

THE REVIEW OF RELATIONSHIP BETWEEN CHILDREN'S ATTACHMENT STYLES AND THEIR SOCIAL RULE PERCEPTION

Elif AKSEKİLİ¹, Gülümser GÜLTEKİN AKDUMAN²

¹Department of Pre-school Teaching, Faculty of Education, Gazi University, Ankara;

²Associate Professor, Department of Pre-school Teaching, Faculty of Education, Gazi University, Ankara, TURKEY.

aksekilelif@gmail.com, gulumsergultekin@yahoo.com

ABSTRACT

This study is conducted to investigate the relationship between the attachment styles of 60 months old and above children receiving pre-school education and their social rule perception. Within this scope; 47 children, who are 60 months and above, attending the pre-school education in the Private Teyfik Fikret Kindergarten located in the city center of Ankara and affiliated to the Ministry of National Education has constituted a sample group. In this study, "General Information Form for Children", "Incomplete Toy Baby Stories Scale" and "Social Rule Perception Scale" has been used. The obtained data has been analyzed by SPSS 20 packet program. As a result of the study, it has been proved that there is no significant difference between the attachment levels of children to their mothers and their demographic properties. A statistically significant difference has not been found among the age groups of the children in terms of the social rule score. A statistically significant difference has not been determined among conditions of children, who previously attended another pre-school education institution, in terms of social rule score. The social rule score of children, who previously did not attend another pre-school education institution, has been understood to be significantly lower than children, who previously attended another pre-school education institution. It has been seen that there is no a statistically significant relationship between attachment score and social severity, authority, rule, generalization and penalty scores.

Keywords: attachment, social rule perception, pre-school education.

INTRODUCTION

Bowlby describes the attachment concept as "a tendency to seek and maintain intimacy in particularly stressful situations against a certain figure". Briefly, attachment is characterized as "long-term attachment between humans" (Seven, 2006).

Seeking intimacy willingly towards an individual and continuing this intimacy willingly represents the attachment behavior. The sense of attachment supports the emotional, behavioral and cognitive relationship between the child minder and the child. With the sense of attachment, the individual develops an emotional bond to another individual who is a special person for him/her. An individual develops an emotional bond towards many people throughout his/her life. However, first emotional bond he/she has developed in his/her life is

his/her mother, who is first person to look after him/her during his/her infancy. Subsequent attachments become towards other special people. Attachment behaviors may positively or negatively be affected by some situations. However, a safe attachment can withstand even all kinds of adverse conditions and continue for a long time (Rholes, Jeffrey & Barbara, 1995).

The theory of attachment, which is a theory aiming at understanding the close relationships in childhood and adulthood stage, is John Bowlby's theory. At the center of this theory, mother and child take place. This theory emphasizes on the importance of relationship between mother and child to ensure that a child becomes a healthy person physically and psychologically (Polat Balci, 2011).

By means of creating a reliable environment for her baby and allowing her baby to examine the external world when necessary, a mother allows her baby to make comebacks safely. This situation is the main point of the theory. Harlow's idea about mother-child relationship forms the main point in Bowlby's researches. According to Harlow, the reason why sense of attachment arises between mother and child was that mother was a person who meets the basic needs and physical needs of a child during his/her infancy. The importance of mutual affection between mother and child during childhood is too great for Harlow in order to establish a reliable bond and relationship with other people in the coming years (Karakulak, 2009).

The sense of attachment among people has a function at a higher level according to Bowlby. The functions of the sense of attachment are basically divided into three sections. They can be explained as described in the following sentence; Taking the opportunity to be a safe port that can be come back when discovering the world, taking the opportunity to satisfy the physical needs and taking the opportunity to develop a sense of security against life. If these needs are not satisfied enough, Bowlby say that the problems related with child's self-awareness perception may arise (Tüzün & Sayar, 2006).

Bowlby expresses that an effective attachment must ensure the safety of the individual by taking action in stressful situations. Attachment is an innate sense and the individual develops an emotional bond against the person who protects him/her. The quality of this bond developed is shaped by the effectiveness of communication among people (Cassibba, Van Ijzendoorn & D'odorico, 2000).

