



Abstracting/Indexing

Currently EJRE is covered by the following indexes:

- (1) Directory of Open Access Journal (DOAJ).
- (2) Google Scholar.
- (3) Ulrichsweb Global Serial Directory.
- (4) Asos Sosyal Bilimler Indexsi.
- (5) Arastirmax Bilimsel Yayin Indexsi.

About IASSR

International Association of Social Science Research (IASSR) is an international, non-governmental, and non-profit research association. It has organized 14 conferences in 9 different countries in Europe with more than 3500 scholars all around the world. It has also published more than 1500 papers in 28 internationally edited books and 2 international journals. It has also joined international projects and funded two international projects. IASSR is a member of Union of International Associations.

Contact IASSR

Kamber Bruti No 40 Prizren Kosovo

iassr@iassr.org

<http://iassr.org>



A study of interpersonal problem solving abilities of 36-72 months-old children involved in preschool education

H. Elif Dağlıoğlu ^{a*}, N. Merve Dalkılıç ^b

^aAssoc. Prof. Dr., Gazi University, Faculty of Education, Department of Preschool Education, Ankara, 06000, Turkey

^bOmer Duygun Elemenry School, Erzurum, 25000, Turkey

Abstract

Thus, this study is aimed at researching interpersonal problem solving abilities from some variables on 36-72 months old children still continuing preschool education. 167 children of 36-72 month old children who are continuing primary schools of Ministry of National Education and independent kindergartens in Erzurum during the 2012-2013 education year were easily chosen by situation sampling, and created the workgroup in this research. As a means of collecting data in the research Mother-Father-Child Information form, Teacher Information form and Interpersonal Problem Solving Test (Preschool Interpersonal Problem Solving Test PIPS) prepared by the researcher was used. In the end, it has been established that there are no meaningful differences between the age, gender, the number of siblings and father traits of the children and the scores that they have obtained from PIPS. © 2014 European Journal of Research on Education by IASSR.

Keywords: Preschool, interpersonal problem solving

1. Introduction

Preschool era is an era that constitutes people's other eras' base. "Puerility" should be perceived as an important era by itself (Oktay, 2002). During this process beginning with birth, one gains very important physical, linguistic, cognitive, social and emotional abilities. Preschool education's importance comes into prominence again to maximize these gained abilities to the upper level. Preschool education is one of the most critical eras in any person's life because it affects the ability to satisfy the basic needs, to gain knowledge, skills and routine, to find the chance to realize one's self, to form and develop personality (Ari, 2005). Children can satisfy whatever they need with this education, they can be adapted the social environment by completing the social-emotional development clearly (Basal, 2005; Batshaw, 2002; Bowe, 2007; Dunlap, 2009; Gander and Gardiner, 2001; Incesulu, 2003; Odom, Hanson, Blackman and Kaul, 2003). Experiences and reactions determine child's personality in adaptation with environment. Personality configurations depend on daily problem solving abilities, thus problem solving abilities' importance comes into prominence. Problem solving abilities are to find effective solutions for child's daily life problems (Bingham, 1998; D' Zurilla and Nezu, 2007; Koray and Azar, 2008; Koruklu and Yılmaz, 2010). Besides that children may have problems with the other people who are related to them. The problem rising from the interaction of other people is called interpersonal problem. Children may perceive in a different way and may be perceived differently in their environment. And this creates sense of tension between children and the environment and causes, attempting to annihilate this sense (Ogulmus, 2001). But to annihilate this sense, interpersonal problem solving abilities must be supported clearly. Interpersonal problem solving ability is accepted as an ability that needs to be supported from birth and it takes lifetime. In the research works about this subject, it is stated such an early age

* E-mail address: edaglioglu1@gmail.com

as 4, children can learn problem solve ability methods with a proper training (Shure, 2001). And if at an early period children gain the way of thinking about solutions of interpersonal problems this gaining clearly can contribute about their having good and qualified relations (Anliak and Dincer, 2005; D' Zurilla, Nezu and Maydeu-Olivares, 2004; Maydeu-Olivares and D' Zurilla, 1996). To make children have good relations with the others and to create a good society, their gaining interpersonal problem solving abilities and adjustment should be easier for them. And this is only provided by a qualitative social-emotional development and finding different methods to solve interpersonal problems. So teachers' importance comes into prominence again about children's development on social-emotional balance abilities also development on interpersonal problem solving. Also preschool era is important to determine the relation between children's social-emotional balance abilities and interpersonal problem solving abilities, to create qualified societies and also to provide that children have clear development during the preschool era.

