AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SOCIAL SKILLS AND SELF-REGULATION SKILLS OF 4-5-YEAR OLD CHILDREN

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ABSTRACT

The aim of this study was to find out whether there exists a relationship between self-regulation skills and social skills of preschool children. The sample of the study was composed of 50 children (26 female and 24 male) who were 4-5 years old attending state schools under the Ministry of National Education in Etimesgut district of Ankara. The data of the study were collected through Preschool Social Skills Assessment Scale (PSSAS) teacher version developed by Ömeroğlu et al. (2014), and Self-Regulation Skills Scale developed by Bayındır and Ural (2016). The results of the study revealed that there exists a statistically significant positive correlation between social skills and self-regulation.

Keywords: social skılls, self-regulation, preschool children

INTRODUCTION

Humans are social beings who keep interacting with their environment throughout their lives. Each individual interacts with his environment. In order to lead a healthy life, keep the peace, unity as well as sustainability in the society, an individual needs to establish correct relationships. However, while certain individuals are successful in living together and establishing right relationships in the society, others are labeled as "clumsy", "timid", "shy", "uneasy", or "social phobic". The studies conducted in the field of psychology revealed that the adaptation of the individuals to the society should not be considered in terms of intelligence but rather it should be considered in terms of skills and abilities (Bacanlı, 2012, 1; Samancı &Uçan, 2017, 282). The ability of the individual to comply with social rules, to establish good relations and to assume responsibility is related to the acquisition of social skills. The individual's fulfillment of the social responsibilities after becoming a part of the society in which he lives is only possible through the acquisition of social skills (Çubukçu & Gültekin, 2006, 156). Social skills enable to start and maintain interaction. Thus the individual establishes interpersonal relationships and realizes social objectives. These skills help the individual explain the positive or negative feelings, ask for help, accept the appropriate requests as well as refuse the inappropriate requests (Avcıoğlu, 2007).

Social skill is defined as attitudes, behaviors, and thoughts that enable individuals to behave in accordance with the social environments, to be able to gain a place in society and to establish a positive interpersonal communication. Social skills have an important place in an individual's life. The acquisition of social skills which start in the early years of life continues for life. Social skills development should not be postponed since they form both the basis of healthy relationships and the sustainability of the social structure. The failure to acquire social skills in the early years of life negatively affects an individual's life. Children who lack this skill face various problems in their lives regarding interpersonal relationships, academic

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studies, affective-behavioral areas, and in their careers (Samancı & Uçan, 2017, 283; Durualp & Aral, 2011). Preschool refers to the early years of life. In this period of life, children are open to learning and discovery, and the development of the brain and synaptic connections progress most intensively and rapidly (Çelik & Daştan, 2017). This period is critical in terms of acquiring or improving many skills such as social skills. Similar to social skills, self-regulation skills also develop in this period.

Self-regulation usually refers to an individual's ability to control or direct his thoughts and actions. The preschool years cover an important period regarding the development of behavior and self-regulation. Before starting the school, these skills are created by their caregivers in the family environment and, in this respect, self-regulation behaviors are shown in the classroom environment, as well (Tominey & McCelland, 2011).

If a child can apply his own strategy and learning method, he can easily overcome his problems. When the studies on self-regulation which is one of the most important factors of success and academic performance are investigated, it is pointed out that self-regulation is not only important for academic subjects but also for life (Çiltaş, 2011). According to Goleman, there is a correspondence between self-consciousness and self-management parts and the social consciousness and social skills parts of the emotional intelligence (cited in Bacanlı, 2014). Preschool is an important period for both self-regulation and social skills development. The purpose of this study is to investigate the relationship between the social skills and self-regulation skills of 4-5-year-old children. In this respect, the answers to the following research questions are sought:

1. Is there a statistically significant difference between social skills and genders of 4-5-year-old children?
2. Is there a statistically significant difference between social skills and ages of 4-5-year-old children?
3. Is there a statistically significant difference between social skills and the number of siblings of 4-5-year-old children?
4. Is there a statistically significant difference between social skills and birth orders of 4-5-year-old children?
5. Is there a statistically significant difference between self-regulation skills and genders of 4-5-year-old children?
6. Is there a statistically significant difference between self-regulation skills and ages of 4-5-year-old children?
7. Is there a statistically significant difference between self-regulation skills and the number of siblings of 4-5-year-old children?
8. Is there a statistically significant difference between self-regulation skills and birth orders of 4-5-year-old children?
9. Is there a statistically significant difference between social skills and self-regulation skills of 4-5-year-old children?

