



THE SOCIAL SKILLS AND PROBLEM BEHAVIORS COMPARISON OF 6-YEAR CHILDREN WHO GO TO STATE AND PRIVATE PRESCHOOL EDUCATION INSTITUTION

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ABSTRACT

The purpose of this research is to determine whether the social skills and problem behaviors of the 6-year children who go to state and private pre-school education institutions change or not. The research was carried out within the framework of relational survey model. 244 children, who are 6 years old and continue the state and private preschool education institutions, participated in the research. The research data was obtained by using Kindergarten and Kindergarten Behavior Scale which was developed by Merrel (1994). The obtained data was tested with Multivariate Analysis of Variance. In the result of the research, it is found that there are significant differences in the levels of interaction, egocentricity, attention problems, aggression, withdrawal and anxiety according to the type of the institutions and also in the levels of cooperation, interaction, attention problems, and aggression according to the gender of the children.

Keywords: Social skills, problem behaviors, 6-year children, education.

INTRODUCTION

According to the experts (Aykır & Çiftçi-Tekinarslan, 2012; Kapıkıran, İvrendi, & Gültekin, 2006; Poyraz-Tüy, 1999; Yalçın, 2012) social skills are the behavior which enables the communication with the other people, effects the social environment, contains cognitive and affective elements, and they have important roles in the communication between people. As the children have the social skills such as greeting, complying with instructions, waiting the order, apologizing, it shall be easy for them to make healthy communication and harmonize with their environment. Therefore, these skills required to be learnt at early ages when most of the several skills are granted. The lack of social skills during this period causes social adjustment difficulties in adulthood, low academic performance and socio-emotional behavioral disorders, and in addition it is seen to be a part of behavioral disorders. It is stated that the children who have social skills inabilities in the pre-school period, show more problem behaviors, have poor compliance with educational environment and are insufficient for the preparation skills required for the pre-school education. For example, a child who has poor social skills and cannot get into social interaction with the environment in the school is rejected by his/her friends. The rejected child tends to aggressive and anti-social behaviors in order to attract the attention of his/her friends. This behavior leads to the rejection of the child by his/her friends more. The child, who is rejected by his /her friends and isolated socially, may face with internal behavior disorders such as depression and withdrawal. For this reason, the social skills are important skills which must be gained by the children



in the pre-school period. It is required that the children acquire these skills from early ages in different methods.

The social skills occur by affecting directly or indirectly from family, friends, school and other socialization sources. The preschool education institutions are one of the influential sources for the development of social skills. The school life is the most important social environment after the family and the child has the opportunity to learn by experiencing with making many social skills in the pre-school education institution (Günindi, 2011). The pre-school education institution is an educational and social environment which enriches the limited possibilities offered by the family and provides a more adequate environment in the terms of both physical and mental and also social development for the children. This environment, which teaches the intricacies human relationships according to the social values and demands of the society, has an important role in terms of improving behaviors pursuant to expectations of school life for the children. The primary purpose in the pre-school education institutions is to support the child in social aspect. The school has important effects for establishing, maintaining and development of positive relationship in his/her environment. The child gains the qualities in the school such as sharing, cooperation, division of labor, the habit of listening the others, concentrating of the attention, being sensitive to the other's feelings and thoughts, flexibility, thinking and behaving tolerant (Vaizoğlu, 2008; Metin et al., 1993).

While the effects of these preschool education on social skills are well known, the lack of these institutions is emphasized in the studies. For example, Kök, Küçükoğlu, Tuğluk and Koçyigit (2007) determined that almost all the pre-school teachers, classes does not comply with the requirements of pre-school education and need of the children, the physical hardware in the classes are inadequate, the tools and materials are old and inadequate, there are not the landscaping of the school and playground or if there is, they are inadequate, in the study they made. The teachers stated that they faced with the obstacles of the school administration while general planning in school and planning activities in classroom, the content of the program is not sufficient and it is not allowed to make changes in it, the teachers are not knowledgeable enough to make new plans and there are no other people who can guide them for this issues. The majority of the teachers specified that they are insufficient in the classroom management skills (92,8%), they have difficulties in using award-punishment and reinforcements (87%), they cannot intervene the behavior problems in the classrooms efficiently and adequately (75%), they have difficulties in using the time efficiently (56%) and they do not have sufficient knowledge. As it can be understood from the assessments of the teachers, it can be said that the pre-school education institutions are far from being sufficient for gaining social skills and other skills to the children.