2. Tables

In this research, interpersonal problem solving abilities and differences in some demographical specialties of 36-72 month old children having preschool education were examined. After data collection processes were made facts were arranged in order to main purpose and sub goal. Between tables 1-3 Interpersonal Problem Solving Test's (PIPS) points and some points from children's demographical information were examined. Between tables 4-6 Interpersonal Problem Solving Test's (PIPS) and some points from teachers' demographical points were examined.

Table 1. Comparison of The Interpersonal Problem Solving Test Mother's Total Solution Points and Some Demographic Information about Children Through Kruskal Wallis H Test

		Mother's Total Solution Points						Kruskal Wallis H Test			Paired Comparison
		n	Mean	Median	Min	Max	SS	Mean Rank	H	p	
Mother's Educational Status	Primary	63	3,8	4	1	7	1,5	86,8	6,177	0,046	2-3
	Secondary	33	4,2	4	1	9	1,7	98,7			
	Higher education	71	3,4	3	1	7	1,3	74,6			
	Total	167	3,7	4	1	9	1,5				

Mothers' who are graduated from secondary school kids' points significantly higher than the mother's who are graduated from higher education schools kids and this cause a significant difference between mothers' educational status and kids' problems aimed at mother total points.

Table 2. Comparison of The Interpersonal Problem Solving Test Mother's Category Number and Some Demographic Information about Children Through Mann Whitney U Test

		Mother's Category Number						Mann Whitney U Test		
		n	Mean	Median	Min	Max	SS	Mean Rank	U	p
Mother's Professional Status	Working	59	2,3	2	1	4	0,7	69,4	2326,0	0,002*
	Not working	108	2,9	3	1	7	1,1	92,0		
	Total	167	2,7	3	1	7	1,0			

It was found that children's whose mother don't work answers category number higher than the children's whose mother work and this causes a significant difference between children's answers about mother problems and mother's educational status.

Table 3. Comparison of The Interpersonal Problem Solving Test The Number of Mothers Category and Some Demographic Information about Children Through Kruskal Wallis H Test

		The Number of Mothers Category						Kruskal Wallis H Test			Paired Comparison
		n	Mean	Median	Min	Max	SS	Mean Rank	H	p	
Mother's Level of Education	Primary School	71	2,4	2	1	4	0,8	72,9	7,692	0,021*	1-3
	Secondary School	63	2,8	3	1	7	1,1	90,5			1-2

Higher Education	33	3,0	3	1	6	1,3	95,6
Total	167	2,7	3	1	7	1,0	

The category number of responses given by the children whose mothers have a higher education is significantly higher than the ones whose mothers have a primary and secondary school education. Moreover, it has been found out that the category number of the responses given by children whose mothers have a secondary school education is meaningfully higher than the ones whose mothers have an education level of primary school.

Table 4. Comparison of The Interpersonal Problem Solving Test Peers Total Solving Scores and Some Demographic Information about Children's Teachers Through Kruskal Wallis H Test

		Peers Total Solving Scores						Kruskal Wallis H Test			Paired comparison
		n	Mean	Median	Min	Max	SS	Mean Rank	H	p	
The Number Of Children In Teacher's Class	5-10	22	4,0	4	1	7	1,7	89,3	10,489	0,015*	1-2 2-3 2-4
	11-15	5	2,0	2	1	3	0,7	18,3			
	16-20	65	4,0	4	1	8	1,3	88,0			
	21+	75	3,9	4	2	7	1,2	83,3			
	Total	167	3,9	4	1	8	1,3				

A meaningful difference between the children's total solving scores of peers' problems and the number of students who participate in the teachers' classes has been found out. The scores of children being educated in the classes with 11-15 students are meaningfully lower in comparison with the ones who are being educated in the classes with 5-10, 16-20 and 21+ students.

Table 5. Comparison of The Interpersonal Problem Solving Test The Number of Peers Category and Some Demographic Information about Children's Teachers Through Kruskal Wallis H Test

		The Number of Peers Category						Kruskal Wallis H Test			Paired Comparison
		n	Mean	Median	Min	Max	SS	Mean Rank	H	p	
The Number of Children in Teacher's Class	5-10	22	3,5	3,5	1,0	5,0	1,3	89,9	9,998	0,019*	1-2 2-3 2-4
	11-15	5	2,0	2,0	1,0	3,0	0,7	24,8			
	16-20	65	3,6	3,0	1,0	7,0	1,1	90,2			
	21+	75	3,4	3,0	1,0	7,0	1,1	80,9			
	Total	167	3,4	3,0	1,0	7,0	1,1				

The number of students in teachers' classes is meaningfully high in the category numbers of the responses that the children have given to the peer problems. The category number of children in the classes with 11-15 students is significantly lower than the other classes.