METHOD

Research Design

This study was designed using relational screening model in which the relationships between the variables are investigated. In studies using relational screening model the relationships between two or more variables are investigated (Fraenkel and Wallen, 2014).

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Population and Sample

The population of the study was composed of 4-5-year-old children attending the state schools under the Ministry of National Education in Etimesgut district of Ankara. The sample of the study was composed of 50 children attending nursery classes in Etimesgut district of Ankara. The sample of the study was selected through random sampling.

Data Collection Tools

The data for this study were collected through the Demographic Information Form, the teacher version of Preschool Social Skills Assessment Scale (PSSAS) developed by Ömeroğlu et al. (2014), Self-Regulation Skills Scale and Child Information Form developed by Bayındır and Ural (2016).

Preschool Social Skills Assessment Scale (PSSAS): The scale was shown by Ömeroğlu et al.

PSSAS teacher version was designed to include 4 factors and 49 items. The confirmatory factor analysis which was carried out on the scale revealed high fit indices, and the construct validity of the form was found as satisfactory. The Cronbach's Alpha reliability coefficients of the sub-dimensions of the scale were found between .88 and .92. The results revealed that this is a valid and reliable scale to assess the social skills of preschool children (Ömeroğlu et al., 2014).

Self-Regulation Skills Scale: The scale was shown by Bayındır and Ural. The scale was completed by the teachers of 447 preschool children who were between 48-72 months of age. The scale was composed of two dimensions (regulation skills and control skills), and 33 items. According to the results of the analysis, 55.71% of the total variance was explained, and the loadings of the items were between .58 and .82. The scale revealed 0.96 internal consistency value and 0.99 test-retest reliability value. The results revealed that this is a valid and reliable scale (Bayındır & Ural, 2016).

Data Analysis

The data of the study were analyzed through SPSS 21.0 statistical package program. First of all, the missing values and outliers regarding the factor and scale values of the Self-Regulation Skills Scale and Preschool Social Skills Assessment Scale (PSSAS) were determined. It was found out that there was no missing data. In order to find out the outliers, z values of the factors and total scale scores were calculated.

Table 1. Skewness Coefficients and Standard Errors of Total and Factor Scores of the Scales

Scales			
Self-Regulation Skills Scale	**Skewness Coefficient**	**Standard Error**	**Position**
Regulation Skills Factor	0,204	0,337	0,60<1,96
Control Skills Factor	0,650	0,337	1,92<1,96
Total	0,389	0,337	1,15<1,96
Social Skills Assessment Scale	**Skewness Coefficient**	**Standard Error**	**Position**
Initial Factor	0,357	0,337	1,05<1,96
Academic Factor	0,393	0,337	1,16<1,96
Friendship Factor	0,058	0,337	0,17<1,96
Managing Emotions Factor	0,023	0,337	0,06<1,96
Total	0.021	0.337	0,06< 1.96

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Since the z value was higher than 3 in the data set, this value was left out. In order to determine the normality, the Shapiro-Wilk test was conducted. The results of the Shapiro-Wilk test revealed that the factor and total scores revealed normal distribution for both scales ($p < .05$). Another method which was used to determine the normality distribution of the scales was the z statistics obtained after the skewness coefficient of the factor and total scores were divided by the standard error. When the absolute value of the z statistics which is obtained after the skewness coefficient is divided by the standard error is lower than 1.96 for α=.05, it can be considered that there is not an extreme deviation from normal (Büyüköztürk, 2017, 168). For this reason, the skewness coefficients and standard errors obtained from the factor and total scores of both scales are shown in Table 1.

According to the information in Table 1, the result of the Self-Regulation Skills Scale's factor scores' and total scores' skewness coefficients division by the standard error is lower than 1.96, similarly, the result of the Preschool Social Skills Assessment Scale's factor scores' and total scores' skewness coefficients division by the standard error is lower than 1.96, as well. In addition, when histogram and Q-Q graphs of factor and total scores of scales were examined, it was seen that factor scores and total scores of both scales revealed normal distribution.

Since the factor and total scores of the scales revealed normal distribution, the parametric statistical analysis methods were decided to be used. Accordingly, t-test was used to compare the mean scores of two unrelated groups, while ANOVA was used to compare more than two groups. Unrelated samples t-test is used to test whether the scores of measurements obtained from two samples reveal a significant difference or not. On the other hand, ANOVA tests the mean scores of two or more unrelated samples in order to determine whether there exists a statistically significant difference or not. The analysis compares the scores of a certain number of samples' according to a dependent variable (Büyüköztürk, 2017, 168).

