

## Investigation of American and Turkish Mothers of Preschooler's Perspectives about Social-Emotional Development \* \*\*

Prof. Dr. Gülden Uyanık

ORCID ID: <https://orcid.org/0000-0001-9947-8159>

Marmara University, Ataturk Faculty of Education, Department of Preschool Education, Istanbul -TÜRKİYE

Prof. Dr. Mary McMullen

ORCID ID: <https://orcid.org/0000-0001-6062-4710>

Indiana University, Curriculum and Instruction, Early Childhood Education, Indiana - USA

### Article History

Submitted: 07.07.2021

Accepted: 19.09.2022

Published Online: 30.09.2022

### Keywords

Social-Emotional Development  
Turkish and American Mother's  
Perspectives  
Early Childhood Education

### Research Article

\* This article was checked by Intihal.net. This article is under the Creative Commons license. Ethics committee approval was received from Indiana University for this article.

\*\* This Research is Supported by The Scientific and Technological Research Council of Turkey (TUBITAK). Project Number: 1059b191800586.

DOI:

<http://dx.doi.org/10.29228/JASSS.52021>

### Abstract

The effect of mothers on the development of the children in the preschool period is quite clear. From birth, babies try to adapt to the new environment by forming a secure attachment relationship with their mother. Social-emotional development forms the basis of a child's life-long ability to interact with others and to have a social life. There is very little research in the literature investigating the perspectives of mothers from different cultures on the social-emotional development of children, especially in the preschool period. From this point of view, the aim of the study, which was conducted using the qualitative research method consisting of semi-structured interview questions, is to compare the perspectives on the social-emotional development of preschool children between American (n = 34) and Turkish (n = 35) mothers. Content analysis of open-ended responses revealed numerous similarities, including how the mothers defined social-emotional development in terms of understanding and expressing feelings; emotional regulation; social communication and self-expression; and adaptation to and interaction within social environments. Mothers in both cultures were also similar in the social-emotional skills desired for their children, including emotional expression, emotional regulation, and social values and skills related to self-identity. In terms of supporting this development, mothers provided emotional coaching, did activities with them, and arranged time with peers and other social experiences. In both cultures, mothers described three categories of worrisome behaviors including temper tantrums, determining if behavior is age-appropriate, and shyness. A noteworthy difference between Turkish and U.S. mothers was that the Americans' believed preschool was important to children's social-emotional development.

### Reference Information / Atıf Bilgisi

Uyanık, G. and McMullen, M. (2022). Investigation of American and Turkish Mothers of Preschooler's Perspectives about Social-Emotional Development. *Jass Studies-The Journal of Academic Social Science Studies*, 15(91), 1-16.

## *Okul Öncesi Dönemde Çocuğu Olan Türk ve Amerikan Annelerinin Sosyal-Duygusal Gelişime Yönelik Bakış Açılarının İncelenmesi\* \*\**

Prof. Dr. Gülden Uyanık

Marmara Üniversitesi, Atatürk Eğitim Fakültesi, Okul Öncesi Eğitimi Anabilim Dalı, İstanbul – TÜRKİYE

Prof. Dr. Mary McMullen

İndiana Üniversitesi, Eğitim Programları ve Öğretim, Erken Çocukluk Eğitimi, İndiana – ABD

### Makale Geçmişi

Geliş:07.07.2021

Kabul: 19.09.2022

On-line Yayın: 30.09.2022

### Anahtar Kelimeler

Sosyal-Duygusal Gelişim

Türk ve Amerikalı Annelerin  
Bakış Açıları

Okul Öncesi Dönem Çocukları

### *Araştırma Makalesi*

\* Bu makale, İntihal.net tarafından taranmıştır. Bu makale, Creative Commons lisansı altındadır. Bu makale için İndiana Üniversitesi'nden etik kurul onayı alınmıştır.

\*\* Bu araştırma, Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TUBİTAK) tarafından desteklenmektedir. Proje Numarası: 1059b191800586.

DOI:

<http://dx.doi.org/10.29228/JASSS.52021>

### Öz

Annelerin okul öncesi dönem çocuklarının gelişimi üzerindeki etkisi oldukça açıktır. Bebekler doğdukları andan itibaren anneleriyle güvenli bir bağlanma ilişkisi kurarak yeni ortamlara uyum sağlamaya çalışırlar. Sosyal-duygusal gelişim, çocuğun yaşamı boyunca başkalarıyla etkileşim kurma ve sosyal bir yaşam sürme becerisinin temelini oluşturur. Alan yazında farklı kültürlerden annelerin özellikle okul öncesi dönemdeki çocukların sosyal-duygusal gelişimlerine yönelik bakış açılarını araştıran çok az araştırma bulunmaktadır. Bu noktadan hareketle yarı yapılandırılmış görüşme sorularından oluşan nitel araştırma yöntemi kullanılarak yapılan araştırmanın amacı Amerikan (n = 34) ve Türk (n = 35) anneler arasında okul öncesi dönem çocuklarının sosyal-duygusal gelişimine ilişkin bakış açılarını karşılaştırmaktır. Araştırma kapsamında kullanılan görüşme formundan elde edilen bulgular içerik analizi ile çözümlenmiş olup elde edilen temalar: annelerin duyguları anlama ve ifade etme açısından sosyal-duygusal gelişimi nasıl tanımladıkları; duygusal düzenleme; sosyal iletişim ve kendini ifade etme ve sosyal ortamlara uyum ve etkileşim şeklindedir. Elde edilen bulgular doğrultusunda her iki kültürdeki anneler, duygusal ifade, duygu düzenleme ve öz kimlikle ilgili sosyal değerler ve beceriler de dahil olmak üzere çocukları için arzu edilen sosyal-duygusal becerilerde benzer cevaplar verdikleri görülmüştür. Sosyal-duygusal gelişimin desteklenmesi açısından annelerin çocuklarına duygusal koçluk yaptığı, onlarla etkinlikler yaptığı, akranlarıyla zaman geçirmesi ve diğer sosyal deneyimleri sağlamışlardır. Her iki kültürde de anneler çocukları için öfke nöbetleri, davranışın yaşa uygun olup olmadığını belirleme ve utangaçlık dahil olmak üzere üç endişe verici davranış kategorisi tanımlamıştır. Türk ve Amerikan anneler arasındaki dikkate değer farkın ise Amerikan annelerin okul öncesi eğitimin çocukların sosyal-duygusal gelişimi için önemli olduğuna inandıklarını ifade etmiş olmalarıdır.

## INTRODUCTION

The effect of the mother on the development of the child in the preschool period is quite clear. From birth, babies try to adapt to the new environment by forming a secure attachment relationship with their mother. A baby displays their first social skill, smiling and laughing in response to the mother, by approximately their third month. During the infant-toddler and then preschool years, the baby's social-emotional development continues to develop rapidly, as they become increasingly independent from their mother. Positive intrafamily relationships, maternal-paternal attitudes, especially the mother-child relationship in terms of basic secure feelings, and traits of other family members are particularly important for the psychological development of the child.

