



## The Effect of Social Skills Training on Social Skills in Early Childhood, the Relationship between Social Skills and Temperament \*

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### Abstract

The effect of Social Skills Training Programs on the social skills of pre-school children and the relationship between their social skills and temperament were investigated in this research. The subjects of the study were the children who are still in the pre-school education of public institutions. The study is conducted with the pretest-posttest control group design. 26 preschool children were included for the experimental group and 29 of them are included for the control group; there were 55 participants in total. The age of the children is between 57 and 66 months ( $\bar{X}=60,6$ ). The children in the experimental group were applied Social Skills Training Program three times a week (8 weeks, 24 days) approximately for one hour in June and August 2015 addition to preschool educational programs while the children in the control group continues with the preschool educational program implemented in their schools. The data was gathered using "Denver II Developmental Screening Test", "Data Collection Form", "Social Skills Scale" and "Child Behavior Questionnaire". The data was analyzed using "Split Plot Anova Technique" and "Pearson Product Moment Correlation Analysis". Results of the research showed that the mean post-test scores of the children who participate to Social Skills Training Program are higher than the mean post-test scores of the control group children's scores; as a result the positive effect of the implemented training was observed. It was observed that there is a significant negative correlation between social skills-timidity and temperament-inhibitory control scores; social skills-communication and temperament-activity level scores; temperament-impulsivity and social skills-discord and social skills scores.

### Keywords

Pre-school education  
Social competence  
Social skills  
Temperament  
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## Introduction

Pre-school period is like a bridge between egocentric early childhood stage of the child and middle childhood in which the child is more social than before. In the pre-school period, children learn the social skills, favorable social behaviors and values, how to play with their peers and friendship skills (Davies, 2011). Socialization, which is one of the most important processes in the development of the individual, comes in view in the orientation process of children to social life. According to Gander & Gardiner, 1993), socialization is a process that individuals, especially children, become one of the functional members of a significant group and gain the values, behaviors and beliefs of the members of this group. Although this process begins immediately after birth and continues throughout the life of the individual, most of the behaviors that are affected become distinctive in the early childhood period. Socialization is a process that, in time, leads to certain results formed with various social groups in the meaningful emotional context, along with the meaningful communication with others. In the social environment the child bred, the most important factor which constitutes socialization is the cultural context constituted by the family of the child, parents, siblings, teachers and peers (Bugental & Grusec, 2006; Handel, Cahill, & Elkin, 2007).

The social skills that increases the individual's relationship with his/her environment positively such as empathy, participation to group activities, helping each other, communicating with others, negotiation, problem solving (Lynch & Simpson, 2010) are goal-oriented special ways to which the child appeal to be able to fulfill social necessities. Social skills underlie the good relations between people (Wilson & Sabee, 2003 as cited in Günindi, 2011). Social skills are crucial for academic achievement, general well-being, conformance, mental health and social achievement (Carter, Briggs-Gowan, & Davis, 2004)

It is known that every type of social skills training which straightens social relationships increases the quality of life by enhancing happiness. Social skills training is vital, being preventive of the problems that can occur based on the lack of social skills later on and needs to be clinically interfered such as depression, social anxiety, solitude and alcoholism (Sergin & Giverts, 2003). When children start primary school, more social skills are needed for the social and behavioral needs which are necessary for the relationships-to-be-established with peers and adults. It was seen that interventions to the children with social, emotional and behavioral problems are helpless when these interventions are left after age 8 (Eron, 1990). That's why making emotional and behavioral interventions in pre-school period has a vital role. The results of the studies that made before pre-school period show that social skills trainings are efficient on children's gaining social skills. (Aksoy, 2014; Aslan, 2008; Berry & O'Connor, 2010; Ceylan, 2009; Dereli İman, 2014; Durualp, 2009; Ekinci Vural, 2006; Ergin, 2003; Eti, 2010; Fantuzzo, Manz, Atkins, & Meyers, 2005; Karaoğlu, 2011; Kurt, 2007; Leung, 2010; Özbey, 2009; Özdemir Topaloğlu, 2013; Öziskender & Güdek, 2013; Pekdoğan, 2016; Sapsağlam, 2013; Uysal, 2014; Uysal & Balkan, 2015; Youngblade & Mulvihill, 1998).

Children are considerably different than each other and special at all ages. These differences are noticeable for everybody who are in an interaction with the children since their early ages. While some children are outgoing; some prefer to remain in the background; some children can be angry easily, while others are rarely in a depressive mode; as some children behave hot headedly, others may behave compatibly (De Pauw & Mervielde, 2010). In the process of socialization, the importance of the environmental factors on the child's social skills is incontrovertible, but the child's temperament is also an important factor. There are varieties of theoretical approaches to temperament, which springs in the early stages of life and is correlated with the physiological and biological processes and also resistant to change. (Mathewson, Miskovic, & Schmidt, 2012) For instance, as a result of New York Longitudinal Study, started by Thomas & Chess in 1956 and published in 1977, nine temperament characteristics were identified. (Zentner & Bates, 2008). When we look at this published study, apart from the theoretical approach of Thomas and Chess; it may be seen that Buss and Plomin's, Kagan's, Rothbart's, Campos's approaches also contribute to the "temperament" term in terms of understanding and dealing with it. According to Rothbart (2007), temperament has a major role regarding personality development; it is a structure that creates individual differences. As of infancy stage, the children's reactions to their

