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## The analysis of social competency and anti-social behaviors of children aged between 4 and 5 from the perspective of marital satisfaction and some other variables

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### Abstract

The data of this study was obtained from 174 pre-school children and their mothers. When the results of the study was investigated, a significant difference in the age variable was found for the children aged between 4-5 as a result of the independent t-test application of children's scores in "self management" and "antisocial aggressive". The ANOVA test used to reveal whether the "Social School Behavior Scales" (SSBS) arithmetic means vary significantly depending on the families' educational level showed that the difference in the arithmetic means of their educational level is statistically significant in all the sub-scales, except for the sub-scale "interpersonal skills" ( $p < .05$ ). According to another result of the study, the differences in the arithmetic means of marital satisfaction level in the subscales of SSBS's "antisocial-aggressive" and "demanding-disruptive" were found to be statistically difference ( $p < .05$ ) as a result of the ANOVA test applied to determine whether the SSBS arithmetic means vary significantly depending on the families' marital satisfaction level.

*Keywords:* social skills, social competence, anti-social behaviors, marital satisfaction, pre-school education

### 1. Introduction

Social development is to develop the sensitivity to the social stimulus, especially to the pressures and the difficulties of living in a group, to get along with others in the same group or culture, to be able to behave like them and to develop acceptable behavior patterns (Başaran, 1974). On the other hand, socializing is to learn to be a part of a family, a circle of relatives and neighbors, a village, a city and finally a nation, and thus to be a member of a society (Kağıtçıbaşı, 1999). The children are in continues interaction with their parents, teachers, relatives and peers in the period of socialization. As in the case of parents leading to critical change in their children's behaviors who take them as their role models, the children can influence their parents (Aydın, 2005).

Social harmony is the success of the individual who can adapt to the other people and it is to introduce him/herself in an original way in his/her group. Children in families with poor social behavior patterns cannot display a good level of social adaptation although they have a high level of motivation out of their houses. In order to socially adapt well, children need the effective guidance of their parents (Allsopp, 2000; Ataç, 1991).

Social skills are the learnt behaviors helping the individual to establish positive relationships with his/her social environment, to maintain these relationships, to explain appropriately his/her positive and negative feelings and to understand others' feelings, to defend his/her personal rights, to ask for help if he/she needs, to develop conflict

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resolution skills, to deal with stressful situations and to solve problematic situations (Shepherd, 1983; Matson & Ollendick, 1988; Howing, Wodarski, Kurtz & Gaudin, 1990; Akkök, 1999).

Children with high levels of social skills have adapted well to their social environments, have succeeded in keeping away from the conflicts and have been on good terms with other people. On the other hand, children with low levels of social skills fight with other children from time to time, have communication problems, are not popular among their peers and adults and have problems with their teachers in the classroom and other authorities (Matson & Ollendick, 1988).

The family, the first source of the social skills, is the first social environment of the children. Among many functions, the family has the important function to bring children into the world and to socialize them. One of the common qualities of a healthy family is to have effective communication patterns among the members of the family (Gladding, 2002). It is likely that children raised in a social environment created by couples with high levels of marital satisfaction can develop positive behaviors as a result of their exposure to the positive behavioral patterns. The research has shown that the emotional processes in the family have a direct influence not only on the conflicts in the marriages but also on the children's relationship with their peers (Lindsey, MacKinnon-Lewis, Campbell, Frabutt & Lamb, 2002).

The marital satisfaction is likely to change depending on various periods in the life cycle. For instance, the research verifies that the marital satisfaction starts to decrease following the birth of the first baby. Meanwhile, the conflicts between spouses increase. Such problems of couples with pre-school children and the difficulties to adapt to the father and mother roles weaken the marriage bond. Moreover, it has been indicated that couples think more intensely about getting divorced in the pre-school period of their children (Lower, 2005; Lawrence, Eldridge & Christensen, 1998; McCubin, 1990). Taking our country into consideration, it can be stated that the divorce rate in the first five years of the marriages in Turkey makes up 40.1% (Turkish Statistical Institute (TÜİK), 2011). Considering the fact that the couples might have pre-school children in the first five years of their marriages, the case of Turkey is in line with the literature in the world. It could be argued that coupled coping with the dissatisfaction occurring during this period have high levels of problem solution and social skills which will be taken as the correct model of behavior by their children. The quality of the relationship between couples plays a decisive role on the communication among family members (Kirby, 2005). It is likely that couples with high levels of marital satisfaction are also satisfied with life in general, which has an indirect effect on the healthy development of their children. The quality of the parents' marriage life and their parental attitudes are regarded as factors influencing children's academic and social adaptation in the pre-school period (Kaplan, 1993).

