



Personality Characteristics of Mothers Determining the Effects of them on the Socialization Skills of the Preschoolers

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ABSTRACT

This research examines the effects of personality characteristics of mothers on the level of socialization and desocialization of preschoolers. Survey prepared in accordance with the purpose has been applied to parents and teachers of three different nurseries in Atasehir, Istanbul. The data attained from the surveys have been evaluated with SPSS statistics program in computer environment. In determining the levels of the social adaptation and maladaptation of preschoolers and showing their mothers' personality characteristics, average and standard deviation statistics were used, to determine the relations between mothers' personal characteristics and the children's state of social adaptation and maladaptation the correlation analysis and in determining the effects of the personal characteristics on children's state of social adaptation and maladaptation regression analysis were used. As the result of the research, it has been found out that the preschoolers are affected by their mothers' personal traits of compatibleness and emotional disorder negatively. As the mothers' level of showing their responsibility and emotional disorder personal traits increases, the children's social maladaptation level decreases. Other personal characteristics do not affect the social adaptation and the maladaptation level of children.

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Introduction

It has been understood that the individual learns and develops social skills in the early ages of life, all these information and social skills that he obtained is very effective to build new social relationships and maintain them (Gülay ve Akman, 2009). When it is considered that the bases of all the future social skills are constructed at the early ages, to take an action to support the preschoolers' social skills, strengthening their conformity in their environments will increase the quality of the individual's life (Song, 2006).

According to Ömeroğlu ve Yaşar (2004), the period between 3-6 ages is the time when the children learn how to distinguish between right and wrong. They know the course of their action during this time, meaning, their awareness level is developed enough but they do not always act right. Issues such as toy sharing, sleep time or not hitting each other are the best examples showing that children know what is wrong but they do not act accordingly. Especially during the preschool period, it is important that the child has activities that he will be together with others and his peers. Supporting that tasks that he accomplished successfully and warning for his wrong attitudes are the most important factors in the development of the social skills.

Because it is known that the social relations of the children within 3-6 years old increase fast, it would be important to generalize the social development and making the generalization show specifically the children between 3-6 years old (Oktay, 1999). However, the main research topic is the effects of mother's personality on the preschoolers social skills.

The most acceptable definition of social skill is by Gresham and Elliot (1990:2), "Acceptable learned reactions and attitudes of children that can allow them to have an effective communication with others". The researchers such as Gresham and Elliot (1990), Manz, Fantuzzo and McDermott (1999), analysed the term of social skills under the name of social

perfection. This sub-group consisted of social skills, problematic behaviours and academic perfection is seen as the most important success of the children (Jamyang-Tshring, 2004). The mandatory education for pre-schoolers is important for the individuals' social efficiency level, especially due to the pressure on both boy and girl groups by the changing environment and such pressures have negative effects on the psychological state of the children (Chung, Elias & Schneider, 1998).

In the research conducted by Mitchell (1987), it was observed that the interactions between mother and the child have important effects on the development of the social skills of the child during the development period. It is a well-known fact that the first development of the child who has not started his education will improve along with the family life. Their developing characters and social skills are affected by the environment and the culture that they are living in. Generally, such researches are based upon western sources; therefore it is hard to compare them with researches about the effects of other cultures. However, the research of Nourani (1998) examined the importance that the cultures give to the communication, the interactions between mother and child and evaluation of children's social attitudes. Today, due to the globalization, the lines between the cultures are abolished and the need for such researches increased.

For learning, personality development and change, the most basic need is to be in social interactions. All behaviours such as maintaining the formation and continuity of social communication that determines the individual's social status are achieved with adaptation and skills of social relations. A positive increase in the level of social skills will directly increase the social interaction and make it easy to build relationships (Combs and Slaby, 1998). Mother whom the child accepts as an authority is the first source that is going to give all the information about morality and social life.