In the analysis of the data in order to determine whether there exists a relationship between the two scales, the Pearson correlation coefficient was used. Although the interpretation of the correlation coefficient varies according to the subject area and the structure of the variables studied, the interpretation can be made by ignoring the sign of the correlation coefficient following the criteria specified by Guilford (1956).

a. If the correlation is less than 0.20, there is a very low (very weak) correlation between the variables.
b. If the correlation is between 0.40 and 0.70, there is a moderate level correlation between the variables.
c. If the correlation is between 0.70 and 0.90, there is a high-level correlation between the variables.
d. If the correlation is 0.90 and above, there is a very high correlation between the variables (cited in Tan, 2016, 144-145).

FINDINGS

In this section, the results obtained at the end of the analysis conducted on the data collected for the study to explore the research questions were presented in tables and interpreted. First of all, the frequency and percentage of the data of the participants' demographic information were presented and the findings regarding the research questions were presented in the order of occurrence. The frequency and percentage values of the children who participated in the study were given in Table 2.

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Table 2. The Frequency and Percentage Values Regarding the Demographic Information of the Participants of the Study

Variables	Categories	Frequency (f)	Percentage (%)
Gender	Female	26	52,0
	Male	24	48,0
	Total	**50**	**100,0**
Age	4 years	13	26,0
	5 years	37	74,0
	Total	**50**	**100,0**
Number of Siblings	Only child	13	26,0
	2 siblings	30	60,0
	3 or more siblings	7	14,0
	Total	**50**	**100,0**
Birth Order	First-born	24	48,0
	Middle or last born	26	52,0
	Total	**50**	**100,0**

According to the data in Table 2, 52% of the participants were female, while 48% of the participants were male. Additionally, 26% of the participants were 4 years old while 74% of the participants were 5 years old. When the number of siblings is considered, 26% of the participants were the only child, 60% of the participants were 2 siblings, while 14% of the participants had 3 or more siblings. When the birth order of the children is considered, 48% of the participants are the first-born children, while 52% of the children are middle or last born children.

t-test was carried out in order to determine whether the scores of 4-5-year-old children from the Social Skills Assessment Scale reveal a statistically significant difference according to their genders. The results were presented in Table 3.

Table 3. t-Test Results of Social Skills Assessment Scale According to the Participants' Gender

Factor	Gender	N	Mean	SD	T	p
Initial	Girl	26	49,88	5,57	2,52	0,01*
	Boy	24	45,50	6,69		
Academic	Girl	26	47,73	5,92	1,38	0,17
	Boy	24	45,04	7,75		
Friendship	Girl	26	54,38	5,65	1,95	0,06
	Boy	24	50,75	7,46		
Controlling Emotions	Girl	26	41,80	8,87	0,09	0,92
	Boy	24	41,58	7,99		
Total	Girl	26	193,80	21,75	1,62	0,11
	Boy	24	182,87	25,67		

* $p < 0,05$

It is presented in Table 3 that there exists a statistically significant difference between the "Initial" factor and gender of the participants (t=2,52; p<0,05). The mean scores of female participants ($\bar{X} = 49,88$) are higher than the mean scores of male participants ($\bar{X} = 45,50$).

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On the other hand, no statistically significant difference between the genders of the participants and the scores of "Academic" factor (t=1,38; p>0,05), "Friendship" factor (t=1,95; p>0,05), "Managing Emotions" factor (t=0,09; p>0,05), and the total score of Social Skills Assessment Scale (t= 1,62; p>0,05).

t-test was conducted to determine whether the scores of the participants from the Social Skills Assessment Scale revealed a statistically significant difference according to their ages. The results were presented in Table 4.

Table 4. t-Test Results of Social Skills Assessment Scale According to Children's Ages

Factor	Gender	N	Mean	SD	T	P
Initial	4 Years	13	44,53	7,46	2,18	0,03*
	5 Years	37	48,91	5,76		
Academic	4 Years	13	40,76	7,28	3,89	0,00*
	5 Years	37	48,43	5,64		
Friendship	4 Years	13	48,76	7,73	2,52	0,01*
	5 Years	37	54,00	5,92		
Managing Emotions	4 Years	13	37,07	9,49	2,42	0,02*
	5 Years	37	43,32	7,42		
Total	4 Years	13	171,15	26,81	3,32	0,00*
	5 Years	37	194,67	20,10		