The importance of the mother as the person with whom the children establish their first social relationship and the mother's effects on all the developmental qualities of the children are undeniable (Brennan & Noggle, 2007; Roach, 2003; Yavuzer, 2010; Yörükoğlu, 1997). As a result of the mother's close and long-term interaction with her child, certain behavioral skills of the child appear. In short, it would be true to state that as for the children's social skills, friendship as well as other social relationships, mothers have an influential role (Özabacı, 2006).

It can be observed that pre-school children sometimes display antisocial behaviors in their schools. This situation might result from children's developmental stage or other factors, such as their family structures, parents' livelihood and their divorce. The relevant literature has been reviewed and only few foreign studies focusing on the investigation of children's social behaviors in terms of their mothers' educational level and marital satisfaction have been recorded. In our country, no such research studies have been done, though. In order to contribute to this shortcoming in the literature, this study aims to explore the social competence and negative social behavior of pre-school children at the ages of 4-5 and 5-6 in terms of variables like their mothers' educational level and marital satisfaction.

## 2. Method

This research study has been designed in line with the screening model as pre-school children's (aged 4-6) level of "social competence" and "antisocial behavior" has been investigated focusing on socio-demographic variables, namely children's age, mothers' educational level and their marital satisfaction into account.

### 2.1. Sample

The sample for this study is comprised of pre-school children at the ages of 4-6 and their mothers in the Kadıköy district of Istanbul. Among the whole children population who are attending different pre-schools in Kadıköy, 174 children (76 of them were between the ages of 4-5 and 98 of them were between 5-6) have been selected through

random cluster sampling technique. The mothers participating in this study have also been selected through the same technique.

2.2. Data Collection Instruments

In this study, "School Social Behavior Scales" administered to pre-school teachers to determine children's "social competence" and "antisocial behaviors" as well as the "Marital Satisfaction Scale" (MSL) administered in order to determine parents' level of marital satisfaction have been used. In addition, the Personal Information Form developed by the researchers has been employed to collect socio-demographic information about the participants.

2.1.1. School Social Behavior Scales (SSBS):

These scales were developed by Kenneth W. Merrell in 1993 and translated by Yüksel in 2009. The scales including 65 items were designed in parallel with the Likert Scale using 5 Likert items in order to assess pre-school and primary school children's level of social skills. As a result of the analysis of bilingual equivalence, each of the items was found to be significantly meaningful in relation to one another ( $p < .001$ ). The item-total and the item-remainder correlation as well as the analysis of the discriminative nature of the items were found to be meaningful, too ( $p < .001$ ). The confirmatory factor analysis of the scales and their validity were done using the data collected from 467 students and teachers. The Cronbach  $\alpha$  value was found .98 for two of the sub-scales. School Social Behavior Scales is comprised of two sub-scales which are social competence and antisocial behaviors. The Social Competence sub-scale is comprised of three sub-dimensions which are interpersonal skills, self management skills and academic skills. On the other hand, the Antisocial Behavior sub-scale includes three sub-dimensions, such as hostile-irritable, antisocial-aggressive and demanding-disruptive.

2.1.2. Marital Satisfaction Scale (MSS):

This scale was designed by Canel (2007) taking the Turkish culture into consideration. Containing 101 items, this scale has the Cronbach  $\alpha$  value of .97. The first sub-dimension of the scale aims to determine parents' "marital compatibility" shaped by sub-scales like the "relation well being, "conflict" and "intimacy". The other sub-dimension is made up of "anger", "the relationship with the parent in law", "economical apprehension" as well as "parental apprehension".

2.1.3. Personal Information Form:

The personal information form developed for this study is intended to gather data regarding the socio-demographic information about the mothers raising children who participated in this study. This form includes questions aiming to collect information about socio-demographic variables like the children's age and the educational background of the mothers.