The child who is not going to enter any social environment until a certain age is going to get all the perspectives about the environment through the information that his mother is going to provide and will be under her command. While the basis of social skills that the individual will keep during his adulthood were provided, the importance of the mother as a communication source will be understood (Bowlby, 1982). In a research (Çiftçi, 1991), it was noted that the information that is learned during the preschool period underlies the individual's social efficiency level. Bacanlı (1999) emphasizes the importance of mother and social life for the developing social skills.

In the light of all these, the effect of the personality of mother on the child is the research topic of this study. The main reason for this choice is that there is a long relationship between mother and the child during the preschool period and it is much easier to observe the direct effects of such a relationship on the child. In this study, it is aimed to determine the effects of the parents on the child's socialization skills specifically after observing all the other factors.

Social Development during Preschool Period

Today, it has been realized that the age in which the child is supposed to start his education is far beyond the ideal age in which he develops his social skills. Because it is important for individuals to develop positive socialization skills, it was noted that it is important for the child to participate in social life during the first six years of his life and the children who started their education during this period are more self-confident, developed in terms of social skills and, able to express their creativity and they are more harmonious and have a strong sense of empathy (Andersson, 1989; Clarke-Steward and Allhusen, 2002). Having activities together with his peers will increase his socialization skills and contribute to his mind power. Thanks to the preschool institutions, the children will reach to a certain maturity to start their education easily by having developed their skills of focusing and being in unity. When the earlier the child learns the social interaction such as participating in group activities and learning to share, the more compatible he will become (Field, 1991).

The best age range to observe the child's development is from 3 to 6, it is because the child starts to participate in the social life, communicate with the environment and be in a group work at the age of 3. During this period which is also called as the "what is this?" period, the child tries to recognize his environment (Kandır and Alpan, 2008). At the age of 4, it is expected the child to be accepted as a member of the society. The child becomes more active in group works, develops plays and strengthens his communication. Within this age, it is expected the child to recognize the social group that he is belong to, realize the terms and interpret them and have a certain place within the social life (Gander and Gardiner, 1998).

The Terms of Social Adaptation and Skill

Social skill and social adaptation which are considered to have the same meaning in literature are actually different from each other. Social skill is a complement of skills to start, maintain and finish all social relations also to overcome with any problem, look for solution and take an action against it (Jenson, Slone, Yough, 1988). It is assumed that all individuals who completed their normal development process and available to build social relations possess this social skill. However, in some occasions they can be inefficient about social skills. In such occasions, the individual can be in some unexpected situations that he may not be able to control himself or block his social skills (Çiftçi and Sucuoğlu, 2003). For the individual to be

counted as harmonious in social terms, he is expected not to show inefficiency except certain situations. Social skills are the most important factor about social adaptation (Bacanlı, 1999).

When, the main topic of this study, the effects of the parents-child relationships on the social development of the child is taken into consideration, it was found out that this interaction process starts from the birth of the child. It is known that the parents have certain behaviours according to the sex of the child. The children who are exposed to different attitudes are going to have different social skills in future. This is the basic reason for the division between the social adaptation of male and female individual is different (Bacanlı, 1999).

It also causes the parents to have different attitudes and approaches. The researches show that mothers have a more peer-like relationship with their daughters than the fathers but it was observed that mothers have more accurate observations about the peers of their children and they follow their relationships strictly (Updegraff, 2001).

The researches (Clarke-Steward and Allhusen, 2002; Kandır and Alpan, 2008; Bacanlı, 1999; Song, 2006) about the effects of the preschool education on social skill development and the effects of it on the process of education and training, point out a common assumption. In most of the researches, it was found out that the social skills have a positive effect on the child's education and training process. As a result of a research about Turkey, the children with better social skills are more successful, do not have any problem with socialization and can conduct studies on the basis of cause and effect (Avcıoğlu, 2003). Again in a similar research, by setting an experimental environment, it was found out that the development of social skill of the individual have direct and remarkable effect on the cognitive state of the individual (Çetin, Bilbay and Kaymak, 2003).

It is important to avoid from term of conflict. The term of social skill and social efficiency which are used frequently in this study are generally used instead of each other in literature; however, the one needs to be aware of the difference between them.