* p < 0,05

It can be seen in Table 4 that there is a statistically significant difference between the children's age and their scores in the "Initial" factor (t= 2,18; p=0,03<0,05). A statistically significant difference between the "Academic" factor scores and children's age was found (t= 3,89; p=0,00<0,05). The "Friendship" factor scores revealed a statistically significant change according to the children's age (t= 2,52; p=0,01<0,05). A statistically significant difference between the "Managing Skills" factor scores and children's ages was found (t=2,42; p=0,00<0,05). A statistically significant difference was found between the total score of Social Skills Assessment Scale and the children's ages (t=3,32; p=0,00<0,05). When the factor and scale scores are considered the mean score of five-year old children is higher than the mean scores of four-year-olds.

ANOVA was conducted in order to investigate whether the Social Skills Assessment Scale scores of 4-5 years old children revealed a statistically significant differenced according to the number of siblings or not. The results of the analysis are shown in Table 5.

It is presented in Table 5 that the participants' "Initial" factor scores (F=1,77; p=0,18 >0,05), "Academic" factor scores (F=1,30; p=0,28 >0,05), "Friendship" factor scores (F=0,19; p=0,82 >0,05), "Managing Emotions" factor scores (F=1,50; p=0,23>0,05), and finally the total Social Skills Assessment Scale scores (F=1,50; p=0,79 > 0,05) did not reveal a statistically significant difference according to the number of siblings.

ISSN: 2307-3721, e ISSN: 2307-3713

Table 5. ANOVA Results of Children's Social Skills Assessment Scale by Number of Siblings

Factor	Number of Siblings	N	Mean	SD	F	P
Initial	Only Child	13	50,00	6,90	1,77	0,18
	2 siblings	30	46,40	6,52		
	3 siblings or more	7	49,57	4,03		
Academic	Only child	13	43,92	9,80	1,30	0,28
	2 siblings	30	47,60	5,32		
	3 siblings or more	7	46,14	6,46		
Friendship	Only child	13	51,76	8,48	0,19	0,82
	2 siblings	30	52,76	5,90		
	3 siblings or more	7	53,71	7,65		
Managing Emotions	Only child	13	38,84	8,92	1,50	0,23
	2 siblings	30	43,33	7,52		
	3 siblings or more	7	40,00	10,31		
Total	Only child	13	184,53	31,14	0,24	0,79
	2 siblings	30	190,10	20,74		
	3 siblings or more	7	189,42	26,10		

$^{*}p < 0,05$

A t-test was conducted in order to determine whether the Social Skills Assessment Scale scores of 4-5-year-old children revealed a statistically significant difference according to the birth order variable. The results of the analysis were presented in Table 6.

Table 6. The t-test results of Children's Birth Order and Their Social Skills Assessment Scale Scores

Factor	Birth order	N	Mean	SD	T	P
Initial	First-born	24	48,54	5,88	0,79	0,43
	Middle or last-born	26	47,07	7,00		
Academic	First-born	24	45,75	7,97	0,67	0,50
	Middle or last-born	26	47,07	5,87		
Friendship	First-born	24	52,58	7,18	0,05	0,95
	Middle or last-born	26	52,69	6,51		
Managing Emotions	First-born	24	40,54	7,98	0,93	0,35
	Middle or last-born	26	42,76	8,74		
Total	First-born	24	187,41	24,94	0,32	0,75
	Middle or last-born	26	189,61	23,76		

$^{*}p < 0,05$

It is presented in Table 6 that the participants' scores in the "Initial" factor ($t=0,79$; $p=0,43 >0,05$), "Academic" factor ($t=0,67$; $p=0,50 > 0,05$), and "Friendship" factor ($t=0,05$; $p=0,95 >0,05$), "Managing Emotions" factor ($t=0,93$; $p=0,35 > 0,05$), and the total scores of Social Skills Assessment Scale ($t=0,32$; $p=0,75 > 0,05$) did not reveal a statistically significant difference according to birth order.

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A t-test was conducted in order to find out whether the scores of 4-5-year-old children from Self-Regulation Skills Scale reveals a statistically significant difference according to their genders. The results of the analysis were presented in Table 7.