When the relevant literature is analyzed, it is seen that researches begin to be made recently, and these researches are about the issues such as pre-school social skills scale validity reliability study (Avcıoğlu, 2007), the educational studies related to social skills (Avcıoğlu, 2003; Durualp& Aral, 2010; Günindi, 2010), the variables that affect social skills (Bülbül, 2008; Gültekin, 2008; Koçak&Tepeli, 2004), situation determination related to the social skills of pre-school children (Kapıkıran, İvrendi& Adak, 2006), social skills and attachment (Seven, 2006). However, it is stated that there is no study made to determine the social skills and problem behavior of the children who continue the state or private pre-school education institutions. For this reason, this study made is expected to fill a gap of research lacking in this issue.

The Sentence of the Problem

In this research, an answer is sought for the question whether the social skills and problem behaviors of the 6-year children who go to state and private pre-school education institutions differentiate or not.



Sub Problems

Do the social skills (cooperation, interaction, independence) and problem behaviors (egocentricity, attention problems, aggression, withdrawal, anxiety) of the six-year old children differentiate according to the gender (state-private)?

Do the social skills (cooperation, interaction, independence) and problem behaviors (egocentricity, attention problems, aggression, withdrawal, anxiety) of the six-year old children differentiate according to the type of the institutions?

Do the social skills (cooperation, interaction, independence) and problem behaviors (egocentricity, attention problems, aggression, withdrawal, anxiety) of the six-year old children differentiate when the variables of institutions type and gender are taken together?

Method

Research model

The research is carried out in compliance with the relational survey model.

Participants

The research's sampling group consists of 6-year old children who go to kindergartens and nursery classes of state and private Primary School in Merkez Selçuklu Province connected to Konya Province National Education Directorate and the independent kindergartens. While determining the sampling group, 9 state and 7 private primary school nursery classes and kindergartens are elected by using the method of random cluster sampling primarily among the primary school and independent kindergartens in the provinces of Selçuklu and Meram, Konya Merkez. While the 8 of 9 stateschools, taken for the research group is the primary school nursery classes and 1 is independent kindergarten, 12 of the private school, taken for the research group is primary school nursery classes and 6 of the private schools are kindergartens and day nurseries. The numbers of 244 children born in 2006 who go to these schools, are included in the scope of the research. The 155 of the children participated in the research go to the state school (63,5%), 89 of them go to the private school (36,5%). 132 of these children are boy (54,1%), 112 of them are girl (45,9%).

70 of the children's mothers who attend state schools were graduated from the primary school (45,2 %), 34 of these children's mothers were graduated from the secondary school (21,9 %), 51 of these children's mothers were graduated from the higher education (32,9%). 83 of the mothers do not work(53,6%) 72of them work (46,4%). 42 of these children's fathers were graduated from the primary school (27,1%), 45 of these children's fathers were graduated from the secondary school (29,0%), 68 of these children's fathers were graduated from the higher education (43,9%). 28 of these children's fathers were self employed (18,0%), 89 of the children's fathers were officer (57,4%), 33 of these children's fathers were worker (21,3%), 5 of these children's fathers were tradesman (3,2%).

12 of the children's mothers who attend private schools were graduated from the primary school (13,5%), 15 of these children's mothers were graduated from the secondary school (16,9%), 62 of these children's mothers were graduated from the higher education (69,7%). 25 of the mothers do not work (28,6%) 64 of them work (71,4%). 7 of these children's fathers were graduated from the primary school (7,9%), 10 of these children's fathers were graduated from the secondary school (11,2%)72 of these children's fathers were graduated from the higher education (80,9%). 5 of these children's fathers were self employed (5,6%), 63 of these children's fathers were officer (70,8%), 15 of these children's fathers were worker (16,9%), 6 of these children's fathers were tradesman (6,7%).The



schools where the children with families representing the middle and high socio-economic level are elected for the research.