There are two important points about the social efficiency: how the children see themselves and how they are seen by the others. These two situations do not compel with each other always. While the children with better social adaptation are observed to be more successful in their future life, the children with worse social adaptation or having social inefficiency have maturity problems and difficulty in controlling their anger (Hartup, 1978).

Because it is known that the children develop their social skills according to the positive or negative experiences, to determine the effect of the family on this situation become an important issue for the field of child development and social efficiency (Cartledge and Milburn, 1992). The child changes his attitude according to the responds. The personality of mother as the main contact point, her attitudes toward the child is going to create the basis of the responds. The inefficiency of the family members in using the social skills will cause the child to have deficiency in development (Cartledge and Milburn, 1992).

The Term of Personality

Personality is defined in many different types in literature but only two of them will be used in this study. According to the Sociology Glossary the personality is "the all of the attitudes and the habits that the person takes up during his social life". (Şimşek, Akgemci and Çelik, 2001: 65). However, there is another term which is used frequently in literature. Allport (1961:28) defines the personality as the systems that determine

the features of the ideas and the attitudes of dynamic inward personality of the individual.

In both of these definitions, the effects of the behaviours are accepted to exist by accepting the personality as a process. Allport (1961) emphasized the importance of psychological factors as well as the physiological factors.

Five factor Personality Model

One of the models that define the personality is the five factor personality model (Sandy, Boardman and Deutsch, 2000). This model divides the personality dimensions into five and also defines the five main dimensions by dividing them into 30 sub-dimensions. The main dimensions of this model were forged by considering many other detailed studies. The reliability and validity studies of this term which is formed by including other different personalities and can detail personal differences were made in Turkey (Somer and others, 2002). It was applied not only to Turkey but also to many other countries with different cultures and it had the similar reliability level among them. Therefore it is possible to accept the reliability of this model (Sandy, Boardman and Deutsch, 2000).

Allport (1961) had the first studies about which factors should be considered as personality. According to his studies, the focus was on the determinant of the personality. Hence, it was mentioned about the existence of five main factors that details the personality and these factors are extroversion, agreeableness, conscientiousness, emotional stability and culture (Somer, 1998).

Extroversion-Introversion

Extroversion is used with such factors as the ability starting the social relations, maintaining them and ending when needed, entrepreneurship, expressing oneself, sympathy. However, unlike extroversion, introversion is expressed as being silent, reserved and with less intimacy and control sense than extroversion (Wayne, 2003: 1024).

Agreeableness-Enmity

This is one of the most distinct factors. The agreeableness of the people are linked to the factors as help, consensus, trust, self-consciousness, flexibility which will lead him to live within the frame of social adaptability (Barrick, Mount, 1991).

Conscientiousness- Indifference

It includes the factors of self-control, the state of being personally organized, acting with plan, overcoming stress, determination, order, focus not on problem but solution. But Indifference is considered with impulsivity and covers aimlessness. The duty-free individual has confusions about what to do or how to continue (Macdonald, 1995).

Emotional stability- Instability

The individuals who are instable and not emotionally stable are thought to live long-time disagreements, not to be able to stick to their relations, have problems with overcoming stress (Aslan and Akkaya, 2008).

Openness for Improvement/intelligence-Unimprovement

The state of being open to experience makes many rules and restrictions to gain flexibility. a profile which is more development focused and allowing any kind of experience is put forward by denying the traditional and accustomed one (Zel, 2007).

Method

Research Model

This research is designed to be scanning model. "Scanning models are the approaches which aim to describe the past or present models as they are. It tries to define the objects of the researches as they are within their own conditions. It does not have any effort to change or affect them" (Karasar, 2009: 77).

Environment and Sample

The environment of the research is consist of the preschool students in Ataşehir District in İstanbul durning the educational year of 2014-15. And the sample is consist of 100 students who study in three different preschools and their parents.

Data Collection Tool

As the data collection tools, personal information form, social adaptation scale and five factor personality scale were used. The social adaptation and abilities form was filled by teachers while five factor personality scale was filled by mothers. The features of the scales are given below.