Parental relationships, those of the mother and father with their children, may cause them to perceive the world as secure and worth living in or as a frightening, unsafe place (Yörükoğlu, 2000). The most determinant experiences in the childhood period are based on relationships created with parents, or those adults in primary caregiving roles. Research has shown that supportive relationships between children and adults have concrete and long-term effects on the children's social, emotional, and cognitive development. Children's ability to comprehend the roles and viewpoints of their parents and their feelings is a strong determinant of the respect given to their parents. The parent-child relationship affects behavioral constructs like emotional development, self-control, academic performance, and language and social development of children in the early childhood period (Tam, Lee, Kumarasuriar, Har, 2012; Zeanah and Doyle Zeanah, 2001). The main purpose of the study reported in this article was to compare the perspectives of American and Turkish mothers of preschool children about social-emotional development.

Bradley (2006) has developed tasks known as the "Seven Ss of Effective Care" to support children. The Seven Ss outline the primary duties of families as: providing their children with sustenance, assuring safety, providing stimulation, generating socioemotional support, providing structure, engaging in surveillance, and facilitating social integration (Bradley, 2019).

Social-emotional development forms the basis of a child's lifelong ability to interact with others and have a social life. Rodker (2013) stated that social and emotional development are intertwined and therefore difficult to separate. According to Kandir and Alpan (2009), emotional development forms the basis of social development and social interaction and is essential for learning. In this context, emotional and social development are two areas of development that interact with each other.

According to Cohen, Onunaku, Clothier, and Poppe (2005), the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others are components of social-emotional development. Additionally, Yates et al. (2008) explained that social-emotional development creates strong and stable bonds between adults and peers, experiences, controls and communicates emotions in a socially and culturally appropriate manner, and examines environment and learning in family, community, and culture. In general, social and emotional development comprises emotional awareness, self-regulation, and social interaction. Research on social and emotional development briefly describes these interconnected areas as follows. Specifically,

- Emotional awareness as a developmental process is the ability to notice and appreciate not only our own emotions and behaviors but also others' feelings and attitudes, and being aware of the consequences of our emotions and behaviors to us and to other people.
- Social interaction is the building block of any society and refers to any kind of relationship that one has with other members of the society. As a part of the developmental process, children learn how to take turns, assist their peers, work together with others, and of course, play together.

- Self-regulation is the ability to properly control one's emotions, manners and to express ideas in a social context. Learning how to control our anger or excitement and focusing on a task can be considered examples of self-regulation ("Social and Emotional", n.d.).

Several dimensions of parenting have been associated with distinct kinds of child adjustment. Positive socio-emotional adjustment has been associated with early caregiving characterized as sensitive, responsive, involved, proactive, and structured (Shaw, 2014). Parents and other caregivers have important roles in children's management of emotional arousal, coping, and other behaviors by providing positive confirmation, sharing love and respect, and generating a sense of security (Osofsky, Fitzgerald, 2000). Children who lack social-emotional competence in preschool are more likely to experience transition problems into kindergarten, be unprepared academically, manifest several social and behavioral problems in grade school, and exhibit long-term problems academically and socially (Bornstein, Hahn and Haynes, 2010; Fantuzzo et al., 2003).

There are a variety of studies investigating the views of mothers from different cultures (Doğrul, Akay, 2019; Joshi, MacLean, 1997; Goodnow, Cashmore, Cotton and Knight, 1984; Kagitcibasi, 1996; Tulviste, Mizera, De Geer, Tryggvason, 2007; Ramazan, 2015; Suizzo, Cheng, 2007; Rosenthal and Roer-Strier, 2001; Willemsen and Van De Vijver, 1997); however, these studies appear to evaluate the perspectives of mothers about raising children, general developmental targets, and expectations for the achievement of certain developmental skills. Among these studies, there has been little or no research which has investigated the perspectives of mothers from diverse cultures specifically about the social-emotional development of children in the preschool period. Studies have suggested cultural differences in parents' understanding of and goals for the social-emotional development of their young children, so the researchers were interested in examining this in the mothers from their native countries, Turkey and the U.S.

## METHODS

This qualitative study is phenomenological in nature. Phenomenology involves the study of the subjective meanings people make of 'phenomena' or things, as in this study in which the aim was to bring the individual's (the mother's) own perceptions and experiences about the role of social-emotional learning in their children to the fore. Phenomenology is a method used to research events, experiences, perceptions, orientations, concepts and situations that we experience but which lack in-depth and detailed understanding from a first-person or subjective point of view (Lester, 1999; Yıldırım and Şimşek, 2013).

### Participants

There were 69 participants in the study including 34 mothers from Bloomington, Indiana in the U.S. and 35 mothers from Istanbul, Turkey. Background characteristics, including the ages, educational attainment, and employment status of the mothers and the number of children in the family, are shown on Table 1. Background characteristics of the preschool-aged children of the mothers participating in the study (i.e., 'the focus children'), including gender, age, child's birth order, and duration of preschool education, are shown on Table 2. The data were collected using a questionnaire prepared by the researchers. The questionnaires were made accessible to the mothers by their children's teachers. A total of 12 questions were included in the questionnaire. Eight questions solicited the demographic information reflected in Tables 1 and 2. Four open-ended questions were designed to elicit mothers' perspectives on social-emotional development, as follows:

- (1) What does social-emotional development of a child mean to you?
- (2) What social-emotional skills do you want your child to have?
- (3) What do you do to support the social and emotional development of your child?
- (4) Are there any social emotional behaviors your child exhibits that worry or bother you?

**Table 1:** Comparison of Descriptive Characteristics of Participating Mothers from Turkey (N = 35) and U.S. (N = 34), (TR=Turkey, US= United States of America)

Ages (In Years)	Highest Education Level Attained		Employment Status		Number of Children						
	Turkey	U.S.	Turkey	U.S.	Turkey	U.S.					
< 25	0	1	<b>Primary School</b>	1	0	<b>Not Employed</b>	1	5	<b>1</b>	15	15
26-30	4	1	<b>High School</b>	5	3	<b>Working Full-time</b>	22	25	<b>2</b>	18	13
31-35	24	14	<b>College Degree</b>	22	7	<b>Working Part-time</b>	12	4	<b>≥ 3</b>	2	6
36-40	4	11	<b>Master's Degree</b>	4	18						
≥ 41	3	7	<b>Doctoral Degree</b>	0	6						

As Tables 1 shows, the U.S. mothers were older than the Turkish participants, and although across the two groups, the mothers were generally well-educated, more U.S. mothers had graduate degrees. In both groups, most of the mothers worked full- or part-time, although five mothers in the U.S. were unemployed.