Table 7. The t-Test Results of Children's Gender and Their Scores from Self-Regulation Skills Scale

Factor	Gender	N	Mean	SD	T	p
Regulation Skills	Female	26	88,46	11,41	1,64	0,10
	Male	24	83,58	9,36		
Control Skills	Female	26	49,46	7,03	1,97	0,06
	Male	24	45,41	7,43		
Total	Female	26	137,92	17,19	1,89	0,06
	Male	24	129,00	16,02		

* p < 0,05

The findings presented in Table 7 revealed that there is no statistically significant difference between the genders of the participants and their scores from "Regulation Skills" (t=1,64; p=0,10>0,05), "Control Skills" (t=1,97; p=0,06>0,05), and their total scores from the Self-Regulation Skills Scale (t= 1,89; p=0,06>0,05).

A t-test was conducted in order to find out whether the scores of 4-5-year-old children from Self-Regulation Skills Scale reveal a statistically significant difference according to their ages. The results of the analysis were presented in Table 8.

Table 8. The t-Test Results of Children's Ages and Their Scores from Self-Regulation Skills Scale

Factor	Age	n	Mean	SD	T	p
Regulation Skills	4 Years	13	79,30	10,49	2,86	0,00*
	5 Years	37	88,51	9,76		
Control Skills	4 Years	13	40,53	7,70	4,70	0,00*
	5 Years	37	49,97	5,63		
Total	4 Years	13	119,84	17,01	3,82	0,00*
	5 Years	37	138,48	14,41		

* p < 0,05

The findings presented in Table 8 revealed that there is a statistically significant difference between the children's ages and their scores from "Regulation Skills" factor (t= 2,86; p=0,00<0,05). A statistically significant difference was found between the "Control Skills" factor (t= 4,70; p=0,00<0,05), and the children's ages as well. Similarly a statistically significant difference between the total score of Self-Regulation Scale (t=3,82; p=0,00<0,05), and the children's ages was found. When the means scores of factors and the scale are considered it can clearly be seen that the mean scores of five-year-olds are higher compared to the mean scores of four-year-olds.

ANOVA was conducted in order to determine whether the scores of 4-5-year-old children from Self-Regulation Skills Scale reveal a statistically significant difference according to the number of siblings. The results of the analysis were presented in Table 9.

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Table 9. The ANOVA Results of Self-Regulation Skills Scale by Number of Siblings

Factor	Number of Siblings	N	Mean	SD	F	p
Regulation Skills	Only child	13	87,15	12,50	0,62	0,54
	2 siblings	30	84,86	10,26		
	3 or more siblings	7	89,57	9,07		
Control Skills	Only child	13	46,00	9,31	0,37	0,69
	2 siblings	30	47,96	6,76		
	3 or more siblings	7	48,42	7,06		
Total	Only child	13	133,51	21,36	0,26	0,77
	2 siblings	30	132,83	15,75		
	3 or more siblings	7	138,00	15,60		

The results presented in Table 9 revealed that the scores of "Regulation Skills" factor (F=0,62; p=0,54 >0,05), "Control Skills" factor (F=0,37; p=0,69 > 0,05), and the total score of the Self-Regulation Skills Scale (F=0,26; p=0,77 > 0,05) did not reveal a statistically significant difference according to the number of sibling.

A t-test was conducted in order to determine whether 4-5-year-old children's score from Self-Regulation Skills Scale reveal a statistically significant difference according to their birth order. The results of the analysis were presented in Table 10.

Table 10. The t-Test Results of Children's Birth Order and Their Scores from Self-Regulation Skills Scale

Factor	Birth order	n	Mean	SD	T	p
Regulation Skills	First-born	24	86,79	10,36	0,42	0,67
	Middle or last-born	26	85,50	11,10		
Control Skills	First-born	24	47,33	8,03	0,17	0,86
	Middle or last-born	26	47,69	7,00		
Total	First-born	24	134,12	17,59	0,19	0,85
	Middle or last-born	26	133,19	16,93		

$^{*}p < 0,05$

The results in Table 10 revealed that there was no statistically significant difference between birth order and the scores from "Regulation Skills" (t=0,42; p=0,567 >0,05), "Control Skills" (t=0,17; p=0,86 > 0,05), and the total sores from Self-Regulation Skills Scale (t=0,19; p=0,85 > 0,05).