The Scale of Social Adaptation and Skills

Social adaptation and skills scale was formed by Ömeroğlu and Kandır (2005) for primary school students. The adaptation of the scale for the children between 5-6 was made by Işık (2007). The scale was forged as two groups as social adaptation and maladaptation. The scale consists of 25 articles of which 17 is about social adaptation and 8 is about social maladaptation. After the adaptation, the social adaptation subtitle and the articles of 12 and 24 were taken out because they were not appropriate for pre-schoolers. It was applied to the children between 5-6 by consulting their either teachers or parents.

Five Factor Personality Scale

Five Factors Personality Scale was developed by John, Donahue and Kentle (1991). In this scale, there are some words that people are using to describe themselves or the personality characteristics. The participants were asked to read each word and choose the best number which they think describes them. For example, if the expression "I am a helpful person" suits to a participant fully he needs to choose 5, if he thinks that he is really helpful, he needs to choose 4, if he thinks that he is just a little bit helpful, he needs to choose 3, if he does not think that he is really helpful, he needs to choose 2, if he is really not a helpful person, he needs to choose 1. Five factors personality scale consists of 5 subscales. They are Emotional Instability, Extroversion, Compatibility, Conscientiousness and Openness. The reliability coefficients that John and his friends obtained from the study are Emotional Instability, .84; Extroversion, .88; Compatibility, .82; Openness, .81.

The scale was adapted to Turkish by Alkan (2007) and the reliability study was fulfilled. The coefficient of inner consistence was found as .87 and the factor analysis showed full compatibility with the structure of the original factor (5 subscales). The sub-scale coefficients of inner consistence are extroversion, .89; compatibility, .67; conscientiousness, .79; emotional instability, .79 and openness, .79.

Statistical Analysis of the Data

The data obtained from the research were analysed by using SPSS program. While analysing the data descriptive statistical methods were used (figure, percentage, average, standard deviation).

In the comparison of quantitative data, t-test was used for the difference between two groups, One Way ANOVA test was used in the comparison of the parameters in the case of two groups and for the determination of differential group Scheffe test was used.

The relation between the dependent variable and independent variable was analysed by Pearson correlation and the effect was analysed with regression test. The relations between the scales were evaluated according to the following criterias; very poor ($r=0,00-0,25$), poor ($r=0,26-0,49$), normal ($r=0,50-0,69$), high ($r=0,70-0,89$), very high ($r=0,90-1,00$).

The obtained data was evaluated 95% reliability range and 5% relevance level.

Findings and Comments

In this section, there are the findings of the analysis of the data obtained from the participating mothers and teachers through the scales. The explanations and comments about the findings are made under the titles of regression models which is made to determine the personality characteristics of mothers who have pre-schooler and the social adaptation, skill levels and averages of the children and to examine the analysis of the relations between the personality characteristics of mothers having preschool children and the social adaptation, skill levels of the children.

The findings about the demographical features of the sample group

Table 1 shows the demographical features of the sample. According to this, 56% of mothers with preschool children who are involved in the research have boys and 44% of them have girls.

Table 1. The Distribution of the Sample Group according to Demographical Features

		Frequence	Percentage (%)
Sex	Boy	56	56,0
	Girl	44	44,0
The age of the child	5 years old	67	67,0
	6 years old	33	33,0
What is the rank of the Child	1. child	82	82,0
	2.child	18	18,0
Education	High School	12	12,0
	University	80	80,0
	Post Graduate	8	8,0
Work	Working	61	61,0
	Not Working	39	39,0
Age	31-35 ages	27	27,0
	36-40 ages	48	48,0
	41 years old and up	25	25,0
Toplam		100	%100

67% of the mothers included in the research have 5 years old children and 33% of them have 6 years of children. 82% of the children who are included in the research are the first child of their family and 12% of them are the second child of the family. 12% of the mothers who are included in the research are high school graduates, while %80 of them are university graduates and %8 of them have Master's degree. 61% of the mothers included are working while 39% of them are not. %27 of the mothers who are included in the research are between 31-35 years old, 48% of the are between 36-40 years old and 25% is 41 and up.

