlemlediğinizi uygun kutucuğu daire içine alarak belirtiniz.

(Sample Items)

Hiçbir zaman Nadiren Sık Sık Her zaman

1. Diğer çocuklara yardım eder

4. Sırasını beklemez

7. Oyunda sorumluluk almayı ister.

15. Oyuna çağrıldığında katılmayı reddeder



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