2.2. Data Analysis

Necessary instructions were provided to the pre-school teachers about the administration of the data collection instruments and important points about how mothers should fill in the MSS were emphasized. Independent group t-test and one-way variance analysis (ANOVA) were applied to reveal whether the "social competence" and "antisocial behavior" scores vary depending on the focused variables. The Scheffé test, a complementary statistical technique, was used so as to identify which groups caused the differences found as a result of the ANOVA analysis. The .05 level was selected as the criteria of statistical significance.

3. Findings

Findings pertaining to the children's age, mothers' educational level and their marital satisfaction level are presented respectively. Considering these variables, whether three of the sub-dimensions at two of the sub-scales of SSBS show differences was presented. Table 1 presents the scores of the independent t-test in terms of children's age.

Table 1. The results of the Independent t-test aiming to reveal whether the SSBS scores vary depending on the age variable of the children aged "4-5, 5-6"

Score	Groups	N	$\bar{X}$	Sd	Std. Error Mean	t Test		
						t	Df	p
Interpersonal skills	4-5	76	63,58	4,37	0,50	0,73	172	0,46

	5-6	98	63	5,72	0,58			
Self management skills	4-5	76	47,89	3,51	0,40	2,86	172	.00**
	5-6	98	45,67	6,03	0,61			
Academic Skills	4-5	76	37,00	3,25	0,37	-0,26	172	0,79
	5-6	98	37,16	4,56	0,46			
Social Competence Total	4-5	76	148,47	8,59	0,99	1,38	172	0,17
	5-6	98	145,84	14,89	1,50			
Hostile-Irritable	4-5	76	17,97	3,65	0,42	-0,64	172	0,95
	5-6	98	18,02	5,50	0,56			
Antisocial- Aggressive	4-5	76	11,74	2,47	0,28	2,58	172	0,01*
	5-6	98	10,90	4,95	0,18			
Demanding-Disruptive	4-5	76	10,79	2,76	0,32	-0,91	172	0,36
	5-6	98	11,37	4,95	0,50			
Antisocial Behaviors Total	4-5	76	40,50	7,60	0,87	0,14	172	0,89
	5-6	98	4029	11,20	1,13			

The findings show that there is a significant difference in favor of children between the ages of 4-5 as for the sub-dimension of “Self management skills” which is in the sub-scale of “Social Competence” (p<.01). Also, it was revealed that there is a significant difference in favor of children aged between 4 and 5 in the sub-dimension of “antisocial-aggressive” in the sub-scale of “Antisocial Behaviors” (p<.05).

Secondly, one-way variance analysis was used in this study to understand whether the scores of children between the ages of 4-6 in “social competence” and “antisocial behavior” vary depending on their mothers’ educational level. The results of the analysis are given in Table 2.

Table 2. The results of the ANOVA applied to determine whether the SSBS scores vary depending on the variable of “Mothers’ Educational Level”

<i>f</i> , $\bar{X}$ and Sd Values					ANOVA Results						
Score	Group	N	$\bar{X}$	Sd	Sum of squares	df	Mean square	F	P	Scheffé	
Interpersonal Skills	High-School	36	63,14	5,85	Between groups	69,47	2	34,74	1,30	0,27	-
	University	90	62,77	5,35	Within groups	4555,41	171	26,64			
	Graduate	48	64,25	4,16	Total	4624,87	173				
	Total	174	63,25	5,17							
Self management skills	High-School	36	48,39	1,90	Between groups	165,04	2	82,52	3,14	0,04*	1-2
	University	90	45,87	6,70	Within groups	4494,87	171	26,29			
	Graduate	48	46,79	2,81	Total	4659,91	173				
	Total	174	46,64	5,19							
Academic Skills	High-School	36	38,03	4,11	Between groups	99,66	2	49,83	3,14	0,04*	1-2
	University	90	36,37	4,53	Within groups	2710,87	171	15,85			
	Graduate	48	37,75	2,51	Total	2810,53	173				
	Total	174	37,09	4,03							
Social Competence Total	High-School	36	149,56	9,23	Between groups	749,17	2	374,59	2,41	0,09	2-1 2-3
	University	90	145,00	15,23	Within groups	26600,81	171	155,56			
	Graduate	48	148,79	7,95	Total	27349,98	173				
	Total	174	146,99	12,57							
Hostile-Irritable	High-School	36	16,56	3,00	Between groups	260,71	2	130,35	6,06	0,00**	2-1 2-3
	University	90	19,18	5,59	Within groups	3675,29	171	21,49			
	Graduate	48	16,88	3,50	Total	3936	173				
	Total	174	18,00	4,77							
Antisocial Aggressive	High-School	36	10,42	1,16	Between groups	72,43	2	36,22	8,44	0,00**	2-1 2-3
	University	90	11,88	2,57	Within groups	733,41	171	4,29			
	Graduate	48	10,75	1,44	Total	805,84	173				
	Total	174	11,26	2,16							
ding - Dist	High-School	36	9,78	1,40	Between groups	318,86	2	159,43	10,31	0,00**	2-1