The Findings about the Personality Characteristics of Mothers who Attended the Research and the Social Adaptation, Skill Levels of the Children

The social adaptation and maladaptation of the mothers are shown at the Table 2.

	N	Ort.	S.s	Min.	Max.
Social Adaptation	100	46,370	3,873	35,000	51,000
Social Maladaptation	100	21,490	2,488	14,000	24,000

The social adaptation average of the mothers whose children are şncluded in the research is found as46.370±3.873; and the social maladaptation of them average is found as 21,490±2,488. Because the highest rank for social adaptation is 51, the social adaptation level of the mothers can be considered as high.

The average of the personality average of the mothers are given in Table 3.

Table 3. The Average of the Personality levels of mothers who are included in the research.

	N	Avr.	S.d.	Min.	Max.
Extroversion	100	3,310	0,233	2,625	4,125
Conscientiousness	100	3,324	0,284	2,444	4,111
Openness	100	3,789	0,299	3,100	4,400
Compatibility	100	3,297	0,174	2,889	3,667
Emotional Instability	100	2,609	0,293	2,000	3,875

The average of extroversion of the mothers who are included in the research is found as3,310±0,223; the average of conscientiousness is found as 3,324±0,284; the average of opennes is found as3,789±0,299; and the average of emotional instability is found as 2,609±0,293. In the average of the personality levels of mothers, the emotional instability is found as lower than their other personality levels.

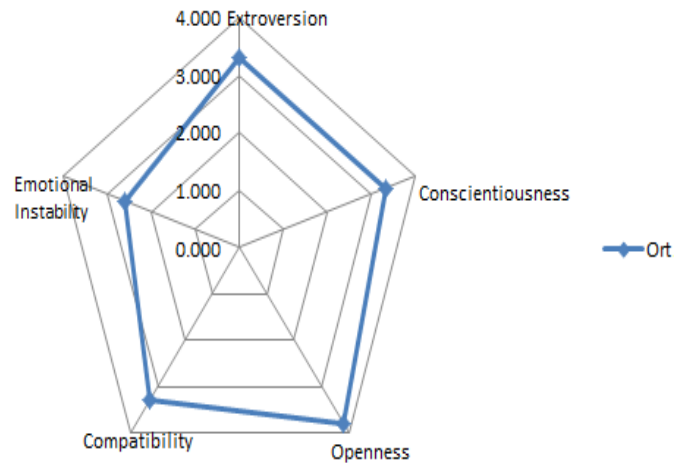


Figure 1. The average of the personality level of the mothers who are included in the research.

When the Figure 1 is examined it can be seen that the averages of opennes, compatibility, conscientiousness and extroversion levels of the mothers are high while the average of emotional instability is low.

Some Findings about the Correlation Analysis of the Relations Between the Personality Characteristics of Mothers Who are Included in the Research and the Social Adaptation, Adaptation Levels of their Children

The results of the correlation analysis of the relations between the personality characteristics of mothers who are included in the research and the social adaptation, skill levels of their children in the Table 4. r stands for the relation coefficient, p stands for the level of relevance and N shows the number of the subjects on the table.

		Social Adaptation	Social Maladaptation
Extroversion	r	0,213	0,079
	p	0,033	0,435
	N	100	100
Conscientiousness	r	-0,127	-0,257
	p	0,209	0,010
	N	100	100
Openness	r	0,209	-0,024
	p	0,037	0,815
	N	100	100
Compatibility	r	-0,304	-0,171
	p	0,002	0,090
	N	100	100
Emotional Instability	r	-0,267	-0,322
	p	0,007	0,001
	N	100	100

There is a very weak but positive relevant relation between extroversion and social adaptation. ($r=0,213$; $p=0,0033<0,05$). According to this result, as the point of extroversion increases, the point of social adaptation increases as well. However, there is not any statistical relation between extroversion and social adaptation.

