

Analysis of Social Skills of First Class Elementary School Student in Terms of Sex, Birth Order, Number of Siblings, and Mother Education Level Variables

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Abstract. In this study, it is aimed to evaluate if sex, birth order, number of siblings, mother education level variables of first class elementary school students cause a difference in social skills “basic social skills”, “starting and maintaining relation skill”, “emotional skills”, “group compability skill”, “interaction skills” and “cognitive skills”.

Target population of the study is first class students of all elementary school establishments that include nursery class in 2010- 2011 education year. From general population 12 elementary schools are chosen as target population of the study with random group sample, 455 elementary school students are taken to sample of the study.” Evaluating Social Skills Scale (SBDO)’s basic social skills”, “starting and maintaining relation skill”, “emotional skills”, “group compability skill”, “transactional skills” and “cognitive skills” subscales and Personal Information Form are applied to students from the sample. In total, all the 455 surveys are taken to evaluation.

Keywords: Social Skill, Socialization, Social Development

1. Introduction

Social development means that the individual show awareness to social stimuli, especially pressure and difficulty of group life, get on well with the others in the group pr culture, act like them (Yavuzer,1998;49). The aim of society as a system is to make its living permanent. The most important fact that make life of society permanent are members who take on effective tasks. The one who wants to be an effective member of the society must carry out its social development appropriately to one’s age (Aral, Kandır, Can Yaşar, 2000;61). The one’s being adapted to physical and social environment is very important to spend life healthly, happily and successfully. So social development is very important for one’s life. Since it is important that social development of children is as important as their academical skills during education process. Developing social behaviors and support children when they do something right lie at the bottom of the efforts in developing all these skills such as self expression, self confidence, friends, family members and other important individuals’ acceptance , social freedom (Akkök, 1999;20)

2. Method

Research Model; research is in the form of screening and relational screening is applied to test the effect of independent variables on result. The datas are collected to specify if sex, birth order, number of siblings and mother education level variables have effect on first class primary school students’ “Basic Social Skills”, “Starting and Maintaining a Relationship”, “Emotional Skills”, “Group Compability”, “Transactional Skills” and “Cognitive Skills” or not.

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3. Findings And Comment

Table 1. first class primary school female and male students' n, X, s, T values (test T results) according to Social Skill Evaluation Scale's subscales

Subscales	Sex	n	X	Ss	T	Level of importance
Basic social skills	Female	222	62.85	14.15	-.471	P=0.376 Unimportant P>0.05
	Male	233	62.24	13.65		
Starting and maintaining relations	Female	222	24.89	7.09	-.217	P=0.040 Important P<0.05
	Male	233	24.75	6.29		
Emotional skills	Female	222	25.54	5.74	-.138	P=0.284 Unimportant P>0.05
	Male	233	25.47	5.48		
Group work compatibility	Female	222	35.46	8.19	-.184	P=0.122 Unimportant P>0.05
	Male	233	35.33	7.26		
Transactional Skills	Female	222	83.31	18.79	-.203	P=0.042 Important P<0.05
	Male	233	82.97	16.57		
Cognitive skills	Female	222	20.69	5.97	-.036	P=0.497 Unimportant P>0.05
	Male	233	20.67	5.76		
Total	Female	222	252.75	55.40	-.329	P=0.097 Unimportant P<0.05
	Male	233	251.11	50.77		

According to findings in Table 1, at subscales of first class primary school students' Social Skills Evaluation Scale, basic social skills, emotional skills, group compability, cognitive skills and total social skills are meaningless; starting and maintaining a relationship skill and transactional skills are meaningful, girls' starting and maintaining a relationship skill and transactional skills have higher points than boys. In literature, there are some researches that social skills vary by sex in favour of girls. Elliot, Bernard and Gresham (1989) observed in the study named " Evaluation of Children's Social Behaviours According to Parent and Teacher" that girls display more prosocial behaviours and boys display more problem behaviours. At the result of the study "Analysis of 5-6 Years Old Children's Psycho-Social Developments Who Go to Kindergardens of Universities in Ankara, Çimen (2000) put forward that girls' psycho-social developments are better than boys' in terms of child's psycho-social development. In the research " Comparison of primary school first level, first term students who go to preschool education institutions and who does not

Table 2. According to Birth Order, first class primary school female and male students' n, X, s, Sd, F values (ANOVA table) according to Social Skill Evaluation Scale's subscales

Subscales	Birth Order	n	X	s	Sd	F	Level of importance
Basic social skills	First Child	183	64.63	12.96	4	3.863	P=0.004 Important P<0.05
	Second Child	168	62.36	13.93			
	Third Child	66	58.68	14.47			
	Fourth Child	22	63.95	15.96			
	Last Child	15	54.07	15.76			
Starting and maintaining relations	First Child	183	25.58	6.70	4	2.846	P=0.024 Important P<0.05
	Second Child	168	25.05	6.43			
	Third Child	66	22.97	5.94			
	Fourth Child	22	24.41	7.75			
	Last Child	15	21.60	8.94			

Emotional skills	First Child	183	26.33	5.32	4	2.903	P=0.022 Important P<0.05
	Second Child	168	25.24	5.79			
	Third Child	66	23.97	5.35			
	Fourth Child	22	26.45	6.04			
	Last Child	15	23.73	5.92			
Group work compatibility	First Child	183	36.08	7.60	4	3.174	P=0.014 Important P<0.05
	Second Child	168	35.67	7.53			
	Third Child	66	32.85	7.49			
	Fourth Child	22	37.18	8.35			
	Last Child	15	32.33	9.04			
Transactional Skills	First Child	183	85.51	17.08	4	3.793	P=0.005 Important P<0.05
	Second Child	168	83.24	18.23			
	Third Child	66	77.24	16.73			
	Fourth Child	22	86.05	16.20			
	Last Child	15	74.53	17.86			
Cognitive skills	First Child	183	21.48	5.59	4	4.033	P=0.003 Important P<0.05
	Second Child	168	20.66	5.77			
	Third Child	66	18.70	5.85			
	Fourth Child	22	22.09	6.60			
	Last Child	15	17.87	6.64			
Total	First Child	183	259.37	51.39	4	3.936	P=0.004 Important P<0.05
	Second Child	168	252.21	52.82			
	Third Child	66	234.41	50.58			
	Fourth Child	22	260.14	57.26			
	Last Child	15	224.13	59.27			