Measure

The Nursery Class and Kindergarten Behavior Scale: This scale which was developed by Merrell (1994) and conducted reliability and validity studies by Seçer and others (2010), is used in order to determine the social skills and problem behavior of the children participated in the research. The data collection tool consists of 2 dimension and 76 likert-type questions to determine the social skills and problem behavior of the children who go to the nursery class and kindergarten. The social skills are composed of 3 sub dimensions; social cooperation, social interaction and social independence. 42 of the expressions that are mentioned in the scale are intended to define the problem behavior, 34 of the expressions are intended to define the social skills. The teacher gives answers to the each item figured in the scale by marking one of the following categories; “never”, “rarely”, “sometimes”, “often”, “always”. The teacher gives scores between 1-5 for the items figured in the scale. The high scores gained from social skills dimension expresses that the children are developed in terms of social skills, the high scores gained from problem behavior dimension states that the level of showing problem behavior is high. The scale contains the processes of evaluating the children considering the experiences with these children and defining the social skills and problem behaviors. The teacher filled the scale for each child in the class based on the observation for least two months. Factor analysis was made to provide the structure validity of the scale. Total explanation ratio in the terms of measuring 3 factors that belong to social skills dimension of the scale is %74.34, the Cronbach Alfa reliability co-efficient is 0.98. The factor loads of the items change between .55 and .88. The scale’s social cooperation sub dimension Cronbach Alfa reliability co-efficient is .97, the social interaction sub dimension Cronbach Alfa reliability co-efficient is .95, he social interdependence sub dimension Cronbach Alfa reliability co-efficient is .95.

Data Analysis

Multivariate Analysis of Variance (MANOVA) is used in this study by the reason of having independent and dependent variables more than one. In all analysis, the value of $p < .05$ is accepted as the level of significance.

Findings

The descriptive statistical results regarding the children’s social skills and problem behaviors according to the type of the institution and gender, are given in the Table 1 and Table 2.

Table 1. The descriptive statistical results regarding the children’s social skills and problem behaviors according to the type of the institution and gender

	Institution type	Gender	$\bar{\chi}$	ss	N
Cooperation	State	Boy	46,610	9,379	77
		Girl	48,717	8,818	78
		Total	47,671	9,133	155
	Private	Boy	44,709	9,419	55
		Girl	48,647	8,851	34
		Total	46,213	9,355	89
<i>Total</i>	<i>Boy</i>	<i>45,818</i>	<i>9,407</i>	<i>132</i>	



		<i>Girl</i>	<i>48,696</i>	<i>8,788</i>	<i>112</i>
		<i>Total</i>	<i>47,139</i>	<i>9,222</i>	<i>244</i>
Interaction	State	Boy	38,935	8,651	77
		Girl	41,974	8,648	78
		<i>Total</i>	<i>40,464</i>	<i>8,755</i>	<i>155</i>
	Private	Boy	41,672	8,656	55
		Girl	45,676	8,387	34
		<i>Total</i>	<i>43,202</i>	<i>8,728</i>	<i>89</i>
<i>Total</i>	<i>Boy</i>	<i>40,075</i>	<i>8,726</i>	<i>132</i>	
	<i>Girl</i>	<i>43,098</i>	<i>8,702</i>	<i>112</i>	
	<i>Total</i>	<i>41,463</i>	<i>8,827</i>	<i>244</i>	
Independence	State	Boy	43,013	7,654	77
		Girl	42,589	7,841	78
		<i>Total</i>	<i>42,800</i>	<i>7,727</i>	<i>155</i>
	Private	Boy	41,872	7,203	55
		Girl	42,882	10,286	34
		<i>Total</i>	<i>42,258</i>	<i>8,471</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>42,537</i>	<i>7,463</i>	<i>132</i>
		<i>Girl</i>	<i>42,678</i>	<i>8,609</i>	<i>112</i>
		<i>Total</i>	<i>42,602</i>	<i>7,993</i>	<i>244</i>

Note: Values regarding to the variables and groups contains significant differences according to the results of MANOVA are shown in italic.