	University	90	12,42	5,18	Within groups	2642,84	171	15,45		2-3
	Graduate	48	9,67	1,97	Total	2961,70	173			
	Total	174	11,11	4,14						
Antisocial Behaviors Total	High-School	36	36,75	4,31	Between groups	1795,84	2	897,92		
	University	90	43,48	11,92	Within groups	14709,12	171	86,02	10,44	0,00**
	Graduate	48	37,29	5,51	Total	16504,97	173			2-3
	Total	174	40,38	9,77						

As can be seen in Table 2, a significant difference was found in the scores of children between the ages of 4-6 in “social competence” and “antisocial behavior” as far as the mothers’ educational level is taken into account. The results of the Scheffé test applied to reveal the group causing this difference shows that among mothers who graduated from high-schools or universities, there is a significant difference in favor of mothers who are high-school graduates considering the scores of children aged 4-6 in “self management skills” and “academic skills” (p<.05). On the other hand, it was found that the “hostile-irritable”, “anti-social-aggressive” and “antisocial behavior total” scores of children raised by mothers who are university graduates are significantly higher than the children brought up by mothers who have finished high-school or completed a graduate program (p<.05, p<.01).

Thirdly, one-way variance analysis was done in order to find whether children’s “social competence” and “antisocial behavior” scores of the pre-school children aged between 4-6 changes depending on the marital satisfaction level of their mothers. The results of the analysis are showed in Table 3.

Table 3. The results of the ANOVA applied to reveal whether SSBS scores vary depending on the variance of “Mothers’ Marital Satisfaction”

<i>f</i> , $\bar{X}$ and Sd Values					ANOVA Results						
Score	Group	N	$\bar{X}$	Sd	Sum of squares	df	Mean square	F	P	Scheffé	
Interpersonal Skills	Low	42	62,12	6,76	Between groups	99,81	2	49,91	1,89	0,15	-
	Moderate	64	64,09	3,54	Within groups	4525,06	171	26,46			
	High	68	63,16	5,27	Total	4624,87	173				
	Total	174	63,25	5,17							
Self management skills	Low	42	45,19	8,10	Between groups	145,67	2	72,83	2,76	0,07	-
	Moderate	64	46,63	3,49	Within groups	4514,24	171	26,40			
	High	68	47,56	3,97	Total	4659,91	173				
	Total	174	46,64	5,19							
Academic Skills	Low	42	36,12	5,74	Between groups	52,41	2	26,20	1,62	0,20	-
	Moderate	64	37,41	2,79	Within groups	2758,12	171	16,13			
	High	68	37,40	3,69	Total	2810,53	173				
	Total	174	37,09	4,03							
Social Competence Total	Low	42	143,43	19,76	Between groups	701,63	2	350,82	2,25	0,11	-
	Moderate	64	148,13	7,65	Within groups	26648,34	171	155,84			
	High	68	148,12	10,18	Total	27349,98	173				
	Total	174	146,99	12,57							
Hostile-Irritable	Low	42	18,83	6,04	Between groups	79,90	2	39,95	1,77	0,17	-
	Moderate	64	18,31	4,42	Within groups	3856,10	171	22,55			
	High	68	17,19	4,10	Total	3936	173				
	Total	174	18,00	4,77							
Antisocial Aggressive	Low	42	11,24	1,90	Between groups	32,16	2	16,08	3,55	0,03*	2-3
	Moderate	64	11,78	2,76	Within groups	773,67	171	4,52			
	High	68	10,79	1,48	Total	805,84	173				
	Total	174	11,26	2,16							
Demanding-Disruptive	Low	42	12,50	6,06	Between groups	106,51	2	53,25	3,19	0,04*	1-2 1-3
	Moderate	64	10,63	2,58	Within groups	2855,19	171	16,70			
	High	68	10,72	3,73	Total	2961,70	173				
	Total	174	11,11	4,14							
Antisocial Behaviors Total	Low	42	42,57	13,03	Between groups	399,63	2	199,81	2,12	0,11	-
	Moderate	64	40,72	8,27	Within groups	16105,34	171	94,18			
	High	68	38,71	8,49	Total	16504,97	173				
	Total	174	40,38	9,77							