environment differ. The differences of temperament are biological-based and depend on the individual's genetic heritage. In the temperament scales, it's indicated that the framework of temperament cluster around 15 sub-dimensions and three factors. Effortful Control (Focusing of attention, inhibitory control, perceptual sensitivity, and a low threshold for pleasure); Negative Affectivity (Anger/frustration, fear, discomfort, sadness, reducing reaction/soothability) Extraversion (levels of activity, shyness, high threshold for pleasure, smiling/laughter, impulsivity, affiliation/positive anticipation) (De Pauw & Mervielde, 2010; Rothbart, Ahadi, Hershey, & Fisher, 2001).

It is known that there are direct and indirect connections between temperament and social adaptation/sanity. The child's temperamental traits such as timidity, negative affect and effortful control influence the emotional reactions like fear and anger; social motivations like approach and withdrawal; social-cognitive processes like social perception and peer relationships. The social motivations, emotional reactions from which the child's temperament is affected and social cognitive processes and peer relationships are interacted with each other, too. (Coplan & Bullock, 2012). The behaviors, attitudes and habits that are constructed under the effects of the factors such as temperament, gender, cognitive skills, parent and teacher attitudes underlie personality. By the reason of the fact that the large amount of personality is formed between the ages of 0-6; pre-school period has a crucial significance. According to Buss and Plomin (2014), it is thought that having enough information on temperament which is one of the factors to form personality is determinative of approaching style to child in pre-school period. As the children grow up; they participate to various social environments more that will help them to develop their social skills. The children who have more extrovert temperamental traits are more eager to gain social skills; in order that they gain social skills easily, they enjoy social interactions more and they are rewarded more. The children who have more introvert temperamental traits are less eager to gain social skills; because they don't prefer social interactions, their social skills are poor and therefore they are rewarded less. According to Moffitt (1993), for the children who are angry in early stages, the possibility of school failures, getting involved in a crime, having problems with peers is high for the future. It is observed that temperament is related to social behaviors and fear that is evaluated in infancy-temperament studies predicts the guilt, empathy and low level of anger the child feel when s/he reach to ages 6-7. In the study of Kochanska, Aksan, and Joy (2007), it is determined that the children who have high fear develop higher degrees of conscientious traits than the children who have low degrees of these traits.

It is also known that effortful control predicts conscience, empathy, guilt, low aggression in a positive manner. In the studies conducted with preschool children, it is stated that there are positive significant correlations between effortful control; which is one of the sub dimensions of temperament, and social skills; and there are negative significant correlations of temperament with behavioral problems such as internalization and externalization (Acar, Rudasill, Molfese, Torquati, & Prokasky, 2015; Martel, Gremillion, & Roberts, 2012; Rhoades, Greenberg, & Domitrovich, 2009; Walker & Henderson, 2012; Gusdorf, Karreman, van Aken, Dekovic, & van Tuijl, 2011; Hughes, White, Sharpen, & Dunn, 2000; Nigg, Quamma, Greenberg, & Kusche, 1999; Riggs, Greenberg, Kusche, & Pentz, 2006). It is also observed that the context of impulsivity which is within the scope of extroversion dimension of temperament is correlated with externalization behavior (Zahn-Waxler, Schmitz, Fulker, Robinson, & Emde, 1996); while social skills have a negative correlation. It is also ascertained that there is a correlation between the activity level, which is under the extroversion dimension of the temperament, and conduct disorder/unfavorable situations (Moss, Blackston, Martin, & Tarter, 1992; Yoleri, 2014).

The importance of giving social skills to children from pre-school period has been demonstrated by numerous studies in the relevant literature. Although the relationship between social skills and temperament is less than social skills, there are also studies in this area. There was no study of the effects of social skills education on pre-school children and their relation to social skills and temperament at the same time. In this study, the effect of social skills training programs, prepared for preschools, on the social skill levels of children; and the correlation between social skill levels and temperamental traits are examined.

## Method

### *Research Model*

This research is conducted by using pretest-posttest control group experimental design. The effect of social skills training programs on the social skill behaviors and the correlation between social skill levels and temperamental traits are investigated. The pretest-posttest control group experimental design is one of the most frequently used designs in social sciences. It can be also defined as "Mixed Design" and has two factors; one of them shows repetitive measurements (pretest-posttest) while the other shows the groups which are present in different categories (experimental-control group) (Büyüköztürk, 2007; Karasar, 2008).

### *Study Participants*

The study group of the study is 57-66 ( $\bar{X}=60,6$ ) months old children who are educated in public preschool educational institutions in Ankara. 31 girls and 24 boys participate to the study; there are 55 children in total. 26 of them constitute the experimental group and 29 of them constitute the control group. The study group was determined by convenience sampling method. Before the study started, we made contact with the managers of the public preschools in Ankara; the study was conducted with the institutions which approve the implementation of the study.