Table 6. Comparison of The Interpersonal Problem Solving Test The Number of Mothers Category and Some Demographic Information about The Children's Teachers Through Kruskal Wallis H Test

		The Number of Mothers Category						Kruskal Wallis H Test			Paired Comparison
		n	Mean	Median	Min	Max	SS	Mean Rank	H	p	
Teacher's Age	Younger than 20	10	2,9	3,0	1,0	5,0	1,4	96,5	11,654	0,020*	3-4 3-5
	21-25	35	2,7	3,0	1,0	6,0	1,0	84,7			
	26-30	47	3,1	3,0	1,0	7,0	1,2	99,7			
	31-35	40	2,3	2,0	1,0	4,0	0,8	69,9			
	36+	35	2,4	2,0	1,0	4,0	0,7	74,8			
	Total	167	2,7	3,0	1,0	7,0	1,0				

According to the findings obtained, it has been determined that there is a meaningful difference between the category numbers of the responses that have been given to peers problems by the children and the teachers' ages.

The category numbers of students who are being taught by a 26-30 year-old teacher are meaningfully higher in comparison with the ones taught by a teacher at the age of 31 and more.

References

- Anliak, S. & Dincer, Ç. (2005). Improving The Interpersonal Cognitive Problem Solving In Pre-School Time. *Educational Researches*, 20, 122-134.
- Ari, M. (2005). "The Importance Of Early Childhood Education And The Quality" New Approaches In Development And Education. Istanbul: Morpa.
- Basal, H. A. (2005). *Preschool Education*. Istanbul: Morpa.
- Batshaw, L. M. (2002). *Children With Disabilities*. (5th ed.). United States: Paul Brookes.
- Bingham, A. (1998). *Developing The Skills Of Problem Solving Of Children*. (Translation. A. F. Oğuzhan). Istanbul: National Education.
- Bowe, G. F. (2007). *Early Childhood Special Education: Birth To Eight*. (4th ed.). United States: Thomson Delmar.
- Dunlap, L. L. (2009). *An Introduction To Early Childhood Special Education: Birth To Age Five*. United States: Pearson.
- D'Zurilla, T.J., Nezu, M. & Maydeu-Olivares, A. (2004). Development And Preliminary Evaluation Of The Social Problem-Solving Inventory: Psychological Assessment. *Journal of Consulting and Clinical Psychology*, 2 (2), 156-163.
- D' Zurilla, T. J. & Nezu, M. (2007). *Problem- Solving Therapy: A Positive Approach To Clinical Intervention*. (3th Ed.). Springer.
- Gander, M.J. & Gardiner, H.W. (2001). *Child and Adolescent Development*. (Translation B. Onur). Ankara: Imge.
- İncesulu, A. (2003). "Pre-School Education" Declaration Text Of Pre-School Education Problems And Solutions. Istanbul: The Association of Private Schools.
- Koray, O. & Azar, A. (2008). Examining The Skills Of Problem Solving And Logical Thinking Of Secondary School Students In Terms Of Gender And The Major They Have Chosen. *Journal of Education Kastamonu*, 16(1), 125-136.
- Koruklu, N. & Yılmaz, N. (2010). The Effect Of The Training Programs Of Conflict Solving And Conciliation On The Skills Of Problem Solving Of Children Attending To Pre-School Organizations. *Adnan Menderes University Faculty of Teaching The Journal of Educational Sciences*, 1(1), 1-20.
- Maydeu-Olivares, A. & D'Zurilla, T.J. (1996). A Factor-Analytic Study Of The Social Problem Solving Inventory: An Integration Of Theory And Data. *Cognitive Therapy and Research*, 20 (2), 115-133.
- Odom, L.S., Hanson, J. M., Blackman, A. J. & Kaul, S. (2003). *Early Intervention Practices Around The World*. United States: Paulh Brookes.
- Oktay, A. (2002). *Magical Years Of Life: Pre-School Stage*. (3th ed.). Istanbul: Epsilon.
- Ogulmus, S. (2001). *The Skills And Training Of Interpersonal Problem Solving Skills*. (3rd ed.). Ankara: Nobel.
- Shure, M. B. (2001). *I Can Problem Solve (An Interpersonal Cognitive Problem-Solving Program) (ICPS)*. (2nd. ed.). Illinois: Research.