Table 11. The Pearson Correlation Coefficient Values between Self-Regulation Skills Scale and Social Skills Assessment Scale ($^{**}p < 0,01$)

Social Skills Assessment Scale	Self-Regulation Skills Scale		
	Regulation Skills	Control Skills	Total Score of Self-Regulation Scale
Initial	$0,83^{**}$	$0,63^{*}$	$0,79^{*}$
Academic	$0,68^{**}$	$0,74^{**}$	$0,75^{**}$
Friendship	$0,65^{**}$	$0,71^{**}$	$0,71^{**}$
Managing Emotions	$0,41^{**}$	$0,59^{**}$	$0,51^{**}$
Total Score of SSAS	$0,74^{**}$	$0,79^{**}$	$0,81^{**}$

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In order to determine the relationship between 4-5-year-old children's social skills and self-regulation, the Pearson Correlation was calculated between the scores of the Self-Regulation Skills Scale and Social Skills Assessment Scale. The results of the analysis were presented in Table 11.

It can clearly be seen in Table 11 that there exist statistically significant positive correlations between the scores from sub-dimensions of Social Skills Assessment Scale and the sub-dimensions of Self-Regulation Skills Scale.

DISCUSSION AND CONCLUSION

When the findings of the study on social skills are considered it can be seen that the mean scores of female participants were higher compared to male participants' scores. However, this difference is significant only for the "initial" sub-dimension of social skills. It is stated in the literature that female participants' social skills are more developed and they present more positive social skills compared to male participants. On the other hand, male participants exhibit more aggressive behaviors (Sucuoğlu and Özokçu, 2005; Seven, 2007; Kurtulan, 2015). These differences observed in social behaviors of female and male participants stem from the statistically significant approaches according to gender.

When the effect of age variable on social skills is considered, it can be seen that the social skills mean score of five-year-olds is higher compared to the four-year-olds. Similarly, it was found out in a study conducted by Acun Kapıkıran, Bora İvrendi and Adak (2006) that the social skills of five-year-olds are higher compared to four-year-olds. The development of self-expression, communication, and adaptation skills with the advancement of age affect social behaviors.

When the effect of the number of siblings on social skills is considered, it was found out that the higher or smaller number of siblings do not have an effect on social skills. Similarly, the birth order did not reveal any effect on social skills of children. In Gündüz's (2015) study no statistically significant relationship between the number of siblings and positive social behaviors was found. In Seven's (2007) study it was found out that children in larger families are more likely to experience social behavior problems; however, birth order does not have an effect on this. Kurtulan (2015) found out that the children who do not have any siblings have lower levels of social skills. When the studies on social skills are reviewed it can be figured out that there exist different findings regarding the number of siblings. The children will have more chances in terms of sharing, helping each other, and playing games when they have siblings. This situation may contribute to the development of positive social skills. However, the increase in the number of siblings may be a disadvantage since the parents' attention and money for each child will be divided.

The findings regarding self-regulation revealed no statistically significant relationship according to the variables as gender, number of siblings, and birth order. Similarly, Tekin's (2018) study revealed that preschool children's genders and the number of siblings do not have an effect on their self-regulation skills. Şepitçi (2018) stated that gender, number of siblings, and birth order do not have a statistically significant effect on their self-regulation skills; however, the social skill dimension revealed a statistically significant difference in favor of female participants. Although the social skills of female and male participants differ as a result of the effect of social gender roles, it is considered that the effective factor in regulating the emotions and behaviors, determining goals, and determining strategies to achieve these goals is the individual differences rather than gender.

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Five-year old children were found to have higher self-regulation skills compared to four year-olds. Self-regulation skills improve along with age. The progress of a child's development along with age affects the child's behavior in the new situations or the level of expected behavior that he will exhibit in these situations, their social and emotional intelligence, empathy skills, the quality of their relations, problem-solving skills, and their adaptation (Şepitçi, 2018). As a result, self-regulation skills show progress along with the age.

There exists a statistically significant positive correlation between self-regulation skills and social skills. Children who have high self-regulation were found to have higher social skills. Adagideli (2018) stated that children with higher self-regulation skills revealed more prosocial behavior, and they had a lower level of aggression. Both self-regulation skills and social skills are interrelated skills whose foundations should be set up in early childhood. Children who have self-regulation skills make sense of their or others feelings. In other words, children who have self-regulation skills are more empathetic. Children who have control over their feelings and behaviors can control their urges. This enables them to exhibit positive social behaviors and decreases negative social behaviors. Children's social skills can be developed by supporting their self-regulation skills in the early years of life.

IMPLICATIONS

1. Self-regulation skills and social skills should be supported starting from the early years of life.
2. The preschool curriculum should include objectives targeting self-regulation skills and social skills.
3. In order to support self-regulation skills and social skills in the family environment, family awareness should be ensured through family education programs and family participation activities.
4. The effects of self-regulation skills and social skills can be investigated longitudinally.

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