5

**Table 2:** Comparison of Descriptive Characteristics of Participating Children from Turkey (N = 35) and U.S. (N = 34), (TR=Turkey, US= United States of America)

Ages	Birth Order		Gender		Preschool	Attendance					
	TR	U.S.	TR	U.S.		TR	U.S.				
24-36	16	14	<b>1st</b>	18	22	<b>Girl</b>	20	13	<b>&lt; 6 months</b>	14	7
37-48	9	10	<b>2nd</b>	16	7	<b>Boy</b>	15	21	<b>6 months to one year</b>	-	3
≥ 48	10	10	<b>≥ 3rd</b>	1	5				<b>1 to 2 years</b>	8	22
									<b>Not in preschool</b>	13	2

According to Table 2, there were more girls in the Turkish sample than in the U.S. group, which included more mothers of sons. The ages of children of Turkish mothers ranged from 26 to 66 months with an arithmetic mean of children's ages of  $\bar{X} = 40.0$  SEM=2.1, SD=12.8 months. The ages of children of American mothers were remarkably similar, ranging from 24 to 67 months in age, with an arithmetic mean of  $\bar{X} = 40.88$  SEM=2.3, SD=13.7 months.

### Research Ethics

Ethical guidelines were followed in securing permission to conduct the study, according to the protocols of the researchers' universities in the U.S. and Turkey. The mothers who participated were reached through preschool education centers, and necessary information was given to school administrators and teachers about the study.

#### *Ethics committee permission information*

Name of the committee that made the ethical evaluation: Indiana University/IU Health

Date of ethical review decision: 30-Aug-2019

Ethics assessment document issue number: 32978578

Verify at [www.citiprogram.org/verify/?w040096ad-33d5-4dba-8244-58f2f91ed8f1-32978578](http://www.citiprogram.org/verify/?w040096ad-33d5-4dba-8244-58f2f91ed8f1-32978578)

### Analysis

The data analysis for this study involved preparing and organizing the data, then coding it and reducing it to themes by combining the codes and forming categories (Creswell 2018; Merriam, 2013). Thus, responses to open-ended questions given by mothers were read carefully and repeatedly, combined and organized within each question, and then themes across the responses were generated. To generate sub-themes and categories, the participants' original answers were examined for word-repetition, similar expressions were noted, and the frequency of certain words, expressions, and ideas was noted.

Following translation of the questionnaire responses from Turkish to English, data were analyzed independently by two different researchers and the findings were compared for the purpose of identifying the reliability and validity of the analyses. Consensus among researchers was calculated using the formula given by Miles and Huberman (1994) ( $\text{reliability} = \frac{\text{consensus}}{\text{disagreement} + \text{disagreement}} \times 100$ ). It was concluded that there was 92% consensus between researchers (Miles and Huberman, 1994). Also, to ensure further trustworthiness of the analysis, direct quotations were taken from parents' responses (Altınışık et al. 2008). Participants' quotes are reported faithfully and directly. In reporting results, the researchers identify the perspectives of American mothers as A1, A2, etc., and the perspectives of Turkish mothers are coded as T1, T2, etc.

## RESULTS

This research compared the perspectives of American and Turkish mothers of preschool children about social-emotional development and analyzed findings related to the four research questions. Results are presented as they relate to these questions which examined, broadly, mothers' definitions of social-emotional development; what social-emotional skills they want for their children; how they support social-emotional development at home; and worrisome social-emotional behaviors they perceive their children as exhibiting. Each question is considered below along with the themes that emerged in their analysis.

### Defining Social-Emotional Development

Examination of the definitions of social-emotional development by American and Turkish mothers generated three common themes characterized as "the understanding, expression, and regulation of emotions; social communication and self-expression; and social interactions and adaptation skills." Results related to these themes are presented below.

- *The understanding, expression, and regulation of emotions.*

There were parallels between how American (A) and Turkish (T) mothers defined the importance of emotional aspects of social-emotional development. Consider the following examples:

T19: To express emotions, to experience and manage emotions in a healthy way, to know what they should do in which social environment.

T25: To be able to understand and express their own thoughts and emotions and those around them at age-appropriate levels, to be able to begin and sustain communication.

A2: That a child can display appropriate emotions for a given environment or scenario and effectively regulate emotions (ex., calming down after being upset, children should also have a

healthy/secure attachment to caregivers but be willing to meet new people and explore new environments.

A12: Understanding herself and her feelings in relation to others. Learning to perceive and consider the feelings of others.

- *Social-communication and self-expression skills.*

The second theme that arose concerning the definitions of social-emotional development centered on how their children communicate and express themselves. Again, comparative analysis found similarities between Turkish and American mothers' perspectives. Mothers defined social interaction, communication and the ability to express their own and others' thoughts as a significant dimensions of social-emotional development, as shown in the examples below.

T10: To be able to express themselves, and communicate with their social environment.

T12: To communicate with their family and surroundings and to be able to express their mental state.

A22: How children build relationships, how children interact, understand and respond to peers' development of expression via body language, engagement as well as spoken word.

A28: Expressing his thoughts and personality while also realizing he is part of a community (e.g., family, school, society) in a way appropriate for his current stage and ability level.

- *Social interactions and adaptation skills.*

The final theme capturing how the Turkish and American mothers defined social-emotional development focused on how their children interact with others and adapt to social environments. This is evident in the following examples.

T20: Adjustment to their environment and adaptation are processes.

T24: To gain sensitivity to the society they live in and abide by its rules and values.

A1: Social development: learning to interact with others, empathize, follow society's rules; sharing, taking turns, manners.

A7: How children learn about the world around them and their place in it. Learning how their actions affect others and how others affect them. Learning how their emotions affect them and how to handle them.

### **Skills Mothers Want for their Children**

The second research question addressed mothers' perspectives about the social-emotional skills they wanted their children to have. There were parallels between the perspectives of both American and Turkish mothers, as expressed within two main themes identified as: emotional expression and emotional regulation skills, and social-universal values and self-development.

- *Emotional expression and regulation skills.*

All mothers, Turkish and American, expressed the desire that their children be able to define, understand and express emotions and have emotional regulation skills. This is evidenced in the examples below.

T13: To be able to control their emotions in their environment, to be able to express their emotions accurately, to be able to understand other people's emotions.

T14: I want them to be able to express themselves and explain their emotions and ideas in different ways.

A4: Learning to interact with others, learning to express and identify emotions, beginning to regulate emotions.

A27: These are particularly important. Learning how to handle all emotions and knowing that they are all okay to have. It's important to me that she learns that certain emotions have certain ways of manifesting in our bodies; like anxiety might feel like "a funny feeling" in our tummies or how we might get sweaty. Once she knows how to identify the feelings, I want her to be able to have strategies to know how to cope with them.