For the experimental and control groups of the research; the children who

- don't have any psychiatric and neurological disorders,
- don't use any medicine that can affect cognitive functions and behaviors,
- show normal developmental characteristics on each developmental step according to Denver II Developmental Screening Test and still in preschool were chosen as the study group.

Because it was thought that control group children may be affected indirectly from the social skills training program applied to the experimental group; it was decided that the experimental group and control group should be chosen from different institutions. Three pre-school level institutions were chosen which have full-time schooling program and was seen to have similar socio-cultural environment. One pre-school level institution were chosen for experimental group and two were chosen for control group. All of the participants were seen to have a full family (parents are alive and from birth and also still-married) and they don't have any disabilities.

The average age of the children who are in the experimental group is 60,2 (SD:±2,45) months; while control group's average age is 60,8 (SD: ±2,44) months. It is seen that 42,3 % of the children who are in the experimental group are girls and 57,7 % of them are boys; 73,1 % of them are first-born child of their family and 26,9 % are the second child; while 69,9 % of the children who are in the control group are girls and 31,0 % of them are boys; 55,2 % of them are first-born child of their family and 44,8 % are the second child. It can be seen that the majority of the children in both groups are first-borns of their families. In addition to that; it was observed that 15,4 % of the children in the experimental group have received one year, 84,6 % have received two years of preschool education; while in the control group 13,8 % of the children have received one year, 86,2 % have received two years of preschool education; so the majority of the children both in the experimental and control group have received two years and more of preschool education.

It was observed that 3,8 % of the mothers of the children in the experimental group are 25 years old or below; 46,2 % of them are between the ages of 26-35 and 50 % of them are 36 years old or over while 44,8 % of the mothers of the children in the control group are between the ages of 26-35; 55,2 % of them are 36 years old or over. It was seen that all of the fathers of the children both in the experimental group and the control group are over 26; 34,6 % the fathers of the children who are in the experimental group are between the ages of 26-35 and 65,4 % of them are 36 years old or over; while in the control group %11,5 of the fathers are between the ages of 26-35 and 88,5 % of them are 36 or over.

It was seen that 23,1 % of the mothers of the children in the experimental group are graduates of high school, 7,7 % of them have an associate degree, 15,4 % of them have a bachelor degree and 15,4 % of them have a masters/doctorate degree while 17,2 % of the mothers of the children in the control group are graduates of high school, 10,3 % of them have an associate degree, 55,2 % of them have a bachelor degree and 17,2 % of them have a masters/doctorate degree. It was observed that 11,5 % of the fathers of the children in the experimental group are graduates of secondary school, 7,7 % of them are high school graduates, 3,8 % of them have an associate degree, 57,8 % of them have a bachelor degree and 19,2 % of them have a masters/doctorate degree while 6,9 % of the fathers of the children in the control group have a high school diploma and associate degree, 62,1 % of them have a bachelor degree and 24,1 % of them have a masters/doctorate degree.

That most of the mothers of the children both in the experimental group (88,5 %) and in the control group (93,1%) have a profession draws the attention. Only 11,5 % of the mothers (experimental group) and 6,8 % of the mothers (control group) are unemployed. It was also observed that 57,8 % of the mothers, 61,6 % of the fathers (experimental group) and 55 % of the mothers, 65,5 % of the fathers (control group) are employed in public sector.

#### **Data Collection Tools**

**Data Collection Form:** There are questions to identify demographical characteristics (date of birth, place of birth, gender, order of birth, duration of preschool education, parents' ages, educational backgrounds and jobs/professions) of the children who constitute this study's sample in this form which was designed by the researcher.

**Denver II Developmental Screening Test:** It was used to evaluate the developments of the study group children. Denver II Developmental Screening Test was firstly used in Turkey in 1980 as Denver Developmental Screening Test, in 1992 it was used with the name "Denver II" and in 1992 it was standardized by Hacettepe University Faculty of Medicine Department of Pediatrics Child Neurology Unit. This test was developed in USA, Denver; and it was started to be used in 1967 (Frankenburg & Dodds, 1967).

Denver II Developmental Screening Test was designed to be implemented on the children who are between the ages of 0-6. It evaluates the skills which are suitable for the age groups of children. It is substantial in terms of scanning asymptomatic developmental disorders, confirming the doubtful situations with a subjective standard and monitoring the children who are at risk developmentally. Denver II Developmental Screening Test makes a comparison between a child and his/her peers regarding the functional skills of the child. Denver II Developmental Screening Test consists of up to 134 items which are for scanning the developmental areas below:

- Personal-Social: Communicating with people, fulfilling personal needs.
- Fine motor adaptive: Eye/hand coordination, and manipulation of small objects, problem solving
- Language: Hearing, understanding, using the language
- Gross Motor: sitting, walking, jumping, and coordination in general

Denver II Developmental Screening Test is used to identify the children whose developments are observed to be backwards by comparison to other children. First, the test is interpreted item by item and then whole test is interpreted. The implementation of the test starts from the point which is suitable for the age of the child and the test is scored by using "pass", "fail", "no opportunity", "refusal". According to the scores, it is interpreted as "normal", "abnormal", "suspect" and "untestable". It was stated that the rates did not go below 90% for correspondence between evaluators and 86% for test-repetition-test equalization. The Denver II Developmental Screening Test can be administered by different occupational groups who have been trained in this test and have passed the qualification exam (Yalaz, Anlar, & Bayoğlu, 2011).