According to researches made until today; infants, who cannot meet and make physical and emotional contact with their mother after birth, exhibit psychologically very comfortable behaviors at first and also they are good-humored children and interested in the environment and their physical development is normal. However, as long as separation continues in time, it has been observed that babies began to experience losses both psychologically and physically. Babies have increasingly showed less reaction to the people around them and against things that stimulate them. They have begun not to care about the people around them and they have lost their old joyful states. It has been seen that they lost weight not only spiritually but also physically and they were exposed to the loss of ability (Turan Akdag, 2011).

The family has an important influence on the child's socialization process. If the family fails to fulfill its responsibilities to the child for some reasons, the children may fall into a position where they need to the protection as well as needing to the support in terms of the both care and education. It has been proved that the social development of children growing up in orphanages was adversely affected compared to children growing up in the family environment (Çeliköz, Seçer, Çetin & Şen, 2008).

Social development consists of the whole of an individual's relationships with other people as well as interests and feelings developed towards them from birth to adulthood. Socialization is learning and teaching process that begins with the infancy and ends with the passing of the person into adulthood (Alçin, 2009). But social behavior is a type of behavior found suitable and approved by society (Dinç who quoted from Oğuzkan, 2002).

The most important activity that the child does in preschool period is to play various games. Through these games, the child gains experiences with regard to every aspect of child development. The child supports his/her mental development while playing with a toy and he/she gains social and emotional experiences while sharing the same toy with another child. Adults should encourage the children to ensure that they have positive relationships with each other and they should be a positive model for children in this regard (Orçan, 2004).

The most important element that improves the social relationships and positive peer relationships of children in preschool period is their speech skill. Through speech, children get information from each other, share their feelings, and discuss on a certain topic. They need to acquire the right speech skills to develop positive relationships with their friends. It is important to reinforce these behaviors in preschool period in order to gain positive social behaviors such as cooperation, kindness and charity while talking. Verbal aggression behavior may increase in the children who exhibit physical aggression, when they gain speech skill. In such cases of disagreement, adults should positively support children to find compromise solutions (Ladd, Kochenderfer & Coleman, 1996).

It is believed that this study will provide an opportunity to debate the effects of pre-school children's attachment styles to their mothers on social rule perception and it is assumed that this study will be important as it shows the effect of attachment between mother and child on child's social rule perception.

METHOD

Model of This Study

The model of this study is a descriptive model, in which the relationship between attachment styles of 60 months old and above children receiving pre-school education and their social rule perception, is examined. Descriptive researches are defined as researches that contain the characteristics of an event and condition. The current situation or problems from the past are examined. It is usually intended to reveal the possible relationships between events. By means of descriptive studies, opportunity to understand the events better and to group are provided and thus the relations among them are revealed. Natural conditions do not deteriorate in descriptive studies and no changes are made in the environment (Baştürk, 2013).

Working Group

Target population of this study consists of 47 children, who are 60 months old and above, attending the pre-school education in the Private Tevfik Fikret Kindergarten located in the city center of Ankara and affiliated to the Ministry of National Education in 2014-2015 academic year.

Data Collection Tools

In this study, "General Information Form for Children" has been used in order to obtain the demographic data related to children and "Incomplete Toy Baby Stories Scale" has been used in order to determine children's attachment levels and "Social Rule Perception Scale" has

been used in order to determine children's social rule perceptions.

General Information Form for Children

The general information form for children, which will be completed by the families, includes information such as the age of the children (in months), their sex, the number of their siblings, the order of birth, the number of years received in the pre-school education, whether they received pre-school education before, family togetherness, parent's education status and the family type of the child.

Incomplete Toy Baby Family Stories Scale (TOBAH)

The Incomplete Toy Baby Family Stories Scale (TOBAH) has been developed by Cassidy (1988). This scale has been adapted to Turkish by Seven (2006). It is a scale type where the child completes 6 stories, each of which lasts about 3 minutes, with respect to infant family. Through these stories, the child is expected to express his/her the mental representations related to his/her attachment condition. By means of using this scale, the trust relationship between the child and himself/herself and his mother can be discovered. As a result of the validity and reliability study conducted by Seven (2006), the Alfa Reliability coefficient (α) has been found as .83. The results of the AFA carried out on scores obtained from the TOBAH scale indicate that this is a single factorial scale. This structure accounts for 56% of the total variance. The common variance explained by the factor in the articles varies between approximately 39-73%. It has been found that factor load values of the scale vary between .60 and .85. In this study, the Alfa Reliability coefficient (α) of the TOBAH attachment scale has been defined as .88. Applications for the TOBAH scale have been recorded on a camera and it has been coded by two coders by giving scores ranging from 1 to 5 and by taking the children's answers into consideration. The highest score that can be obtained from the scale is 30 and the lowest score is 6. A high score indicates a high level of attachment safety and a low score indicates a low level of attachment safety. In this study, for reliability of the scores obtained from coding made by researcher, the correlation of these scores with scores given by a second independent coder has been considered. The correlation coefficient between the total scores of the two coders has been calculated as .94 (Seven, 2006).