Table 2. The descriptive statistical results regarding the children's problem behaviors according to the type of the institution and gender

	Institution type	Gender	$\bar{\chi}$	ss	N
Egocentricity	State	Boy	18,168	6,777	77
		Girl	19,384	8,394	78
		<i>Total</i>	<i>18,780</i>	<i>7,633</i>	<i>155</i>
	Private	Boy	24,563	9,953	55
		Girl	21,117	7,622	34
		<i>Total</i>	<i>23,247</i>	<i>9,242</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>20,833</i>	<i>8,803</i>	<i>132</i>
		<i>Girl</i>	<i>19,910</i>	<i>8,173</i>	<i>112</i>
		<i>Total</i>	<i>20,409</i>	<i>8,515</i>	<i>244</i>
Attention problems	State	Boy	15,428	6,626	77
		Girl	13,320	5,511	78
		<i>Total</i>	<i>14,367</i>	<i>6,162</i>	<i>155</i>
	Private	Boy	17,672	7,149	55
		Girl	15,176	4,845	34
		<i>Total</i>	<i>16,719</i>	<i>6,454</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>16,363</i>	<i>6,911</i>	<i>132</i>
		<i>Girl</i>	<i>13,883</i>	<i>5,365</i>	<i>112</i>



		Total	15,225	6,359	244
Aggression	State	Boy	11,779	5,207	77
		Girl	10,500	4,474	78
		<i>Total</i>	<i>11,135</i>	<i>4,879</i>	<i>155</i>
	Private	Boy	16,272	7,799	55
		Girl	11,852	4,580	34
		<i>Total</i>	<i>14,584</i>	<i>7,061</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>13,651</i>	<i>6,764</i>	<i>132</i>
		<i>Girl</i>	<i>10,910</i>	<i>4,529</i>	<i>112</i>
		<i>Total</i>	<i>12,393</i>	<i>5,992</i>	<i>244</i>
Withdrawal	State	Boy	10,558	3,488	77
		Girl	11,230	4,354	78
		<i>Total</i>	<i>10,896</i>	<i>3,949</i>	<i>155</i>
	Private	Boy	13,672	5,944	55
		Girl	13,205	5,814	34
		<i>Total</i>	<i>13,494</i>	<i>5,866</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>11,856</i>	<i>4,899</i>	<i>132</i>
		<i>Girl</i>	<i>11,830</i>	<i>4,902</i>	<i>112</i>
		<i>Total</i>	<i>11,844</i>	<i>4,890</i>	<i>244</i>
Anxiety	State	Boy	13,000	4,403	77
		Girl	14,333	5,285	78
		<i>Total</i>	<i>13,671</i>	<i>4,897</i>	<i>155</i>
	Private	Boy	16,454	6,448	55
		Girl	17,029	6,122	34
		<i>Total</i>	<i>16,674</i>	<i>6,297</i>	<i>89</i>
	<i>Total</i>	<i>Boy</i>	<i>14,439</i>	<i>5,596</i>	<i>132</i>
		<i>Girl</i>	<i>15,151</i>	<i>5,663</i>	<i>112</i>
		<i>Total</i>	<i>14,766</i>	<i>5,626</i>	<i>244</i>

Note: Values regarding to the variables and groups contains significant differences according to the results of MANOVA are shown in italic.

Multivariate Analysis of Variance (MANOVA) Results related to the social skills of the 6 –year old pre-school children according to the variables of institution type and gender, are given in the Table 3.

Table 3. Results related to the social skills according to the variables of institution type and gender

Source of variable	Dependent variables	F	p	Wilks' Lambda	P
Gender	Cooperation	5,960	,015	,894	,000
	Interaction	9,104	,003		
	Independent	,073	,788		
Institution type	Cooperation	,634	,427	,859	,000
	Interaction	7,611	,006		
	Independent	,152	,697		



Institution typeXgender	Cooperation	,546	,461		
	Interaction	,171	,680	,997	,870
	Independent	,434	,511		

As seen in the Table 3, the main effect of gender on the cooperation and interaction scores is significant (respectively $F=5,960$, $p<.015$; $F=9,104$, $p<.003$). When looking at the averages where the main effect is significant (see Table 1), it is seen that the average scores of cooperation and interaction of boy children ($\bar{\chi}=45,818$; $\bar{\chi}=40,075$) is less than the average scores of cooperation and interaction of girl children ($\bar{\chi}=48,696$; $\bar{\chi}=43,098$).