**The Children's Behavior Questionnaire, Short Form:** This questionnaire is used to measure the children's temperament was developed by Rothbart et al. for the children aged 3 to 7. Validity and reliability measurements of the questionnaire were done. The long form of the questionnaire was developed by Rothbart, Ahadi, and Hershey (1994). The scale consisted of 195 items. The short form of the questionnaire which consists of 94 items was designed by Rothbart et al. (2001). The form which is a seven-step likert scale consists of 94 items. From 1 to 7 points are given to the options "extremely untrue", "quite untrue", "slightly untrue", "neither true not untrue", "slightly true", "quite true" and "extremely true"; and there is an option "not applicable" for the behaviors that aren't observed. While evaluating the questions, as the mean value comes closer to 7 it is understood that that trait is predominant in that child. The child who receives 4 gets a mean value for that trait and it can be interpreted as that trait is absent in this child. Some of the questions are prepared in reverse. When the option "not applicable" is chosen; this question is not assessed. 15 sub-temperamental traits and 3 sub-dimensions are ranked. These are Effortful Control (Focusing of attention, inhibitory control, perceptual sensitivity, and a low threshold for pleasure); Negative Affectivity (Anger/frustration, fear, discomfort, sadness, and reducing reaction/soothability) Extraversion (levels of activity, shyness, high threshold for pleasure, smiling/laughter, impulsivity, affiliation/positive anticipation). This questionnaire was brought to our country by Akın Sarı (2009). The reliability coefficient of this questionnaire was measured as 0,78. For the validity of the test, because there isn't any other Turkish temperament test and the original form's construct validity analysis hasn't been made yet; and it is thought that to measure the test "predictive validity" would be the most suitable measurement. This form is filled up by the parents.

**Social Skills Scale:** Social Skills Scale was developed by Acun Kapıkıran, Bora İvrendi, and Adak (2006) with the aim of evaluating the social skills of the children who are normally developed and in the preschool stage. Its validity and reliability study was done by Durualp (2009) to re-examine the factor structure and psychometric characteristics of the scale. The 15 of items in the Social Skills Scale consists of negative statements and is marked in the reverse way. "Social Skills Scale" can be filled by parents or teachers. In the scale; while there are positive statements like "Listens when somebody talks, able to motives friends in group activities, expresses that s/he is sad verbally"; there are also negative statements like "doesn't make an effort to understand what is said, doesn't ask questions when s/he doesn't understand, doesn't wait for his/her turn while playing". The scale requires being marked as "always (5 pts.)", "often (4 pts.)", "sometimes (3 pts.)", "rarely (2 pts.)" and "never (1 pt.)" which is a marking that is called 5-point Likert-type scale. The highest points which are taken from the sub-factors are 160 points for the communication sub-factor; 65 points for the discord sub-factor; and 60 points for the timidity sub-factor. When the sub-factors communication, discord and timidity points are high; it shows that the child's communication skills, social adaptation, imperishableness and social skills are also high. For the scale to be implemented a child should be monitored at least for 1 or 1.5 months; and the scale can be implemented on each child for 20-30 minutes. As a result of the factor analysis which were done by Durualp and Aral; it was seen that the scale divides into three factors and consists of 57 items. Factors were named as "communication, discord and timidity" considering the items' contents. As a result of the reliability analysis; it was specified that the internal consistencies related to the sub-factors communication ( $\alpha=0,90$ ), discord ( $\alpha=0,80$ ) and timidity ( $\alpha=0,84$ ) are high. It is determined that Social Skills Scale is a valid and reliable scale to evaluate the pre-school children's social skills (Durualp & Aral, 2010).

#### **Data Collection Method**

The data of the research started to be collected in the middle of the year 2015 after the necessary permissions were obtained from the public pre-school education institutions and children's families in Ankara. To evaluate the developments of study group children, Denver II Developmental Screening Test was conducted by the researcher; Social Skills Scale was given to the teachers and Data Collection form and The Children's Behavior Questionnaire were given to the parents as pre-test. One of the criteria for the implementation of the Social Skills Scale is that teachers knowing children at least one-and-a-half months old. It has been learned that teachers who filled up this scale have been teaching children

for at least a year. During the applications of pretests, before the training started, the researcher struck up an acquaintance with the children in the experimental and control group, communicated with them and to be able to familiarize with the educational environment, and spent time with them and their teachers in the classroom by monitoring the activities.