Social Rule Perception Scale (SKAÖ)

This scale used to detect the social rule perceptions of children participating in this study has been developed by Smetana (1981). The validity and reliability studies of this scale have been carried out abroad. Therefore, this scale has been presented by Seçer, Sarı and Olcay (2006) to the view of three specialists who took doctorate in the field of Child Development and Education, Guidance and Psychological Counseling and Special Education. The SKA scale consists of 5 pictures showing violations of ethical rules. These 5 pictures also constitute 5 sub-dimensions of the scale. These sub-dimensions consist of Social Seriousness, Lack of Social Authority, Lack of Social Rule, Social Generalization and Social Punishment. The internal consistency reliability of AKAÖ has been investigated by using Cronbach's Alpha coefficient. In order to calculate the Alpha coefficient, data has been collected from 300 children who are in 5 and 6-year-old group and attend pre-school education institutions affiliated to Erzurum Provincial National Education Directorate. As a result of the statistical evaluations performed, Alpha (α) has been found as .73. This coefficient indicates that this scale is reliable and that the results can be used in safe (Giren, 2008).

FINDINGS AND DISCUSSION

In this section, the relationship between the scores obtained from the Incomplete Toy Baby Family Stories Scale and Social Rule Perception Scale and age and sex variables of the child has been reviewed and they have been presented in tabular form. In addition, the correlation relationship between the scores of Incomplete Toy Baby Family Stories Scale and Social Rule Perception Scale has been examined.

Table 1. *Conclusions Regarding the Difference Between Children's Age Groups in Terms of Scores Obtained From TOBAH Scale*

		Yaş					Mann Whitney U Test			
		n	Mean	Median	Min	Max	Ss	Sıra Ort.	z	P
Bağlanma	60-66 months	13	21,15	21	10	29	4,83	25,88	-0,586	0,558
	67-72 months	34	20,53	21	9	25	3,68	23,28		
	Total	47	20,7	21	9	29	3,98			

When Table 1 is examined, it has been determined that the attachment levels ($X = 21,15$) of children, who are aged 60-66 months, is higher than the attachment levels ($X = 20,53$) of children, who are aged 67-72 months. However, when the table is viewed, it has been found that the attachment styles of children did not create a significant difference according to their age groups ($p > 0,05$).

When the attachment levels of children, who are aged 60-66 months and 67-72 months, are examined, it is understood that both age groups have an avoidant style of attachment. Avoidant attachment is a despised relationship considered to be unimportant between the child and person who looks after him/her (Seven, 2006). Being close to each other of the attachment levels of both groups may be linked to being close to each other of maternal attitudes. Being close to each other of maternal attitudes can result from social childrearing attitude. Although there is no significant difference, exhibiting a higher attachment safety of children, who are aged 60-66 months, than those of children, who are aged 67-72 months, may be due to their orientation towards their mothers when they are a small child and their increased awareness of the environment as long as they grow.

In the literature, there are studies that show that there is no significant relationship between age and attachment styles as in this research [Tanış (2014), Yıldız (2005), Turan Cebeci (2009)]. These studies support the research data.

Table 2. *Conclusions Regarding the Difference Between Children's Genders in Terms of Scores Obtained From TOBAH Scale*

		Gender					Mann Whitney U Test			
		n	Mean	Median	Min	Max	ss	Mean Rank	z	P
Attachment	Female Child	24	21,92	22,5	17	29	2,8	27,17	-1,628	0,104
	Male Child	23	19,43	21	9	25	4,66	20,7		
	Total	47	20,7	21	9	29	3,98			

When Table 2 is examined, it has been found that the attachment levels of female children ($X = 21,92$) are higher than the attachment levels of male children ($X = 19,43$). However, there is no statistically significant difference between the sexes of the children in terms of scale scores of incomplete toy baby family stories ($p > 0,05$).