When examining the source of the differences, the main effect of institution type on the interaction ($F=7,611$, $p<.006$) scores is significant. When looking at the averages where the main effect is significant (see Table 1), the average interaction score of children who go the state school ($\bar{\chi}=40,464$), is less than the average score of the children who go to the private school ($\bar{\chi}=43,202$).

In addition, it is observed that the institution type and gender variables' common effect on the variables of cooperation, interaction and independence is not statistically significant.

The Multivariate Analysis of Variance (MANOVA) results related to the problem behaviors of 6 – year old pre-school children according to type of the institution, gender and institution X gender interaction are given in the Table 4.

Table 4. Results related to the problem behaviors according to the variables of institution type and gender

Source of variable	Dependent variables	F	p	Wilks' Lambda	p
Gender	Egocentricity	1,005	,317	,889	,000
	Attention problems	7,526	,007		
	Aggression	14,010	,000		
	Withdrawal	,026	,873		
	Anxiety	1,675	,197		
Institution type	Egocentricity	13,346	,000	,896	,000
	Attention problems	5,968	,015		
	Aggression	14,744	,000		
	Withdrawal	15,659	,000		
	Anxiety	17,402	,000		
Institution typeXgender	Egocentricity	4,391	,037	,931	,005
	Attention problems	,053	,817		
	Aggression	4,255	,040		
	Withdrawal	,785	,377		
	Anxiety	,265	,607		

When looking at the Table 4, the main effect of gender on the attention problems and aggression is significant (relatively $F=7,526$, $p<.007$; $F=14,010$; $p<.000$). When looking at the averages where the main effect is significant (see Table 2), the average scores for attention problems and aggression of boy children ($\bar{\chi}=16,363$; $\bar{\chi}=13,883$), is higher than the average scores of the girl children ($\bar{\chi}=13,651$; $\bar{\chi}=10,910$).