After the pre-tests were applied, The children in the experimental group were applied Social Skills Training Program three times a week (8 weeks, 24 days) approximately for one hour in June and August 2015 addition to preschool educational programs. An example of an activity selected from 24 activities in the Social Skills Training Program is presented in Appendix 1. It has been noted that the Social Skill Training Program, which is included in the scope of the study, is different from the Ministry of National Education pre-school education program which is implemented in the preschools. The Social Skills Training Program program is unique and new. For this, in the preparation of the Social Skills Training Program, games and activities in Turkish and foreign literature were used (Aksoy, 2014; Aral, Kandır, & Can Yaşar, 2011; Barrett, 2005; Çetin, 2005; Darıca, 2004; Dirim, 2002; Girgin, 2005; Gülay & Yenibayrak, 2010; Güneş, 2010; Köksal Akyol, 2014; Mayesky, 2006; Ministry of National Education [MEB], 2013; Önder, 2003, 2010; Öztürk, 2010; Poyraz, 2003; Rooyackers, 2002; Shapiro, 2004; Şahin & Özkızıklı, 2012; Temel, 2014). The teachers and authorities of the experimental and control group were not told that they were the experimental group or the control group, and care was taken to avoid such a distinction. In addition, no training program other than the pre-school education available for the children in the control group was applied. Social Skills Training Program was prepared by the researcher considering the present preschool educational programs. Prepared program was operationalized by doing the necessary editing in accordance with the six experts' opinions. Social Skills Training Program is composed of 24 sessions such as child-based games, storytelling, role playing, Turkish, art, drama, music, physical movement, science and preparation techniques for reading-writing that helps supporting social-emotional aspects of learning. In the Social Skills Training Program, materials that are suitable for the children's developmental stages were used (ball, hula hoop, sawdust, grass seeds, glitter powder, cream, umbrella, mirror, frames, finger paint, eggs, world map, colorful balloons, feeling charts, puppets etc.) The implementation of the program on the experimental group children took 45-60 minutes in average. The children in the control group continued with the present preschool trainings.

After the Social Skills Training Program's implementation was completed; Social Skills Scale was given to the control and experimental groups' teachers as a post-test. Because temperament is a fairly permanent feature, The Children's Behavior Questionnaire which is used to evaluate temperament wasn't given to the parents again.

### *Data Analysis*

Covariance analysis (ANCOVA) had been intended to be used to determine whether there is a significant difference between Social Skills Scale measuring the social skills of children in the experimental and control groups and the subscales of the scale and scale's sub-test mean scores. Although most of the necessities was fulfilled for ANCOVA, because the necessity that regression curves should be equal was not fulfilled; Split Plot ANOVA analysis was used. In this way, the analysis for each sub-dimension was performed with only 0,05 error. The correlation between the "Children's Behavior Questionnaire" which measures temperament and "Social Skills Scale" was evaluated using "Pearson Product Moment Correlation Analysis".

## Results

### *Results regarding the Social Skills Scale measuring the Social Skills of Study Group Children*

With the aim of investigating whether the social skill training has an effect on the social skills of preschool children, Split-Plot ANOVA analysis was used. The results of the analysis are presented in Table 1-4.

**Table 1.** The ANOVA Results for the Communication Dimension of the Social Skills Scale of the Study Group Children (n=55)

Variant Source	KT	sd	KO	F	p	$\eta^2$
Between-subjects	16045,42	54				
Group (Experimental/Control)	290,31	1	290,31	0,98	0,328	0,02
Error	15755,10	53	297,27			
Within-subjects	4865,086	55				
Measurement (Pretest-Posttest)	2237,59	1	2237,59	114,53	0,000	0,68
Group*Measurement	1592,03	1	1592,03	81,49	0,000	0,61
Error	1035,46	53	19,54			
Total	20910,5	109				

As it is stated in the Table 1., it can be seen that the common effect of the existence in experimental and control group and pretest posttest measurements is significant. ( $F(1, 53)= 81,49$ ,  $p<.01$ ,  $\eta^2=0,61$ ) Looking at eta-squared, the value which is 0,61 shows us that the applied training's effect on the Social Skills Scale's communication dimension seems to be high.

**Table 2.** The ANOVA Results for the Discord Dimension of the Social Skills Scale of the Study Group Children (n=55)

Variant Source	KT	sd	KO	F	p	$\eta^2$
Between-subjects	2056,6	54				
Group (Experimental/Control)	156,00	1	156,00	4,35	0,042	0,08
Error	1900,60	53	35,86			
Within-subjects	455,5681	55				
Measurement (Pretest-Posttest)	123,08	1	123,08	27,25	0,000	0,34
Group*Measurement	93,11	1	93,11	20,62	0,000	0,28
Error	239,38	53	4,52			
Total	2512,168	109				

As it is stated in the Table 2., it can be seen that the common effect of the existence in experimental and control group and pretest posttest measurements is significant. ( $F(1, 53)= 20,62$ ,  $p<.01$ ,  $\eta^2=0,28$ ). Looking at eta-squared, the value which is 0,28 shows us that the applied training's effect on the Social Skills Scale's discord dimension seems to be high.