Although there is no significant difference between the attachment levels of female children and male children, it has been proved that female children show a higher attachment safety to their mothers than those of male children. This situation may lead female children to take more their mothers as a model, to strengthen the mother-daughter relationship and to have a positive impact on attachment. Moreover, it is believed that the reason of the absence of any significant difference may be the fact that mothers give love and confidence towards their children without discrimination of gender.

According to the findings of research conducted by Seven (2008), it has been understood that there is no significant difference between attachment and sex and that female children's scores are higher than male children's scores in terms of average scores. In the same way, the studies of Tanış (2014) and Turan Cebeci (2009) showed that attachment scores did not change according to sex scores. This supports the findings of this study.

Table 3. *Conclusions Regarding the Difference Between Children's Age Groups in Terms of Scores Obtained From SKA Scale*

		Age						Mann Whitney U Test		
		n	Mean	Median	Min	Max	ss	Mean Rank.	z	P
Social Seriousness	60-66 months	13	16,08	16	12	21	2,81	21,81	-0,684	0,494
	67-72 months	34	16,53	16,5	10	20	2,58	24,84		
	Total	47	16,4	16	10	21	2,63			
Social Authority	60-66 months	13	4,62	5	0	5	1,39	23,15	-0,748	0,454
	67-72 months	34	4,97	5	4	5	0,17	24,32		
	Total	47	4,87	5	0	5	0,74			
Social Rule	60-66 months	13	4,62	5	0	5	1,39	23,19	-0,714	0,475
	67-72 months	34	4,85	5	0	5	0,86	24,31		
	Total	47	4,79	5	0	5	1,02			
Social Generalization	60-66 months	13	5	5	5	5	0	24	0	1
	67-72 months	34	5	5	5	5	0	24		
	Total	47	5	5	5	5	0			
Social Punishment	60-66 months	13	13,08	13	7	15	2,43	29,88	-1,856	0,063
	67-72 months	34	10,76	11,5	5	15	3,84	21,75		
	Total	47	11,4	12	5	15	3,63			

When Table 3 is examined, it has been determined that children's social seriousness scores ($p=0,494$), social authority scores ($p = 0,454$), social rule scores ($p = 0,475$), social generalization scores ($p=0,1$) and social punishment scores ($p=0,063$) don't show statistically a significant different among children's age groups ($p < 0,05$).

Children take place in the same age group. There is only moon difference between them. In this case, their social developments are closer to each other. Although there is no significant difference, the social seriousness, social authority and social rule scores of children, who are aged 67-72 months, are higher than those of children, who are aged 60-66 months. This result shows us that the social values are affected positively as long as the age progresses. Although there is no significant difference, the social punishment score of children, who are aged 67-72 months, is lower than the social punishment score of children, who are aged 60-66 months.

The reason is that as long as the age progresses, the problem-solving skills increase positively.

There are some studies in the literature that show a meaningful relationship between age and social rule perception. These studies do not support the research data. In the study of Seçer and Sarı (2006) examining the moral and social rule information of children who are attend or not attend the pre-school education institution; according to the age variable, they state that there are significant differences between the social rule information of the children attending the pre-school education institution and those of the children not attending the pre-school education institution. 5 years old children attending the pre-school education institution perceives the social rules as being independent of the rule and generalizable compared to children in the same age group not attending the pre-school education institution. According to the research conducted by Seçer, Sarı and Olcay (2006), children's social rule knowledge, the mean scores belonging to teacher authority and rule absence subscales differed according to age groups. It has been reported that the children in the lower age group gain higher scores than children in the middle and upper age group children in the subscale of the social rules related to teacher authority and rule absence.