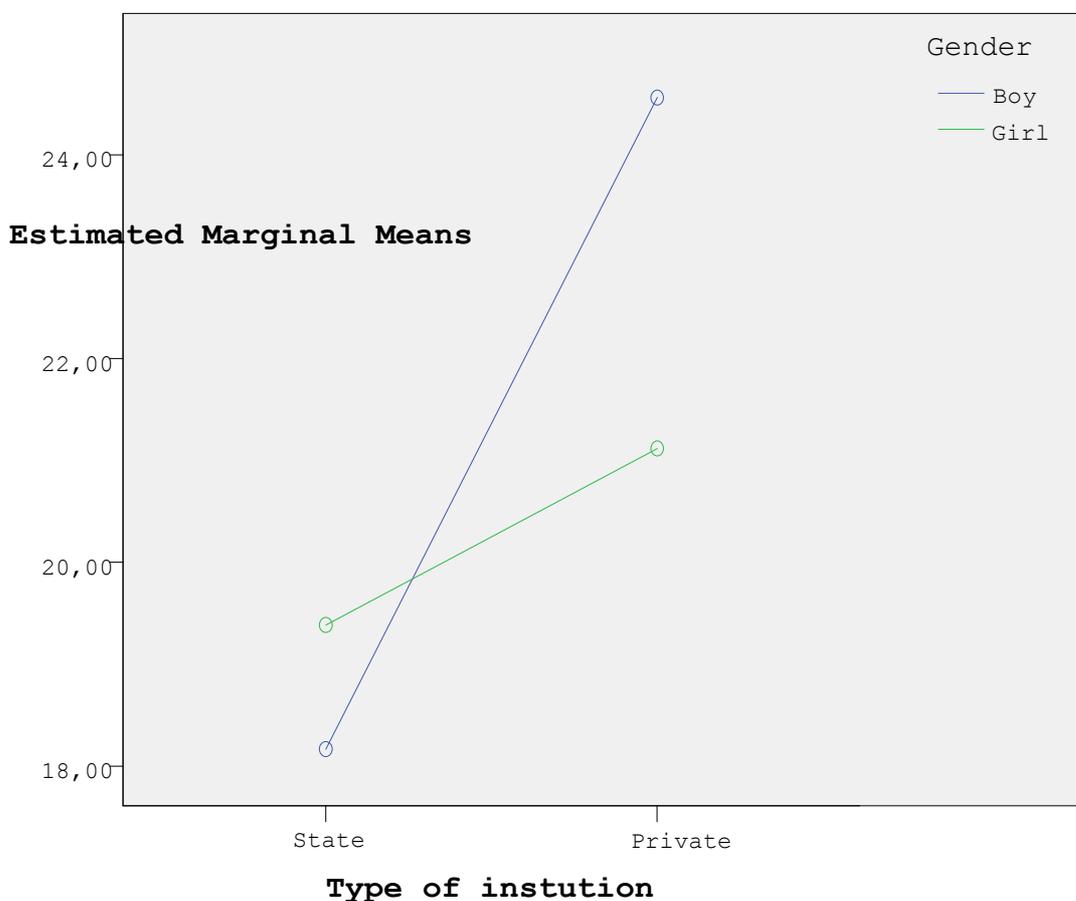


When examining the source of the differences, the main effect of institution type is significant upon the scores of egocentricity ($F=13,346$, $p<.000$), attention problems ($F=5,968$; $p<.015$), aggression ($F=14,744$; $p<.000$), withdrawal ($F=15,659$; $p<.000$) and anxiety ($F=17,402$; $p<.000$). When looking at the averages where the main effect is significant (see Table 2) the scores of egocentricity, attention problems, aggression, withdrawal and anxiety (respectively $\bar{\chi}=18,780$; $\bar{\chi}=14,367$; $\bar{\chi}=11,135$; $\bar{\chi}=10,896$; $\bar{\chi}=13,671$) the children who go to the state school, is less than the average scores of the children who go to the private school (respectively $\bar{\chi}=23,24$; $\bar{\chi}=16,719$; $\bar{\chi}=14,584$; $\bar{\chi}=13,494$, $\bar{\chi}=16,674$.

In addition, it is observed that the institution type and gender variables' common effect on the levels of egocentricity ($F=4,391$; $p<.037$) and aggression ($F=4,255$; $p<.040$), is statistically significant. In other words, the results indicate an interaction in the subdimensions of egocentricity and aggression. The results are summarized in the Figure 1.

Figure 1. Differentiation in the egocentricity levels of the children according to the institutional type X gender interaction

Estimated Marginal Means of Egocentrism



The averages of the egocentricity points of the girls and the boys (The expression above the figure).