- *Social-universal values and self-development.*

Another theme addressing the question of what skills related to social-emotional development

American and Turkish mothers wanted their children to have revealed both groups of mothers wanted their children to be respectful, kind, patient, to share with others, and to possess empathy and compassion. These ideas are captured in the examples below.

T20: The most important things for me are to learn to share, to respect and understand others, to be empathic.

T33: I want them to be an individual who can express themselves, get along well with people, respect others' rights, protect their own rights and be compassionate.

A1: Self-regulation of emotions, resilience, cooperation, (eventually) sharing, taking turns, basic manners, empathy, conversations, courtesy.

A15: Self-awareness, self-compassion, empathy, compassion for others, emotional regulation, problem solving and conflict resolution, to name a few.

### **Mothers' Support of Their Children's Social Emotional Development**

The third research question perspectives looked at what mothers said about how they support their children's social and emotional development. Analysis of the perspectives of both American and Turkish mothers generated three themes that included emotional coaching; interactive activities; and peers and social environments.

#### *•Emotional coaching.*

Both American and Turkish mothers stated they would support their children's social-emotional development by modeling, making explanations about expressing, defining and understanding emotions and these behaviors. The researchers labeled this emotional coaching, which was described by the mothers in the following quotations.

T3: Because they are still small, we talk about feelings and facial expressions and emotions they feel. I take care to use positive expressions and I try to help them express and solve appropriately if there is a negative situation. I always respect their decisions and I make efforts to make them aware of boundaries.

T6: We make them feel like an individual at home. They help us with all the housework. When they are angry or happy etc., we talk about feelings and we try to let them know we are on their side. We behave consistently with their father so as not to confuse them.

A2: Using feeling language (e.g., "You seem frustrated"), Engaging in turn-taking and pretend play-letting him take the lead sometimes, providing explanations/context for what is happening, and giving choices to encourage agency.

A7: We try to name the emotions and help our kids understand how they are feeling and what they are (just feelings temporarily) help them know it is okay to have emotions, but help them regulate, especially if their behavior is harmful to others.

#### *•Interactive activities.*

Another theme that both American and Turkish mothers stated when asked about supporting their children's social-emotional development involved interactive activities they engage in with their children. When the perspectives of mothers from both countries were analyzed, common activities were found, including playing, chatting, and reading, as shown in the following examples.

T10: Read, chat, and explain emotions and thoughts.

T19: We have a feeling and we play with it, we talk about the moods of people in books, how and why, we mention toy's feelings when playing house together.

A1: Read books, note the character's feelings, acknowledge his feelings.

A16: Read books and sing (especially at bedtime), talk to her, play with her,

#### *•Peers and social environments.*

Another theme in the analysis of the perspectives of American and Turkish mothers about supporting the social-emotional development of their children focused on how they help their children socialize with peers and others in social settings. Both American and Turkish mothers were found to have consensus about the importance of peers in supporting social-emotional development. Here, however, there

was a difference between Turkish and American mothers, in that the Americans stated they sent their children to preschool to support this aspect of the social-emotional development of their children.

T14: I take care that they have regular interaction with their peer groups. I ensure they spend time in age-appropriate play groups.

T18: I read books, I create environments where they can play with their friends, I ensure we frequently go to parks or playgrounds.

A4: Send child to childcare, talk with, and interact with child as much as possible, including daily tasks and play.

A 10: Interact with other children regularly. Preschool. Playground. Encourage sharing and interaction with others. Hands off parenting when playing with others so he can develop his own skills.

### **Worrisome Behaviors**

The final research question was about what social-emotional behaviors worried mothers or made them feel uncomfortable. Of the 34 Turkish mothers participating in the research, only eight reported their perspectives in response to this questionnaire item compared to 21 American mothers, although admitting they had some concerns, stated that the behaviors they were uncomfortable with were appropriate for the age of their children. The Turkish mothers, however, did not speak to whether worrisome behaviors might be appropriate.

#### *•Temper tantrum.*

T10: Stubbornness and being quick to get angry (20 months).

T16: Cannot control their behavior when they are angry or cry (34 months).

A2: Sometimes volatile/reactive or has tantrums over trivial things. Theatrical (attention seeking/manipulative?), Emotion display vs. genuine emotions (27 month).

A27: She still throws tantrums if she does not get her way sometimes. She is also extremely clingy with mom and often is inconsolable if she leaves without saying goodbye (59 months),

#### *•Age-appropriate behaviors.*

A1: Nothing worries me. He does things that bother me (e.g., telling me not to talk, occasionally biting), but he's only 2, so I know it's normal (27 months).

A13: He doesn't care sometimes if someone is hurt, but I think that is age appropriate (26 months).

A25. I worry, but the behaviors all seem to be age appropriate! (37 months).

#### *•Shyness.*

T25: I occasionally worry about them being shy (47 months).

A28: He is shy and introverted in a society where being socialized and extraverted is valued. Hopefully, he can celebrate, have confidence in himself and be comfortable interacting with his communities (66 months).

## **DISCUSSION AND CONCLUSION**

In this study, the researchers investigated the perspectives of American and Turkish mothers with preschool children about social-emotional development. A summary of themes generated from the data is included in Table 3.

**Table 3:** Comparison of Themes Addressing Research Questions about Social-Emotional (S-E) Development

<b>Mothers' definitions of SE development</b>	<b>SE skills mothers want their children to have</b>	<b>How mothers support SE development</b>	<b>Worrisome SE behaviors</b>
The understanding, expression, and regulation of emotions	Emotional expression and regulation skills	Emotional coaching	Temper Tantrum
Social communication and self-expression	Social-universal values and self- development	Interactive activities	Age-appropriate behaviors
Social interaction and adaption skills		Peers and social environments	Shyness

In the research, mothers' definitions of social-emotional development were determined to have three themes: 'understanding and expressing emotions and emotional regulation skills,' 'social communication and self-expression' and 'interaction with social environments and adaptation skills.' Both American and Turkish mothers were found to have parallels in their perspectives related to the first two themes about social-emotional development. Mothers stated social-emotional development should include understanding and expressing emotions, emotional regulation skills; being able to express emotions, thoughts, and themselves; communication with social environments and skills about expressing themselves in social environments. Only in the third theme Turkish mothers emphasized compatibility and adaptation to social environments in the definition of social-emotional development, while American mothers appeared to include being affected by and affecting social environments, in other words interaction.