There is not any statistical relevant relation between conscientiousness. ($r=-0,127$; $p=0,209>0,05$). However, according to the correlation test which is made to determine the relation between conscientiousness and social maladaptation, there is a weak and negative but relevant relation ($r=-0,257$; $p=0,010<0,05$). According to this result, as the point of conscientiousness increases, the point of social maladaptation point increases as well.

There is a very weak but positive relation between openness and social adaptation. ($r=0,209$; $p=0,037<0,05$). According to this result, as the point of openness increases, the point of social adaptation increases as well. Moreover, there is not any statistically relevant relation between those.

There is a weak but negative relation between emotional instability and social adaptation. ($r=-0,267$; $p=0,007<0,05$). According to this result, as the point of emotional instability increases, the point of social adaptation decreases. There is a weak but negative relation between emotional instability and social maladaptation ($r=-0,322$; $p=0,001<0,05$). According to this result, as the point of emotional instability increases, the point of social maladaptation decreases.

Regression Models made to test the Affection Degree of Social Adaptation and Skill Level From Personality Levels On Table 5, regression model was applied to test the affection degree of social adaptation from personality levels.

Table 5. Regression Model to Test the Affection Degree of Social Adaptation From Personality Levels

Dependent Variable	Independent Variable	B	t	p	F	Model (p)	R ²
Social Adaptation	Constant	62,330	5,924	0,000	3,420	0,007	0,109
	Extroversion	1,673	0,833	0,407			
	Conscientiousness	-1,380	-0,993	0,323			
	Openness	2,005	1,357	0,178			
	Compatibility	-4,971	-2,232	0,028			
	Emotional Instability	-3,113	-2,305	0,023			

The regression model to test the affection degree of social adaptation from personal levels is statistically relevant ($F=3,420$; $p=0,007<0,05$).

When the level of compatibility increases for 1 asset, social adaptation decreases for -4,971 asset ($\beta=-4,971$; $t=-2,232$; $p=0,028<0,05$). When level of emotional instability increases for 1 asset, social adaptation decreases for -3,113 asset ($\beta=-3,113$; $t=-2,305$; $p=0,023<0,05$).

The level of Social Adaptation is not statistically by extroversion ($t=0,833$; $p=0,407>0,05$), conscientiousness ($t=-0,993$; $p=0,323>0,05$) and openness ($t=1,357$; $p=0,178>0,05$).

The variables of extroversion, conscientiousness, openness ,compatibility, emotional instability shows the level of social adaptation as 0,109 ($R^2=0,109$).

On Table 6, regression model is applied to test the affection level of social maladaptation from personality levels. The regression model is applied to test the affection level of social maladaptation from personality levels is statically relevant. ($F=4,140$; $p=0,002<0,05$).

Table 6. Regression Model to test the affection level of social maladaptation from personality levels

Dependent Variable	Independent Variable	B	t	p	F	Model (p)	R ²
Social Maladaptation	Constant	36,175	5,437	0,000	4,140	0,002	0,137
	Extroversion	1,688	1,329	0,187			
	Conscientiousness	-1,911	-2,176	0,032			
	Openness	0,234	0,250	0,803			
	Compatibility	-2,713	-1,927	0,057			
	Emotional Instability	-2,247	-2,631	0,010			

When the level of conscientiousness increases for 1 asset, social maladaptation decreases for -1,911. ($\beta=-1,911$; $t=-2,176$; $p=0,032<0,05$). When the level of emotional instability increases for 1 asset, social maladaptation decreases for -2,247 asset. ($\beta=-2,247$; $t=-2,631$; $p=0,010<0,05$).

The social maladaptation level is not statistically affected by extroversion ($t=1,329$; $p=0,187>0,05$), openness ($t=0,250$; $p=0,803>0,05$) and compatibility ($t=-1,927$; $p=0,057>0,05$) levels.

Extroversion, conscientiousness, openness, compatibility and emotional instability variables show the social maladaptation level as 0,137 ($R^2=0,137$).