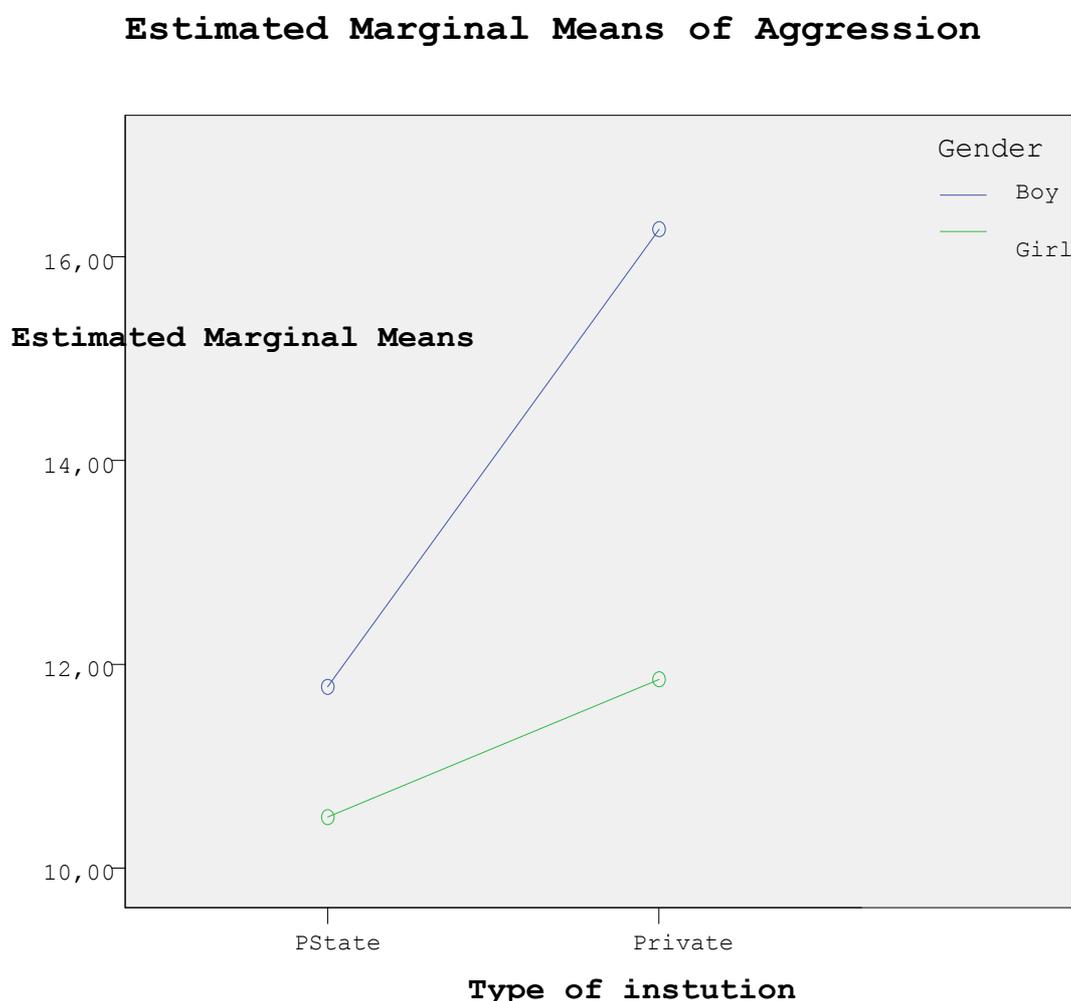


The averages of the girls and the boys (vertical axis).
Institutional type–state–private (horizontal axis).

As it is seen in Figure 1, the egocentricity points of the girl and boy children attending the state schools are lower than the points of the girls and boys attending private schools. It is seen that the lowest point is taken by the boy children attending the state schools.

Differentiation in the level of aggression of the children according to the institutional type X gender interaction has been demonstrated in Figure 2.

Figure 2. Differentiation in the level of aggression of the children according to the institutional type



As it can be seen in Figure 2, the point of the boychildren attending private schools is remarkably higher than that of the boychildren attending state schools.



Discussion

In this research, it has been examined whether the skills and the problem behaviors of the 6-year-old preschool children differentiate or not according to the variables of gender and the type of institution in line with the problems and sub-problems.

When the first finding of the study is examined, it is seen that there are meaningful differences of the levels of *cooperation, interaction, attention problems and aggression* according to their gender. In the related literature, (Abdi, 2010; Karaca, Gündüz, & Aral, 2011; Kapıkıran, İvrendi, & Adak, 2006; Merrell, 1994; Seven, 2007) when the social skills and problem behaviors in terms of the variable of gender are examined, it is reported that the social skills of the girls have higher points than the boys, and besides this, the boys get higher points in problem behaviors. It is pointed out that especially the boys are more aggressive. As the reason of these, it has been put forward that the girls are affected more by the aggressive images and that the parents display different attitudes towards their children as based on gender.