In the context of emotional regulation skills, mothers included increasing or reducing certain emotions and development of emotional regulation skills, so children should learn to deal with stressful emotional experiences, and express emotions suitable to social expectations and appropriate to their development (Cole, Michel and Teti, 1994; Gross, 2002; Saarni, 1990). Emotional regulation is very important for social-emotional development because research has shown that children with high emotional regulation skills in the preschool period experience less worry, display more academic success, and have better social skills (Blandon, Calkins, Grimm, Keane and O'Brien, 2010; Graziano, Keane and Calkins, 2007; Miller et al., 2006). Communicating and interacting with social environment and adaptation to social environment is a basic condition for development in social and emotional terms.

The second basic question in the research analyzed the perspectives of mothers about what they wanted in relation to the social-emotional skills of their children. The perspectives of mothers participating in the research were evaluated in two themes: 'emotional expression and regulation skills' and 'social-universal values and self-development.' Mothers were found to want their children to recognize and understand feelings, be able to express emotions, be empathic, have emotional control and emotional regulation skills. Mothers were found to include similar skills as in relation to the question about social-emotional development definitions. Some of the common values that both American and Turkish mothers wanted their children to have in social-emotional terms were respect, kindness, sharing, patience, empathy, and compassion. American mothers also included resilience, independence, and self-awareness skills, which were different from Turkish mothers.

Mothers in both countries stated they wanted their children to have emotional development, emotional regulation and social/universal values and positive self and personality development which are very important for social life in social-emotional terms. According to Yavuzer (1990), individuals learn basic values through their family. For children to be raised as happy and healthy individuals, the place of family education in the context of values gained by children is indisputable. Greenough et al. (2001) stated that

satisfying and sensitive adult-child relationships were very important in terms of the development of trust, empathy, compassion and conscience and this relationship also supported the development of skills like self-management, persistence, cooperation and conflict resolution. In addition, Uyanık Balat, Özdemir Beceren and Adak Özdemir (2011) investigated perspectives about universal values that mothers wished their children to have in a study. The results of the study indicate that mothers had a tendency for the following values to be learned primarily in the home.. These were being respectful, being kind and careful, being self-regardful and healthy, being sympathetic and good mannered and self-confident. The top five values which parents are suggested teaching to children were honesty, responsibility, respect, happiness, and justice.

Perspectives of mothers about how they support the social-emotional development of children were collected in three themes: emotional coaching, activities and meeting with peers and access to social environments. The concept of parental emotion socialization is based on parental meta-emotion philosophy, which is described as the organized set of thoughts, feelings and approaches that parents have about their own emotions and their children's emotions (Gottman, Katz and Hooven, 1996). According to this philosophy, parents are divided into two categories based on the degree of having emotion-coaching philosophy or emotion-dismissing meta-emotion philosophy. The ones with high degree of emotion coaching consider their children's undesirable emotions as a chance for understanding or teaching. They can discuss emotions in a differentiated way and support their children to appreciate and modify their experiences of resentment and grief. Emotion coaching is characterized by parents' accepting attitude toward their child's emotions, active acknowledgement of their child's emotions, and verbal coaching to assist to child in recognizing, properly articulating, and dealing with their own emotions (Gottman et al. 1996, 1997).

In our research, mothers stated they did a variety of activities to support the social-emotional development of children and playing games, chatting and reading were common activities in both cultures. Playing games is very important for healthy development and there is much research showing that parents and children playing together has positive effects on child development (Farver, 1993; Kelly, Morisset, Barnard, Hammond, and Booth, 1996; Roopnarine, Mounts, 1985; Valentino, Cicchetti, Toth and Rogosch, 2006). Both American and Turkish mothers were found to have consensus about the importance of being included in social environments and spending time with peers to support the social-emotional development of children. Here, a difference between Turkish and American mothers was that the latter stated they sent their children to preschool education to support their social-emotional development.

In research about socioeconomic status, social-emotional problems and social sufficiency, Hosokawa and Katsura (2018) stated family income and parental education levels were key factors for both social-emotional problems and social sufficiency. Similarly, Uyanık Balat, Uzunoğlu and Özdil (2015), in research investigating the social-emotional development of children in preschool education, found that children with working mothers and high maternal educational level benefiting from preschool education had significantly higher levels of social emotional adjustment.

The final question in our research asked whether there was any social-emotional behavior of children which worried or made mothers uncomfortable. Perspectives on behaviors that worry the mothers were collected in three themes: temper tantrums, "difficult, but age-appropriate behaviors and shyness. In this section, 21 American mothers stated an opinion while only 8 Turkish mothers shared their perspectives. American mothers explained that although there were several behaviors that they found challenging, they were not worried about them because they considered them appropriate for the age of the child; however, Turkish mothers did not appear to use the appropriate for age description. Among behaviors considered worrying or a problem, generally behaviors like stubbornness, not sharing, introversion, anger, shyness, not communicating with strangers, crying, impatience, intolerance, temper tantrums, and excessive attachment to the mother were stated by mothers.

In both cultures, it is necessary to research behaviors assessed as worrying or problematic in social-emotional terms in more detail. For the assessment of a behavior as a problem, it is necessary to deal with many other criteria. Uyanık Balat, Şimsek and Akman (2008) investigated the perspectives of mothers and

teachers about assessing problem behavior in preschool children and stated that it was important to collect information from different sources to assess problem behavior in children due to differences in assessments.

In another study, Campbell (2006) stated that a problem behavior can be interpreted in a unique way by the observer. For instance, toy struggles in preschool can be regarded as a vital developmental process by some psychologists in which a child attains the rules of social exchange and sharing whereas parents consider the same situation about their child's' toy sharing and quarreling with their peers or siblings as evidence that their child is not learning to share. Therefore, the problem of toy struggles can be judged either as a negative or positive behavior depending on observers' point of view.

In conclusion, the study can be summarized to show that though there are some differences in the perspectives of mothers from both cultures about social-emotional development, in general they are similar. Based on the findings of this research, it is recommended that there should be more detailed investigations from multiple aspects including assessing the perspectives of fathers in addition to mothers, informing mothers about the social-emotional development of children by preparing maternal training programs, supporting mothers with observation-based studies at home, determining how preschool educational programs meet the expectations of parents and examining behaviors stated to be problematic.

#### **Limitations of the Research**

The study is limited to the mothers living in Istanbul and Bloomington, Indiana, USA in the study group. The research is limited to voluntary participants. The research is also limited to interview questions.

#### **Support and Thanks**

This Research is Supported by The Scientific And Technological Research Council Of Turkey (TUBITAK). Project Number: 1059b191800586.

#### **Contribution Rate of Researchers**

The authors of the study contributed equally to all processes of the study.

#### **Conflict Statement**

As the authors of the study, we state that we do not have any declaration of interest/conflict.

#### **Publication Ethics Statement**

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with in the whole process from the planning of this research to its implementation, from data collection to data analysis. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Scientific, ethical and citation rules were followed in the writing process of this study; No falsification has been made on the collected data and this study has not been sent to any other academic media for evaluation.