Table 4. Conclusions Regarding the Difference Between Children's Genders in Terms of Scores Obtained From SKA Scale

		Gender					ss	Mann Whitney U Test		
		n	Mean	Median	Min	Max		Mean Rank	z	P
Social Seriousness	Female Child	24	16,75	17	13	21	2,45	25,38	-0,708	0,479
	Male Child	23	16,04	16	10	20	2,8	22,57		
	Total	47	16,4	16	10	21	2,63			
Social Authority	Female Child	24	5	5	5	5	0	25	-1,46	0,144
	Male Child	23	4,74	5	0	5	1,05	22,96		
	Total	47	4,87	5	0	5	0,74			
Social Rule	Female Child	24	4,58	5	0	5	1,41	23,04	-1,4	0,162
	Male Child	23	5	5	5	5	0	25		
	Total	47	4,79	5	0	5	1,02			
Social Generalization	Female Child	24	5	5	5	5	0	24	0	1
	Male Child	23	5	5	5	5	0	24		
	Total	47	5	5	5	5	0			
Social Punishment	Female Child	24	10,92	12	5	15	3,65	21,98	-1,053	0,292
	Male Child	23	11,91	14	5	15	3,63	26,11		
	Total	47	11,4	12	5	15	3,63			

When Table 4 is examined, it has been found that there is statistically no significant difference ($p > 0,05$) between the sexes of the children in terms of social seriousness ($p = 0,479$), social authority ($p = 0,144$), social rule ($p = 0,162$), social generalization ($p = 0,1$) and social punishment ($p=0,292$).

The reason why there is no a meaningful difference between social dimensions and gender is that social development creates depending on development of age and environment. Even

though there was no significant difference, the social punishment score of male children is higher than those of female children. As the reason for this, it can be argued that male children behave harder in problem solving. Although there is no significant difference, it is seen that the scores of female children are higher than the scores of male children when the social seriousness and social authority scores are examined.

According to the research conducted by Seçer et al. (2006), a significant difference has been found in the sub-dimension of social rule information of children according to gender. Male children express unlike female children that the person violating the social rules must be immediately reported to the teacher. This finding shows parallelism with the findings of the research.

Table 5. *Correlation Test Results Regarding Relationship Between Scores Obtained From Incomplete Toy Baby Family Stories Scale and Scores Obtained From Social Rule Perception Scale*

		Attachment
Social Seriousness	R	0
	P	0,998
	N	47
Social Authority	R	-0,173
	P	0,244
	N	47
Social Rule	R	0,098
	P	0,513
	N	47
Social Punishment	R	-0,038
	P	0,802
	N	47

When Table 5 is examined, the relationship between children's incomplete toy family stories scale scores and social seriousness dimension as $r = 0$; relationship between social authority dimension as $r = 0,173$; relationship between the social rule dimension as $r = 0,098$ and relationship between social punishment dimension as $r = -0,037$ has been determined. Although these coefficients are not significant, they are quite close to zero. It can be said that there is not any relation between these variables ($p > 0,05$).

According to findings of this study, there is no significant relationship between children's attachment levels and social rule perceptions. Children's attachment levels to their mothers do not affect their social rule perceptions. Apart from parents' education, the influence of the close environment, school environment and peers on child also increases with the introduction of social rules into the child's life. As long as a child grows and finds himself/herself in different environments, his/her awareness of social rules increases. In order to learn and adapt to the rules in different environments, he/she analyzes his/her knowledge-experience and examples he/she obtains and transforms them into behavior. If the characteristics of the applied sample group are taken into consideration; because of the fact that children, who have a high socio-economic level and whose mother works, go to the

school in the early ages, they get to know the social rules and environments where these rules are applied in early ages. In addition, the child attaches to the mother in accordance with the interest and need of the mother. The child establishes his/her own social rules based on knowledge and experiences that he/she obtains from his/her parent, immediate environment and peer groups. Hence, because many factors, not only mother, influence on social rule perception, it is thought that children's attachment levels to their mothers do not affect their social rule perceptions

In the study conducted by Seven (2006), it has been determined that there are positive and meaningful relationships at the medium level between collaboration, assertiveness and self-control skills, which are subscales of attachment safety and social skills.

In the study conducted by Seer, Sarı and Olcay (2006), they have stated that the quality of the relationships of the mothers with their children positively affects the knowledge level of the children about the social rules. These studies do not support the research findings. It is thought that this difference result from the sample group.

CONCLUSIONS AND RECOMMENDATIONS

As a result of this study, it has been determined that there is no statistically significant difference between the age groups and sexes of the children in terms of attachment scores and it has been seen that female children show higher attachment safety than those of male children. When the social rule perception scores are examined, there is no a statistically significant difference between the age groups and genders of children in terms of social seriousness, social authority, social rule, social generalization and social punishment scores. Moreover, it is seen that there is no a significant relationship between children's attachment levels and social rule perceptions.