**Table 3.** The ANOVA Results for the Timidity Dimension of the Social Skills Scale of the Study Group Children (n=55)

Variant Source	KT	sd	KO	F	p	$\eta^2$
<b>Between-subjects</b>	4528,218	54				
<b>Group (Experimental/Control)</b>	414,59	1	414,59	5,34	0,025	0,09
<b>Error</b>	4113,62	53	77,62			
<b>Within-subjects</b>	465,0494	55				
<b>Measurement (Pretest-Posttest)</b>	177,23	1	177,23	43,36	0,000	0,45
<b>Group*Measurement</b>	71,19	1	71,19	17,42	0,000	0,25
<b>Error</b>	216,62	53	4,09			
<b>Total</b>	4993,268	109				

As it is stated in the Table 3., it can be seen that the common effect of the existence in experimental and control group and pretest posttest measurements is meaningful. ( $F(1, 53)= 17,42$ ,  $p<.01$ ,  $\eta^2=0,25$ ). Looking at eta-squared, the value which is 0,25 shows us that the applied training's effect on the Social Skills Scale's timidity dimension seems to be high.

**Table 4.** The ANOVA results for the Total Dimensions of the Social Skills Scale of the Study Group Children (n=55)

Variant Source	KT	sd	KO	F	p	$\eta^2$
<b>Between-subjects</b>	42482,4	54				
<b>Group (Experimental/Control)</b>	250,05	1	250,05	0,31	0,578	0,01
<b>Error</b>	42232,35	53	796,84			
<b>Within-subjects</b>	10875,61	55				
<b>Measurement (Pretest-Posttest)</b>	5142,33	1	5142,33	114,96	0,000	0,68
<b>Group*Measurement</b>	3362,55	1	3362,55	75,17	0,000	0,59
<b>Error</b>	2370,72	53	44,73			
<b>Total</b>	53358,01	109				

As it is stated in the Table 4., it can be seen that the common effect of the existence in experimental and control group and pretest posttest measurements is meaningful. ( $F(1, 53)= 75,17$ ,  $p<.01$ ,  $\eta^2=0,59$ ). Looking at eta-squared, the value which is 0,59 shows us that the applied training's effect on the Social Skills Scale's total dimensions seems to be high. Accordingly, it was seen that the social skills of the children who exposed to the Social Skills Training Program increased comparing to the ones who didn't get the training.

*Results Related to the Correlation between The Children's Behavior Questionnaire and the Social Skills Scale*

**Table 5.** The Correlations between Children Behavioral Questionnaire Effortful Control-Sub Scale and Social Skills Scale Subtests of the Study Group Children (n=55)

	SSS Communication Post Measure- Pre Measure Difference	SSS Discord Post Measure- Pre Measure Difference	SSS Timidity Post Measure-Pre Measure Difference	SSS Total Post Measure- Pre Measure Difference
<b>Effortful Control</b>	-.10	.12	-.15	-.07
<b>Focusing of Attention</b>	-.4	.14	.01	.01
<b>Inhibitory Control</b>	-.14	.03	-.29*	-.15
<b>Perceptual Sensitivity</b>	-.01	.11	.01	.03
<b>Low Threshold for Pleasure</b>	-.12	.04	-.16	-.11

\*p< .05

The correlations between "Children Behavioral Questionnaire" effortful control and sub scales and "Social Skills Scale" subtests were examined with the technique of "Pearson Product Moment Correlation Analysis". As it is seen in the Table 5, there is a negative significant correlation between timidity scores in the Social Skills Scale and inhibitory control in the Children's Behavior Questionnaire ( $r = -.29, p < .05$ ).

**Table 6.** The Correlations between Children Behavioral Questionnaire Extroversion-Sub Scale and Social Skills Scale Subtests of the Study Group Children

	SSS Communication Post Measure- Pre Measure Difference	SSS Discord Post Measure- Pre Measure Difference	SSS Timidity Post Measure- Pre Measure Difference	SSS Total Post Measure- Pre Measure Difference
<b>Extroversion</b>	-.17	-.20	-.07	-.18
<b>Levels of activity</b>	-.28*	-.22	-.08	-.26
<b>Shyness</b>	.20	.17	.14	.21
<b>High threshold for pleasure</b>	-.03	-.05	-.09	-.05
<b>Smiling/laughter</b>	-.04	-.07	-.10	-.07
<b>Impulsivity</b>	-.26	-.33*	-.17	-.30*
<b>Affiliation/positive anticipation</b>	-.20	-.20	.02	-.18

\*p< .05

The correlations between "Children Behavioral Questionnaire" extroversion and sub scales and "Social Skills Scale" subtests scores were examined with the technique of "Pearson Product Moment Correlation Analysis". As it is seen in the Table 6, there is negative significant correlation between the Social Skills Scale communication scores and Children's Behavior Questionnaire activity level scores ( $r = -.28, p < .05$ ); between the Social Skills Scale discord scores and Children's Behavior Questionnaire impulsivity scores ( $r = -.33, p < .05$ ); and between Social Skills Scale total score and Children's Behavior Questionnaire impulsivity scores ( $r = -.30, p < .05$ ).