#### **Ethics Committee Permission Information**

Name of the committee that made the ethical evaluation: Indiana University/IU Health

Date of ethical review decision: 30-Aug-2019

Ethics assessment document issue number: 32978578

Verify at [www.citiprogram.org/verify/?w040096ad-33d5-4dba-8244-58f2f91ed8f1-32978578](http://www.citiprogram.org/verify/?w040096ad-33d5-4dba-8244-58f2f91ed8f1-32978578)

<i>"COPE-Dergi Editörleri İçin Davranış Kuralları ve En İyi Uygulama İlkeleri" beyanları:</i>	
<b>Etik Kurul Belgesi:</b>	Bu çalışma için etik kurul onayı gerekmemektedir.
<b>Çıkar Çatışması Beyanı:</b>	Bu makalenin araştırması, yazarlığı veya yayınlanmasıyla ilgili olarak yazarın potansiyel bir çıkar çatışması yoktur.
<b>Finansal Destek:</b>	Bu araştırma, Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TUBİTAK) tarafından desteklenmektedir. Proje Numarası: 1059b191800586.

<b>Katkı Oranı Beyanı:</b>	1. yazar: %50 – 2. yazar: %50
<b>Destek ve Teşekkür Beyanı:</b>	TÜBİTAK Bilim insanı destek programına katkılarından dolayı teşekkür ederim.
<b>Sorumlu Yazar:</b>	Prof. Dr. Gülden Uyanık
<b>Çifte Kör Hakem Değerlendirmesi:</b>	Dış-bağımsız
Bu makale, Creative Commons Atıf-GayriTicari 4.0 Uluslararası Lisansı ile lisanslanmıştır.	
<i>The following statements are made in the framework of "COPE-Code of Conduct and Best Practices Guidelines for Journal Editors":</i>	
<b>Ethics Committee Approval:</b>	Ethics committee approval is not required for this article.
<b>Declaration of Conflicting Interests:</b>	No conflicts of interest were reported for this article.
<b>Financial Support:</b>	This research is supported by the Scientific and Technological Research Council of Turkey (TUBITAK). Project Number: 1059b191800586.
<b>Author Contributions:</b>	1 <sup>st</sup> author: %50 – 2 <sup>st</sup> author: %50
<b>Statement of Support and Acknowledgment:</b>	I would like to thank Scientific and Technological Research Council of Turkey (TUBITAK) scientist support programs for their support.
<b>Corresponding Author:</b>	Prof. Dr. Gülden Uyanık
<b>Double-Blind Peer Review:</b>	External-independent
<i>This article is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.</i>	

### GENİŞLETİLMİŞ ÖZET

Annelerin okul öncesi dönem çocuklarının gelişimi üzerindeki etkisi oldukça açıktır. Bebekler doğdukları andan itibaren anneleriyle güvenli bir bağlanma ilişkisi kurarak yeni ortamlara uyum sağlamaya çalışırlar. Bir bebek, ilk sosyal becerilerini annesine yanıt olarak gülümseyerek ve gülerek, yaklaşık üçüncü ayda göstermektedir. Çocukların bebeklik döneminden itibaren okul öncesi yıllara doğru sosyal-duygusal gelişimi annesinden giderek daha da bağımsız hale gelerek hızla gelişmeye devam etmektedir. Olumlu aile içi ilişkiler, anne-baba tutumları, özellikle güvenli bağlanma döneminde anne çocuk ilişkisinin önemi ve diğer aile bireylerinin özellikleri çocuğun psikolojik gelişimi için önemli faktörlerdendir. Çocukların anne babalarının rollerini, bakış açılarını ve duygularını anlamaları, anne babalarına gösterdikleri saygının güçlü bir belirleyicisi olduğu ifade edilmektedir. Ebeveyn-çocuk ilişkisi, erken çocukluk döneminde çocukların duygusal gelişim, öz kontrol, akademik performans, dil ve sosyal gelişim gibi davranışsal yapılarını etkiler (Tam, Lee, Kumarasuriar ve Har, 2012; Zeanah ve Doyle Zeanah, 2001). Bu noktadan hareketle yapılan bu çalışmanın temel amacı, okul öncesi dönemde çocuğu olan farklı kültürlerdeki Amerikan ve Türk annelerin sosyal-duygusal gelişime yönelik bakış açılarını, görüşlerini karşılaştırmalı incelemektir.

#### Metot

Nitel araştırma yöntemi ve fenomenolojik modele göre tasarlanan çalışmada, Amerikan (n = 34) ve Türk (n = 35) annelerin okul öncesi dönem çocuklarının sosyal-duygusal gelişimine ilişkin bakış açıları karşılaştıran yarı yapılandırılmış görüşme sorularına yer verilmiştir.

Araştırmada ABD ve Türkiye'deki üniversitelerinin protokollerine ve etik kurallarına uyulmuştur. Araştırmaya katılan annelere okul öncesi eğitim merkezleri aracılığıyla ulaşılmış, okul yöneticilerine ve öğretmenlere çalışma hakkında gerekli bilgiler verilmiştir. Verilerin toplanmasında araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formları, çocukların öğretmenleri tarafından annelere ulaştırılmıştır. Görüşme formunda annelerin yaşı, çocukların cinsiyeti ve doğum sırası gibi sekiz betimsel soru ile birlikte araştırmaya yönelik dört açık uçlu soru yer almakta olup toplamda 12 soru bulunmaktadır. Annelerin sosyal-

duygusal gelişime bakış açılarını değerlendirmeye yönelik sorular şu şekildedir;

- \* Bir çocuğun sosyal-duygusal gelişimi sizin için ne ifade ediyor?
- \* Çocuğunuzun hangi sosyal-duygusal becerilere sahip olmasını istersiniz?
- \* Çocuğunuzun sosyal ve duygusal gelişimini desteklemek için neler yapıyorsunuz?
- \* Çocuğunuzun sergilediği, sizi endişelendiren veya rahatsız eden herhangi bir sosyal duygusal davranış

var mı?

Görüşme formlarından elde edilen bilgiler içerik analizi ile çözümlenmiştir ve temalar oluşturulmuştur.

### **Bulgular**

Verilerin analizi sonucunda annelerin sosyal duygusal gelişime ilişkin tanımlamalarına ilişkin üç tema oluşturulmuştur; duyguları anlama, ifade etme ve duygu düzenleme; sosyal iletişim ve kendini ifade etme; sosyal etkileşimler ve uyum becerileri.