When the findings in the Table 2 are observed, it is seen that there is a meaningful relationship between birth order and social skills of primary school first class students at Social Skill Evaluation Scale. At basic social skill, first children are higher at meaningful level, last children are higher at starting and maintaining a relationship, fourth children are higher at emotional skill, group compability, transactional skills, cognitive skills and total social skill point.

Table 3. According to number of siblings, first class primary school female and male students' n, X, s, Sd, F values (ANOVA table) according to Social Skill Evaluation Scale's subscales

Subscales	Number of Siblings	n	X	s	Sd	F	Level of importance
Basic social skills	1	54	67.30	13.29	3	5.699	P=0.001 Important P<0.05
	2	224	63.74	13.10			
	3	137	59.96	14.26			
	4 and over	39	58.18	15.30			
Starting and maintaining relations	1	54	26.83	5.89	3	5.303	P=0.001 Important P<0.05
	2	224	25.34	6.83			
	3	137	23.99	6.03			
	4 and over	39	21.97	7.90			
Duygusal Emotional skills beceri	1	54	27.20	4.73	3	4.870	P=0.002 Important P<0.05
	2	224	25.99	5.57			
	3	137	24.51	5.65			
	4 and over	39	23.87	5.91			
Group work compatibility	1	54	37.37	7.59	3	3.762	P=0.011 Important P<0.05
	2	224	36.03	7.57			
	3	137	33.87	7.46			
	4 and over	39	34.41	8.77			
Transactional Skills	1	54	88.30	16.69	3	4.347	P=0.005 Important P<0.05
	2	224	84.59	17.65			
	3	137	80.06	17.67			
	4 and over	39	78.62	16.85			
Cognitive skills	1	54	22.44	5.49	3	5.438	P=0.001 Important
	2	224	21.28	5.51			

	3	137	19.41	6.04			P<0.05
	4 and over	39	19.31	6.64			
Total	1	54	268.74	50.40	3	5.467	P=0.001 Important P<0.05
	2	224	256.96	51.69			
	3	137	241.57	52.66			
	4 and over	39	236.36	56.55			

According to the findings in Table 3; at all subscales of Social Skills Evaluation Scale according to number of siblings, first class students' basic social skills, starting and maintaining a relationship, emotional skills, group compatibility skill, transactional skills, cognitive skills are found meaningful. Except transactional skills, at all subscales social skills of children who have 4 siblings and more are the highest. This result shows that having siblings cause a difference in social skills meaningfully. This is because of that these siblings have more chances to experience lots of social behaviours than single child. In the research "the role of siblings relationship in social skills development", it is seen that sibling relationship is important in terms of social skills development. According to Yavuzer (1999), although being singleton has advantages like good life and education possibilities, it has disadvantages like experience shortage, self inconfidence, precocity. There is a strong egoism in singletons. In general, appropriate striving reveals itself with timidity and adducement. If the child is not social, this pursuit is always in the form of leading will. According to Frazier (2008), siblings are the individuals who cause development in social and affective areas. Experts emphasize that healthy sibling relationships are useful not only at school period but also during whole life.

Table 4. According to mother education level first class primary school female and male students' n, X, s, Sd, F values (ANOVA table) according to Social Skill Evaluation Scale's subscales

Subscales	Mother Education Level	n	X	s	Sd	F	Level of importance
Basic social skills	Primary	199	57.73	14.77	3	21.019	P=0.000 Important P<0.05
	Secondary school	106	62.81	11.75			
	High School and equivalents	107	67.81	12.25			
	University	42	71.21	8.63			
Starting and maintaining relations	Primary	199	22.23	7.14	3	21.803	P=0.000 Important P<0.05
	Secondary school	106	26.05	5.45			
	High School and equivalents	107	26.92	5.76			
	University	42	28.56	4.86			
Emotional skills	Primary	199	23.66	6.05	3	15.849	P=0.000 Important P<0.05
	Secondary school	106	26.18	4.86			
	High School and equivalents	107	27.10	5.02			
	University	42	28.40	3.47			
Group work compatibility	Primary	199	32.71	8.36	3	20.040	P=0.000 Important P<0.05
	Secondary school	106	35.92	6.34			
	High School and equivalents	107	37.88	6.88			
	University	42	40.35	4.32			
Transactional Skills	Primary	199	76.44	18.55	3	21.850	P=0.000 Important P<0.05
	Secondary school	106	85.35	15.69			
	High School and equivalents	107	89.04	15.45			
	University	42	93.79	10.42			
Cognitive skills	Primary	199	18.66	6.19	3	18.744	P=0.000 Important P<0.05
	Secondary school	106	21.19	5.34			
	High School and equivalents	107	22.58	5.30			
	University	42	24.09	2.56			
Total	Primary	199	231.11	56.20	3	24.587	P=0.000 Important P<0.05
	Secondary school	106	257.50	45.14			
	High School and equivalents	107	271.33	46.19			
	University	42	286.43	26.88			

When table 4 is examined, it is found that all the subscales of primary school first class students' social skills evaluation scale are meaningful according to mother education level; for all the subscales the students' social skills whose mothers are graduated from university are the highest.

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