As illustrated in Table 3, the “social competence” and “antisocial behavior” scores of children at the ages of 4-6 vary significantly depending on mothers’ marital satisfaction. Considering the results of the Scheffé test used to reveal the source of the difference, it would be true to state that the children of mothers with moderate marital satisfaction are more “anti-social-aggressive” than the children of mothers with high marital satisfaction ( $p < .05$ ). On the other hand, it could be suggested that the children brought up by mothers with low marital satisfaction are more “demanding-disruptive” when compared to the children of mothers with moderate or high levels of marital satisfaction ( $p < .05$ ).

#### 4. Discussion and Conclusion

Considering the results of the study, it would be fair to claim that there is a considerable difference in favor of children aged between 4 and 5 in the sub-tests of “self management skills” and “antisocial-aggressive” as a result of the t-test application to the results of the “SSBS”. About the social development of the children between the ages of 4-5, the relevant literature suggests that these children are generally known to display behaviors described as “stubborn”. Also, they might use rude words or even slang when their wishes are not fulfilled by the adults. Moreover, they might resist to the adults and fight with their play mates. Similarly, related studies indicate that the level of children’s social development is affected by the age variable. According to the findings of a study carried out in Turkey, the social developmental levels of 5-year-old children are higher than the social development levels of 4-year-old children. This result was associated with the pre-school education children were exposed to and in the same study; it was found that children’s social behaviors when they first started their pre-school education were different from their social behaviors after they completed their pre-school education (Dinç, 2002). Therefore, as revealed in this study, the reason why the self management skills of children aged 4-5 are higher might be that all the children in the sample group are in their pre-school education which provides children with self-control skills. In addition, independent behaviors of children at the ages of 4-5 increase, and their self-management skills improve (Oktay, 2004; Yavuzer, 2005).

On the other hand, the relationship between the children’s anti-social aggressive behaviors and their family environment should be discussed. According to the research, the way families accept children’s behaviors, the quality of children education provided by the families and the quality of the relationship in the family positively affect the “competent mature” behaviors of the children whereas the reverse case has a negative impact on the aggressive behavior of the children (Chen, 2006). For that reason, it would be fair to suggest that a family environment of high quality supports children’s self management while the reverse conditions might lead to an increase in the children’s anti-social behavior. Taking the high divorce rates (40.1 % of the divorces) in the first 5 years of the marriages into account (Turkey Statistical Institute, 2011), it can be asserted that this period has vital importance as far as the marital satisfaction is concerned. Therefore, high scores of children in this period as far as the “anti-social aggressive” is concerned can be justified with the increased restlessness in the family environment. As revealed in this study, the conflicts between the spouses and the way children perceive these conflicts directly influence children’s structural, cognitive and developmental processes. The reactions of the spouses to the conflicts and the ways they solve problems make children watching these behaviors internalize certain behavioral patterns and then externalize them with certain behaviors. Also, the results of this study show that the aggression between the husband and wife is directly related to the aggressive behavior of the children (Grych & Fincham, 1990; Katz & Gottman, 1993; Bartz, 2000). When it comes to the analysis of the situation for mothers, the hostile attitudes of the mothers in their marriage relationship is found to be closely relevant to the problematic behaviors children exhibit in their social lives (Low & Stocker, 2005; Schaughency & Lahey, 1985). Children, especially the ones in their pre-school education watch their parents carefully, internalize their behavioral patterns and approach the social environment accordingly (Ucur, 2005; Katz & Gottman, 1993). In a study carried out in 2009, 96 children at the age of 5 were evaluated. Within the scope of the study, these children were reevaluated when they were 6 years old. The results of this study emphasizes that there is a significantly meaningful correlation between the way children perceive their parents’ marital relationship and the way spouses perceive their own relationship. The findings of the study prove that the marital conflicts of the spouses and children’s tendency to internalize these problematic situations are closely related. Furthermore, the study yielded another interesting result indicating that the children have the tendency to hold themselves responsible for the conflicts between their parents (Ablow, Measelle, Cowan & Cowan, 2009). This tendency can be regarded as a factor raising children’s antisocial - aggressive behaviors.