## Discussion, Conclusion and Suggestions

During the pre-school stage, there is a rapid increase and improvement on the social-emotional area. The pre-school stage is not only a stage that social skills are experienced; it is also an early time for an intervention to prevent the behavioral disorders' ascending (Campbell, 2002). In some researches similar to the results of this research, it was found that the communication skills (Aksoy, 2014; Öziskender & Güdek, 2013; Durualp, 2009; Ergin, 2003), adaptation skills (Ceylan, 2009; Güner, 2008; Kurt, 2007; Fantuzzo et al., 2005), imperishableness skills (Karaoğlu, 2011; Berry & O'Connor, 2010; Leung, 2010; Youngblade & Mulvihill, 1998) and social skills (Pekdoğan, 2016; Uysal & Balkan, 2015; Dereli İman, 2014; Uysal, 2014; Özdemir Topaloğlu, 2013; Sapsağlam, 2013; Eti, 2010; Özbey, 2009; Aslan, 2008; Ekinci Vural, 2006) of pre-school children were better than children who did not receive education in these areas.

In this study, it was found that there is a negative relationship between the inhibitory control score, which is one of temperament and the timidity score of the social skills. When the relevant literature is examined, It has been seen that the social skills of pre-school children with higher inhibitory control, which is the capacity to plan future actions and suppress the inappropriate reactions, is better (Rhoades et al., 2009; Gusdorf et al., 2011; Hughes et al., 2000; Nigg et al., 1999; Riggs et al., 2006; Acar et al., 2015). In this study, it was found that there is a negative relationship between the level of communication, which is one of the social skills, and the activity level which is one of the temperament. Similar to these studies, children with high levels of activity, including gross motor actions such as running, walking, jumping, were found to have problems in communication and social skills areas (Moss et al., 1992; Dunn & Cutting, 1999; Prior, Sanson, Smart, & Oberklaid, 2000; Henderson, Marshall, Fox, & Rubin, 2004; Yoleri, 2014). In this study, it was found that there was a negative correlation between adaptation and total social skills scores and impulsivity which is subcomponent of temperament. When the relevant literature is examined, it is seen that similar to this study, children's adaptation and social skills are increased by the decrease of the impulsiveness which is manifested by behaviors like cutting off others' speech, not waiting, speaking without promise (Valiente, Swanson, & Chalfant, 2012; Eisenberg, Spinrad, & Morris, 2002).

This study revealed that there is a correlation between children's social skills and temperament; and social skills training program which was prepared for preschoolers is effective on the social skills, communication, adaptation and imperishableness behaviors. Today, pre-school education is based on child-centered approach in which children's interests, needs and expectations are held in the foreground. Knowing about children's temperamental traits and social skills has an importance in terms of correct approach to children. It is known that increasing the social skills level in pre-school period contributes positively to mental health, adaptation and academic skills in the future. It is important to act with the knowledge that children's behavior is biologically based and based on individual differences, that is, taking into account their temperament. The child-centered approach is thought to be useful in assessing the child's social skills and temperament and acting in the light of this knowledge in their learning experiences. Numerous studies and this study have shown that social skills interventions have positive effects on children. When the relevant literature is examined, it has been found that children with temperamental based interventions predisposed to negative feelings such as shyness or anger are positive on academic achievement and social skills (O'Connor, Rodriguez, Cappella, Morris, & McClowry, 2012; McCormick, O'Connor, Cappella, & McClowry, 2015; Collins, O'Connor, & McClowry, 2017). In further researches, the temperamental traits of the children may be classified by scanning; after that different social skills training programs may be prepared for the groups composed of children who have different temperamental traits and may be compared their academic achievement levels and school adjustments.

In accordance with the results of this study; it was seen that the factors of the Social Skills Scale were entitled as communication, discord and timidity considering the contents of the items. However, discord factor measures adaptation; and timidity factor measures imperishableness. The names given to the factors create confusion; therefore, the names of the said factors may be revised.

This study was conducted in public preschools; in further researches, participants may be chosen from different groups (For example the children who live in the roof of Social Services and Child Protection Agency; penal institutions with their mothers or the children who live with their relatives because their parents are in prison; the children who have mental or physical health problems, the children going to private preschools).

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## **Appendix 1. Sample Activity (Greeting)**

### **GAINS AND INDICATORS**

#### ***SOCIAL-EMOTIONAL COMPONENT***

**Gain 3.** He/She trusts themselves. (Indicators: He/She tells his/her emotions / thoughts in the group environment.)

**Gain 10.** He/She empathizes (Indicators: He/She understands the feelings of others.)

**Gain 11.** He/She explains the feelings of others. (Indicators: He/She tells the feelings of others. He/She tells the reasons for the feelings of others.)

**Gain 14.** He/She respects differences. (Indicators: He/She says different countries have different cultural characteristics.)