Conclusion and Discussion

The experiences which the child was exposed to during the early childhood period shape the personality characteristics that he is going to possess. The importance of the preschool period is increasing as people become more knowledgeable about the issue. It has been observed that 80% of the personality and social skills develop during the 3-6 years period what we call early childhood and the rest is distributed among the other periods (Duffy, 1998). When this exact range is considered, it is thought that this 20% part evolves in time. Therefore, taking mother as the most effective factor in the family in which the child experiences the first social relations is important.

Birth is the starting point of the relationship between mother and the child. Some studies argue that this relationship starts before the birth (Şahin and oth., 2012). It is emphasized that the child develops his social skills within the family till the school age and the child can be inefficient when he starts school (Dumas, 1986). In this study, the direct effect level of mother's personality characteristics on the child's social efficiency is analysed. All of our subjects are mothers with pre-school children who. Thus, the mothers' direct effect on children is studied by keeping the preschool education factor stable and accepting mothers as the first determinant.

Of 100 participants, 56 have boys and 44 have girls. The preferred age range is 5-6 and the rates are %67 to %33. It has been found that %82 of the children are first-born. 80% of mothers graduated from high-school. Because the parent's condition about working cannot be ignored, it has been recorded that 61% of the mothers have occupation. The age range of mothers are 48% 36-40 years old, %27 31-35 years old, %25 40 and up. Therefore this study has common element with the other studies of this field.

The personality characteristics of mothers of the children are analysed in the study. According to the evaluation out of 5, the average level of having extroversion character of the mothers is 3,310, their average level of being conscientiousness is 3,324, their average level of openness is 3,789, their average level of compatibility is 3,297 and their average level of emotional instability is 2,609. Hence, it was concluded that mothers of pre-schoolers show the openness character most and the emotional instability character least.

The relation between the mother's personality characteristics and the child's social adaptation and skills is examined with correlation analysis. As a result of this analysis, it has been determined that there is a statistically relevant relation between the extroversion, openness, compatibility and emotional instability characteristics of mothers with preschool children and the level of social adaptation of the children. As the level of extroversion and openness characters of mothers increase, the social adaptation level increases in the same way. As the compatibility and emotional instability level increases, the social adaptation decreases.

It has been found statistically negative relevant relation between the conscientiousness and emotional instability characteristics of mothers and the social maladaptation of the children. According to this as the conscientiousness and the emotional instability characteristics of mothers increases, the social maladaptation level decreases.

During the research, the state of affection of the social adaptation and skill level of the children from the mothers' personality levels are analysed with regression analysis. In the wake of the analysis, it has been found that the social adaptation level is affected negatively by the mothers' compatibility and emotional instability levels. Other characteristics do not affect the social adaptation level of the children.

As the level of conscientiousness and emotional instability levels of mothers which have negative affect on the children's social maladaptation levels increases, the social maladaptation level decreases. Other characteristics do not affect the children's maladaptation level.

It can be said that as other researches in literature, social adaptation increases with the extroversion in the same way (Ordun, 2005; Sıgır and Gürbüz, 2011). Openness has a similar statistical increase as well. The increase of social adaptation makes the individual more open in social sense. Emotional fluctuations decrease the social adaptation. Because instabilities prevent the social adaptation in social life, it is not surprising that the social adaptation level changes negatively.

Because there is not any study like ours in literature, the validity of the results of this study can be uncertain. In two different studies it has been found similar results. In one of the studies it has been observed that the violent behaviours of the family for punishing blind the child's will for studying and passivates him (Aronfreed, 1968). Another study examined the effects of the opposite behaviours. In environment where the child is valued as an individual and his ideas are respected, the mothers' social adaptation level is observed to be very high (Gülây & Akman, 2009).

Because there is not any other research made with Five Factor Analysis in Literature, it decelerates the process of the outcomes. Some arrangements are made by taking into consideration similar studies but still it is not efficient. It is suggested the effect of mothers and the families on the children's social skill level should not be ignored and the research should be detailed and new arrangements should be done in the view of the findings.

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