Another result of the study is that a significant difference in terms of the educational level of the mothers was found as a result of the one way Variance analysis applied to the “social competence” and “antisocial behavior” scores of the children aged between 4 and 6. This difference is found to be in favor of mothers who are graduates of

high schools among mothers with high school and university diplomas ( $p < .05$ ) in terms of the scores children at the ages of 4-6 got in the sub-tests of "self management skills" and "academic skills". On the other hand, it was revealed that the scores of children brought up by mothers who have a BA degree in the sub-tests of "hostile-irritable", "antisocial-aggressive", "demanding-disruptive" and "antisocial behavior" are significantly higher than children brought up by mothers who are high-school graduates or who have completed a graduate program ( $p < .05$ ,  $p < .01$ ). In a study conducted in Turkey (Seven, 2008), it was concluded that the higher mothers' level of education gets, the better children's social skills becomes. More specifically, as the mothers' level of education gets higher, children's level of activeness and self-control improves. In another research study done in Turkey (Özabacı, 2006), the link between parents' and their children's social skills were investigated and the results showed that the relationship between the level of children's social skills and the social skills of parents who are high-school graduates is strong in terms of emotional expressivity, emotional sensitivity and emotional control. The relationship of the children's level of social skills and the social skills of parents who are university graduates is also strong when it comes to emotional control, social expressivity and social sensitivity. The findings of these research studies corroborate with the results of the current study. In addition to that, the low level of social skills of children brought up by mothers who are university graduates can be regarded as a finding unique to the sample selected for this study.

According to another result of the study, the differences in the arithmetic means of marital satisfaction level in the subscales of SSBS's "antisocial-aggressive" and "demanding-disruptive" were found to be statistically different ( $p < .05$ ) as a result of the ANOVA test applied to determine whether the SSBS arithmetic means vary significantly depending on the family's marital satisfaction level. According to the research carried out so far, the stressful way of life can be directly associated with the low marital satisfaction level. The lack of competence in the skills to deal with stress has a direct effect on the spouses' marital satisfaction and it is observed that spouses under continuous stress cannot be satisfied with their marriage, family life and their life quality in general. The research suggests that the high level of satisfaction in the family environment depend on the marital satisfaction, and the high level of marital satisfaction is highly dependent upon the satisfaction as far as the family relationships are concerned (Lev-Wiesel, 1998; Bouchard, 1998; Mc Cubin, 1989). Fine, Voydanoff and Donnelly (1994) found that the parents' perception of their children as good is connected to the family structure, family satisfaction and the parents' level of depression. Also, if the children are perceived as good, the marital satisfaction of the parents and their depression levels are positively affected. Some studies verify that the children raised in an atmosphere where they have received high emotional support and been exposed to low-conflict environment can more easily keep stressful situations under control. On the other hand, the children brought up by parents having weak relationships with each other and the children who received low emotional support and were subjected to high-conflict environment have more difficulty in keeping cases of stress under control during their childhood as well as puberty (Lucas-Thompson & Goldberg, 2011). Thus, in a research study done by Goodman, Barfoot, Frye and Belli (1999), it was revealed that when parents develop appropriate ways to resolve conflicts during their marriages, their children's conflict resolution skills also improve. Besides, children's social competence levels are directly connected to the mothers' positive attitudes maintained at home (Spangler, 1990). In line with the results of the research study carried out by Stocker and Youngblade (1999), it could be pointed out that conflicts during marriages are closely relevant to the problems children have regarding their relationships with their peers or siblings. In other words, the conflicts between spouses might badly influence children's relationships with their peers and siblings. Similarly, Roopnarine, Church and Levy (1990) found that the marriage relationships have a direct influence on the quality of the children's social skills and their daily communication with peers.

In conclusion, it could be pointed out that parents' behavioral patterns shaping their marital satisfaction are an effective factor on children's social skills and social behaviors. It can be suggested that both parents, especially mothers who have an influential effect on the pre-school children and any efforts to support the marital communication lead to the improvement of the social skills and the social adaptation of the children.

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