Mothers and fathers should be a good model for children to ensure that children show positive social behaviors. Positive behaviors of children should be rewarded verbally or objectively. Mothers and fathers should support their children when necessary and they should determine in the best way the limits of their children's behaviors. Trainers should undertake the important tasks to ensure that children show positive social behaviors. Trainers should give place to activities aimed at improving children's social problem-solving skills and social rule perceptions in their education programs. Parents must be informed about the social situation of the child in the class and trainers must work in collaboration with children's parents. Parents should be provided training about how they can improve their children's social problem solving skills.

In this study, the effects of children's attachment levels to mother on their social rule perceptions have been examined. However, this study has been carried out in a small sample group showing characteristics similar to each other. A study to be performed in larger sample groups having different socioeconomic and cultural characteristics may contribute significantly to educational programs and parent education studies that can be prepared in concern with this subject.

REFERENCES

- [1] Bařtrk, S. (Ed.). (2013). *Scientific research methods*. Ankara: Vize.
- [2] Cassiba, R., Van Ijzendoorn, M.H., & D'odorico, L. (2000). Attachment and play in child care centers: Reliability and validity of the attachment sort for mothers and

- professional caregivers in Italy. *International Journal of Behavioral Development*, 24(2), 241-255.
- [3] Çeliköz, N., Seçer, Z., Çetin, Ş., & Şen, H.Ş. (2008). A comparative study of ethics and social norms of children living in the kindergarten and with family. *Gazi University Industrial Arts Education Faculty Magazine*, 23, 1-13.
- [4] Dinç, B. (2002). *Teachers' views on the effects of pre-school education on the social development of 4-5 year-old children*. Eskişehir: Anadolu University Educational Sciences Institute.
- [5] Giren S. (2008). *An examination of the effect of self-control education on the perception of moral and social rule and cognitive tempo of preschool children*. Konya: Selçuk University Institute of Social Sciences.
- [6] Karakulak, H. (2009). *Adaptation of mother-infant attachment scale to Turkish society (Aydın example)*. Sivas: Cumhuriyet University Health Sciences Institute.
- [7] Ladd, G.W., Kochenderfer-Ladd, B., & Coleman, C.C. (1996). Friendship quality as a predictor of young children's early school adjustment. *ChildDevelopment*, 67, 1103-1118.
- [8] Orçan, M. (2004). *Investigation of the social development of 6 year-old children attending the kindergarten according to perceived parental attitudes and some variables*. Konya: Selçuk University Social Sciences Institute.
- [9] Polat, B. G. (2011). *Relationship of childhood traumas to attachment in adolescents with substance use disorders*. İstanbul: Ministry of Health Bakırköy Dr. Mazhar Osman Mental Health and Neurological Disorders Education and Research Hospital.
- [10] Seçer, Z., & Sarı, H. (2006). A comparative analysis of moral and social rule information of children attending and not attending the pre-school education in terms of various variables. *National Education Journal*, 172, 126-142.
- [11] Seçer, Z., Sarı, H., & Olcay, O. (2006). Examination of moral and social rule information of children in the pre-school period according to their mother's attitudes. *Selçuk University Social Sciences Institute Magazine*, 539-557.
- [12] Seven, S. (2006). *Investigation of the relationship between the social skills of 6-year-old children and their attachment status*. Ankara: Gazi University Institute of Educational Sciences.
- [13] Seven, S. (2008). Examination of the social skills of children between seven and eight year-old. *Firat University Social Sciences Magazine*, 18 (2), 151-174.
- [14] Tanış, Z. İ. (2014). *An examination of the relationship between attachment styles and anger styles in adults*. İstanbul: Haliç University Institute of Social Sciences.
- [15] Turan, A. S. (2011). *The relationship between attachment styles of adolescents and their parents' attachment styles*. Antalya: Akdeniz University Faculty of Medicine.
- [16] Tüzün, O., & Sayar, K. (2006). Attachment theory and psychopathology. *Thinking Man*, 19(1), 24-39.
- [17] Yıldız, S. (2005). *An examination of the marital adjustment according to the attachment styles of the parents of children with depression and anxiety and those of the control group*. Bursa: Uludağ University Institute of Health Sciences.