**Gain 20.** He/She sets eye contact. (Indicators: He/She looks at them when they talk to others. He/She looks at them while she/he listens to others.)

**Gain 22.** He/She greets. (Indicators: He/she uses verbal expressions such as good morning, hello, good days, uses body movements like hand shaking, hand waving.)

### **MATERIALS**

Jars, cards as many as the number of children, music, puppets.

### **WORDS**

Hello, good morning, good evening, good night, handshake, hand waving, head salutation

### **CONCEPTS**

Emotion (happy-sad), time (morning-evening-night)

### **LEARNING PROCESS**

After greeting the children, the trainer asks the children to create a circle. All children form a circle. Players choose a friend through competition among themselves. The friend gently touches the shoulder of one of the children in the room as she/he moves around the room. The child touched on the shoulder runs contrary to the direction the child is laid. The children running around the circle look at each other in the place they meet, they say hello each other. After saying hello, they start to run for filling space. If one of the children fills the empty space, the other one continues. The game continues this way until all the kids join the game and say hello to each other.

After the games finishes, the trainer reads the following story aloud to the children:

*“All the animals in the forest were living happily. Giraffes, zebras, lions, rabbits, deers, birds, bears, ants were very happy together. When they woke up in the morning they were saying “good morning” to each other. When they see each other at different times, they were saying “hello”, “hi”, when they leave each other, they were saying “good-bye”. They were shaking hands when they see each other from a distance. They were saying “good nights” before sleeping. One day an elephant moved into the forest. The elephant was different from the other friends. Because when he arrives with his friends, he does not greet and leaves without saying good-bye. Friends were surprised and disturbed by this situation. One day, everyone was invited to have an evening dinner in the forest. Everyone gathered there at the appointed time. Before sitting at the table, everyone said hello to each other, shook hands and hugged. The elephant saw that his friends are very happy, He noticed he was not hugging anyone and he felt very sorry. He thought to himself and after that he made a decision to greet everyone and say good-bye.”*

After the story, the following questions are asked to the children:

- Why everyone in the forest was happy?
- The elephant forgets what to do unlike other friends?
- How did understand the elephant he did not say hello?
- How did the elephant has made a decision on his own? and the trainer talks about the importance of saluating and saying good-bye.

The trainer ask the children to take cards from the jar in which the figures are written, as many as the number of children. Each child takes a card to himself. The trainer opens a lively music scene. The children dance like they want. When the music stops, the trainer says two numbers, the children who take these numbers come to the middle of the class, the trainer,

- **It was morning**, we were awake. What are we supposed to do to each other? If the children say “**good-morning**” everyone applause, if the children do not say “good-morning”, the trainer asks to other children.

The trainer opens a lively music scene. The children dance like they want. When the music stops, the trainer says two numbers, the children who take these numbers come to the middle of the class, the trainer,

- **At night, we were asleep**. What are we supposed to do to each other? If the children say “**good-night**” everyone applause, if the children do not say “good-night”, the trainer asks to other children.

The trainer opens a lively music scene. The children dance like they want. When the music stops, the trainer says two numbers, the children who take these numbers come to the middle of the class, the trainer,

- **We will leave to go home from school**. What are we supposed to do to each other? If the children say “**bye**” everyone applause, if the children do not say “bye”, the trainer asks to other children.

The trainer opens a lively music scene. The children dance like they want. When the music stops, the trainer says two numbers, the children who take these numbers come to the middle of the class, the trainer,

- **We saw our friend in the street**. What are we supposed to do to each other? If the children say “**hello**” everyone applause, if the children do not say “hello”, the trainer asks to other children.

The trainer opens a lively music scene. The children dance like they want. When the music stops, the trainer says two numbers, the children who take these numbers come to the middle of the class, the trainer,

- **It was evening**. What are we supposed to do to each other? If the children say “**good-evening**” everyone applause, if the children do not say “good-evening”, the trainer asks to other children.

The trainer opens a lively music scene. The children dance like they want. When the music stops, the trainer says two numbers, the children who take these numbers come to the middle of the class, the trainer,

- **We saw each other from a distance**. What are we supposed to do to each other? If the children say “**Hand waving / head salute**” everyone applause, if the children do not say “Hand waving / head salute”, the trainer asks to other children.

The above exercises are repeated in line with the number of children.

The trainer asks children how people greet each other in other countries.

Following the answers from the children, the trainer says with the help of the puppets in his hand, “for example, people bow to each other when they see each other in Japan. People touch their noses slightly in New Zealand. People do face-kissing three times after shaking hands in Netherlands. Children are asked how they are greeted in our country.

After that, the following questions are asked to the children:

- If we lived in Japan, how would we greet?
- If we lived in New Zealand, how would we greet?
- If we lived in Netherlands, how would we greet?

The children are thanked after their answers and the session is finished with applause.

### **EVALUATION**

The following questions are asked to the children

- How did you feel about greeting each other?
- What suggestions do you have for the elephant in the story I read?
- If you were born in another country, how would you greet? Show them with puppets.