Furthermore, according to the type of the institution attended by the children, it has been discovered that there are meaningful differences in the sub-dimension of *interaction* in social skills and in the sub-dimensions of *egocentricity, attention problems, aggression, withdrawal and anxiety*. In other words, it was seen that both the interaction and the problem attitude points of the children attending private schools were higher compared to the children attending state schools. In this research, the result of the study related to the social skills of the children at private schools overlap with the result of the research of Dervişoğlu (2007). According to this, the social skills of the children attending private educational institutions are higher compared to those of the children studying at state schools. One of the possible reasons of this can be explained like this: The children obtain social behaviors such as sharing, solidarity, cooperation by interacting with their friends by means of the equipment and the tools in the corners of interest in the classroom environment. In other words, first of all, it is necessary to prepare a good physical environment so that an effective education-training process can be realized in the group and that the required student behaviors can be generated. Preparation of this environment and presenting it to the child effectively depends both on the pre-school teacher and the potentials of the school. The preschool teacher must determine the purposes and gaining that will activate the progressive areas of the child, must be able to supply the equipment addressing various senses in line with these purposes and gaining, and must be able to use the activities in the class environment (Aksoy, 2009; Aksoy & Öğretir, 1999; Çelik & Kök, 2007; Ünal, Baran, & Bütün-Ayhan, 2011). According to Gol-Guven (2009), the teachers who work in private schools are able to realize the daily routines, family-child interaction, the activities directed towards personal and professional needs in a higher level than the teachers working in state schools. Apart from this, Öğülmüş and Özdemir (1995) stated that the magnitude of the school affects the experiences of the children, and accordingly, especially their personality and social developments, and that this effect is in favor of small schools. Depending on these pieces of information, it can be put forward that the teachers in private schools employ examples based on interaction and the fact that the magnitude of the school and the number of the children in the classroom are lower compared to the state schools are among the factors supporting the social skills of the child in the private schools. When the related literature is examined, the results of the research related to the problem behaviors and the results of similar researches. For example, Altay (2007) determined the fact that the children studying at state schools and the children attending the private schools are in negative relationships with their peers and that there are differences in their social participation points, and that the pre-school children attending private institutions are more aggressive towards their peers and their teachers. He also put forward that the situation might arise from the fact that the behaviors of the children in the state schools are more restricted compared to those in private schools. He stated that because there are more children in state schools than the others,



the teachers struggle more in order to discipline the children and restrict the behaviors of the children more. According to Karataş (2002), on the other hand, the proficiency levels of the teachers working in state schools are higher compared to the teachers working in private schools. In this case, it can be said that the teachers in the state schools are more qualified in coping with the problem behaviors of the children. Nevertheless, different research results have also been observed in the related literature. Dervişoğlu (2007) inferred that the problem behaviors are observed more in children attending state schools compared to the children in private schools.

The last finding of the research has also put forward the fact that there is a meaningful differentiation in the levels of *egocentricity and aggression* of the children related to the type of institution and gender interaction. It has been found that both the egocentricity and aggression points of the boy children studying at private schools are higher compared to the others. According to the specialists, (Polat, 2008/2009; Uyanık-Balat, Şimşek,&Akman, 2008) education does not only take place at school, but it also contains the transmission of certain characteristics inherited from the family. Therefore, it is set forth that the behavioral problems in the children cannot be evaluated by the pieces of information taken from a single source, and a field perceived by the mothers as a problem behavior is not evaluated as a problem by the educationalists, or just the adverse of this is possible. Setting forth from this result of the research and the explanations, the presence of a complex structure in which both the school and the environment and also the familial factors could be effective on the problem behavior of the children can be mentioned.

Limitations of the Research

An important limitation of this research is the fact that the pieces of information related to the social skills and problem behaviors of the students are obtained as based on a two-month observation in the first semester of the school period based on the opinions of the teachers.

In the related literature, it is seen that the preschool teacher is influential on the social skills and problem behaviors of the children. However, in this study, teachers working in private and state schools are not obtained information about teachers. Therefore, this situation is seen as another limitation of the research.

Another limitation of the research is that the study has been realized only in the state and private schools located in the center of the province of Konya.

Conclusions and Suggestions

In line with the data obtained from the study, it has been observed that

- While the *cooperation and interaction points of the girls increased, their attention problems and levels of aggression decreased* compared to the boys,
- Both the points related to the interaction and problem behaviors of the children attending private schools increased compared to the children attending state schools,
- The type of institution and gender interaction in the levels of *egocentricity and aggression* of the children create a difference.

In line with the results of this research, the following suggestions have been developed.

- The research has been realized by quantitative data by using a relational survey model. New researches can be made by using both quantitative and qualitative research techniques.



- In this research, the information related to the social skills and problem behaviors of the children has been only restricted to the data obtained from the teachers based on a two-month observation. In the researches that will be made, multi-directional data can be gathered by the data that will be obtained by the children' being observed by the teachers and the researches and from their families. Thus, more reliable data can be obtained.
- In the researches that will be made, analyses being made by taking the familial variables such as the socio-economic levels of the families, the educational levels of the parents and the numbers of the brothers and sisters can contribute to the explanation of the findings.
- Similar studies can be made in different cities through more extensive sampling groups.

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