Elde edilen bulgular doğrultusunda her iki kültürdeki annelerin duygusal ifade, duygu düzenleme ve öz kimlikle ilgili sosyal değerler ve beceriler de dahil olmak üzere çocukları için arzu edilen sosyal-duygusal becerilerde benzer cevaplar verdikleri görülmüştür. Sosyal-duygusal gelişimin desteklenmesi açısından anneler çocuklarına duygusal koçluk yaptıklarını, onlarla etkinlikler yaptıklarını, akranlarıyla zaman geçirme ve diğer sosyal deneyimleri düzenlediklerini belirtmişlerdir. Her iki kültürde de anneler çocukları için öfke nöbetleri, davranışın yaşa uygun olup olmadığını belirleme ve utangaçlık dahil olmak üzere üç endişe verici davranış kategorisi tanımlamıştır. Türk ve Amerikan anneler arasında dikkat çeken farkın, Amerikan annelerin okul öncesi eğitiminin çocukların sosyal-duygusal gelişimi için önemli olduğuna ilişkin inançları olduğu belirlenmiştir.

### **Tartışma ve Sonuç**

Araştırma sonucunda annelerin çocukların sosyal-duygusal gelişimini desteklemek için çeşitli etkinlikler yaptıklarını ve oyun oynamanın, sohbet etmenin ve kitap okumanın her iki kültürde de ortak etkinlikler olduğu görülmektedir. Oyun oynamak sağlıklı gelişim için oldukça önemli olup ebeveynlerin ve çocukların oyun oynamasının çocuğun gelişimi üzerindeki olumlu etkilerini gösteren çok sayıda araştırma vardır (Farver, 1993; Kelly, Morisset, Barnard, Hammond ve Booth, 1996; Roopnarine ve Mounts, 1985; Valentino, Cicchetti, Toth ve Rogosch, 2006). Çocukların sosyal-duygusal gelişimini desteklemek için sosyal ortamlara dahil olmanın ve akranlarla zaman geçirmenin önemi konusunda hem Amerikan hem de Türk annelerin fikir birliğine sahip oldukları görülmektedir. Burada Türk ve Amerikan anneler arasındaki farkın, Amerikan annelerin çocuklarını sosyal-duygusal gelişimlerini desteklemek için okul öncesi eğitime gönderdiklerini belirtmeleridir.

Araştırma sonucunda her iki kültürden annelerin sosyal-duygusal gelişime bakış açılarında bazı farklılıklar olsa da genel olarak benzer oldukları söylenebilmektedir. Bu araştırmanın bulgularından hareketle annelerin yanı sıra babaların da çocukların sosyal duygusal gelişimlerine ilişkin görüşlerinin değerlendirilerek çok yönlü ve daha detaylı araştırmaların yapılması, geniş örneklem gruplarında ve başka kültürlerde de annelerin çocuklarının sosyal duygusal gelişime ilişkin görüşlerinin değerlendirilmesi, anne eğitim programları hazırlanarak annelerin çocukların sosyal-duygusal gelişimleri konusunda bilgilendirilmeleri ve zorlandıklarını belirttikleri noktalarda desteklenmeleri önerilebilir.

### **REFERENCES**

- Altınışık, R.; Coşkun, R.; Bayraktaroğlu, S. and Yıldırım, E. (2008). *Sosyal Bilimlerde Araştırma Yöntemleri*. Ankara: Pegem Yayıncılık.
- Blandon, A. Y.; Calkins, S. D.; Grimm, K. J.; Keane, S. P. and O'Brien, M. (2010). Testing a Developmental Cascade Model of Emotional and Social Competence and Early Peer Acceptance. *Development and Psychopathology*, 0(22), 737-748.
- Bornstein, M. H.; Hahn, C. S. and Haynes, O. M. (2010). Social Competence, Externalizing, and Internalizing Behavioral Adjustment from Early Childhood Through Early Adolescence: Developmental Cascades. *Development and Psychopathology*, 22(4), 717-735.
- Bradley, R. H. (2006). Home Environment. (Eds. N. Watt, C. Ayaoub, R. Bradley, J. Puma, W. LaBoeuf). In *The Crisis in Youth Mental Health, Vol.4: Early Intervention Programmes and Policies* (p. 89-120). Westport, CN: Greenwood Publishing.
- Bradley, R.H. (2019). The Importance of Families and Home Environments in the Lives of Young Children.

- (Eds. C. P. Brown, M. B. Mc Mullen, N. File). In *The Wiley Handbook of Early Childhood Care and Education* (p. 119-146). Hoboken, NJ: John Wiley & Sons.
- Campbell, S. B. (2006). *Behavior Problems in Preschool Children: Clinical and Developmental Issues*. Guilford Press.
- Cohen, J.; Onunaku, N.; Clothier, S. and Poppe, J. (2005). Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development. In *Research and Policy Report*. Washington, DC: National Conference of State Legislatures.
- Cole, P. M.; Michel, M. K. and Teti, L. O. D. (1994). The Development of Emotion Regulation and Dysregulation: A Clinical Perspective. *Monographs of the Society for Research in Child Development*, 0(59), 73-102.
- Creswell, J. W. (2018). *Nitel Araştırma Yöntemleri: Beş Yaklaşımına Göre Nitel Araştırma ve Araştırma Deseni*. Ankara: Siyasal Kitabevi.
- Dogrul, H. and Akay, C. (2019). Comparison Between Syrian and Turkish Parents' Opinions and Expectations About Preschool Education. *Online Submission*, 6(36), 119-139.
- Fantuzzo, J.; Bulotsky, R.; McDermott, P.; Mosca, S. and Lutz, M. N. (2003). A Multivariate Analysis of Emotional and Behavioral Adjustment and Preschool Educational Outcomes. *School Psychology Review*, 32(2), 185-203.
- Goodnow, J. J.; Cashmore, J.; Cotton, S. and Knight, R. (1984). Mothers' Developmental Timetables in Two Cultural Groups. *International Journal of Psychology*, 19(4), 193-205.
- Gottman, J. M.; Katz, L. F. and Hooven, C. (1996). Parental Meta-Emotion Philosophy and the Emotional Life of Families: Theoretical Models and Preliminary Data. *Journal of Family Psychology*, 0(10), 284-291.
- Gottman, J. M.; Katz, L. F. and Hooven, C. (1997). *Meta-Emotion: How Families Communicate Emotionally*. Mahwah, NJ: Lawrence Erlbaum.
- Graziano, P. A.; Keane, S. P. and Calkins, S. D. (2007). The Role of Emotion Regulation in Children's Early Academic Success. *Journal of School Psychology*, 0(45), 3-19.
- Greenough, W.; Emde, R.N.; Gunnar, M.; Massinga, R. and Shonkoff, J.P. (2001). The Impact of the Caregiving Environment on Young Children's Development. *Zero to Three*, 21(5), 16-23.
- Gross, J. J. (2002). Emotion Regulation: Affective, Cognitive, and Social Consequences. *Psychophysiology*, 0(39), 281-291.
- Hosokawa, R. and Katsura, T. (2018). Socioeconomic Status, Emotional/Behavioral Difficulties, and Social Competence Among Preschool Children in Japan. *Journal of Child and Family Studies*, 27(12), 4001-4014.
- Joshi, M. S. and MacLean, M. (1997). Maternal Expectations of Child Development in India, Japan, and England. *Journal of Cross-Cultural Psychology*, 28(2), 219-234.
- Kagitcibasi, C. (1996). *Family and Human Development Across Cultures: A View from the Other Side*. Hillsdale, NJ: Lawrence Erlbaum Associates Inc.
- Kandır, A. and Alpan, Y. (2009). Sosyal Duygusal Değerlendirme Aracının (ITSEA) Farklı Ekonomik Düzeylerde Uygulanması. *Türk Eğitim Bilimleri Dergisi*, 6(1), 41-61.
- Kelly, J. F.; Morisset, C. E.; Barnard, K. E.; Hammond, M. A. and Booth, C. L. (1996). The Influence of Early Mother-Child Interaction on Preschool Cognitive/Linguistic Outcomes in A High-Social-Risk Group. *Infant Mental Health Journal: Official Publication of the World Association for Infant Mental Health*, 17(4), 310-321.
- Lester, S. (1999). An Introduction to Phenomenological Research. Retrieved From: [https://www.researchgate.net/publication/255647619\\_An\\_introduction\\_to\\_phenomenological\\_research](https://www.researchgate.net/publication/255647619_An_introduction_to_phenomenological_research) (Access: 07.05.2022).
- Merriam, S. B. (2013). *Nitel Araştırma*, (Çev. Ed.: S. Turan vd.). Ankara: Nobel Yayınları.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative Data Analysis*. SAGE.
- Miller, A. L.; Fine, S. E.; Gouley, K. K.; Seifer, R.; Dickstein, S. and Shields, A. (2006). Showing and Telling About Emotions: Interrelations Between Facets of Emotional Competence and Associations With

- Classroom Adjustment in Head Start Preschoolers. *Cognition and Emotion*, 0(20), 1170–1192.
- Osofsky, J. D. and Fitzgerald, H. E. (2000). *WAIMH Handbook of Infant Mental Health*, (Volume 1). Perspectives on Infant Mental Health. Chichester, Wiley.
- Ramazan, M. O. (2015). A Comparison of Turkish and South Korean Mothers' Views About Preschool Education and Their Expectations from Preschools. *Online Submission*, 5(9), 565-578.
- Rodker, J. D. (2013). Promoting Social-Emotional Development of Children During Kindergarten: A Zippy's Friends Program Evaluation, (Unpublished Doctoral Thesis), New York: Pace University.
- Roopnarine, J. L. and Mounts, N. S. (1985). Mother-Child and Father-Child Play. *Early Child Development and Care*, 20(2-3), 157-169.
- Rosenthal, M. K. and Roer-Strier, D. (2001). Cultural Differences in Mothers' Developmental Goals and Ethnotheories. *International Journal of Psychology*, 36(1), 20-31.
- Saarni, C. (1990). Emotional Competence: How Emotions and Relationships Become Integrated. (Ed.: R. Thompson). In *Nebraska Symposium on Motivation* (p. 115–182). Lincoln, NE: University of Nebraska Press.
- Shaw, D. S. (2014). *Parenting Programs and Their Impact on the Social and Emotional Development of Young Children*. <http://www.child-encyclopedia.com/sites/default/files/textesexperts/en/654/parenting-programs-and-their-impact-on-the-social-and-emotional-development-of-young-children.pdf> (Access: 22.12.2021).
- Social and Emotional Development Research Background. (n.d.). Behavioral Sciences (15) 908-912. <https://talkingisteaching.org/resources/social-emotional-research-background> (Access: 20.02.2020).
- Suizzo, M. A. and Cheng, C. C. (2007). Taiwanese and American Mothers' Goals and Values for Their Children's Futures. *International Journal of Psychology*, 42(5), 307-316.
- Tam, C. L.; Lee, T. H.; Kumarasuriar, V. and Har, W. M. (2012). Parental Authority, Parent-Child Relationship and Gender Differences: A Study of College Students in the Malaysian Context. *Australian Journal of Basic and Applied Sciences*, 6(2), 182-189.
- Tulviste, T.; Mizera, L.; De Geer, B. and Tryggvason, M. T. (2007). Child-Rearing Goals of Estonian, Finnish, and Swedish Mothers. *Scandinavian Journal of Psychology*, 48(6), 487-497.
- Uyanık Balat, G.; Uzunoğlu, E. Z. and Özdil, H. (2015). "5-6 Yaş Grubu Çocuğu Olan Çalışan ve Çalışmayan Annelerin Çocuklarının Sosyal Duygusal Uyum Düzeylerinin İncelenmesi", IV Uluslararası Okul Öncesi Eğitimi Kongresi, Abstract Book, (p.262), Ankara: Hacettepe University.
- Uyanık Balat, G.; Beceren, B. Ö. and Özdemir, A. A. (2011). The Evaluation of Parents' Views Related to Helping Preschool Children Gain Some Universal Values. *Procedia-Social and Behavioral Sciences*, 0(15), 908-912.
- Uyanık Balat, G.; Şimşek, Z. and Akman, B. (2008). Okul Öncesi Eğitim Alan Çocukların Davranış Problemlerinin Anne ve Öğretmen Değerlendirilmeleri Açısından Karşılaştırılması. *Hacettepe University Education Faculty Journal*, 34(34), 263-275.
- Valentino, K.; Cicchetti, D.; Toth, S. L. and Rogosch, F. A. (2006). Mother-Child Play and Emerging Social Behaviors Among Infants From Maltreating Families. *Developmental Psychology*, 42(3), 474-485.
- Willemsen, M. E. and Van De Vijver, F. J. (1997). Developmental Expectations of Dutch, Turkish Dutch, and Zambian Mothers: Towards An Explanation of Cross-Cultural Differences. *International Journal of Behavioral Development*, 21(4), 837-854.
- Yates, T.; Ostrosky, M. M.; Chetaham, G. A.; Fetting, A.; LaShorage, S. and Santos, R. M. (2008). *Research Synthesis on Screening and Assessing Social-Emotional Competence*. Nashville, TN: The Center on the Social and Emotional Foundations for Early Learning.
- Yavuzer, H. (1990). *Ana Baba Okulu*. Ankara: Remzi Kitabevi.
- Yörükoğlu, A. (2000). *Çocuk Ruh Sağlığı*, (24. Basım). İstanbul: Özgür Yayınları.
- Zeanah, C. H. and Doyle Zeanah, P. (2001). Towards a Definition of Infant Mental Health. *Zero to Three*, 22(1), 13-20.