The Relationships between Preschoolers' Play Behaviors, Social Competence Behaviors and Their Parents' Parental Attitudes

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Abstract

The aim of this study is to examine the relationships between preschoolers' play behaviors, social competence behaviors and their parents' parental attitudes. In this study, correlational survey model was used. The target population of the study consists of 12.183 children attending preschool education institutions in the central districts of Van province and their parents. The sample of the study consists of 1.042 participants (521 children and their parents) determined by stratified sampling method. In this study, "Play Behaviors Scale for 36-71 Months Old Children", "Social Competence and Behavior Assessment-30 Scale" and "Parental Attitude Scale" were used for data collection. In data analysis, Pearson Product Moment Correlation Coefficient was used. As a result of the study, it was concluded that there are significant relationships between children's play behaviors, social competence behaviors and parents' parental attitudes. In order for parents to adopt the right attitude, it is advisable to prepare seminars, courses and parent education programs on child growing up attitudes.

Key words: Preschoolers, Play behaviors, Social competence behaviors, Parental attitudes, Preschool education

Introduction

Play, which is an instinctive activity, is the most important communication tool for the child (Güneş, 2004). Play is a vital necessity for human beings and maintains its importance even if it differs in every period of life. Being one of the children's rights, play has universal superiority. As a child-specific area, play is powerful enough to affect all developmental skills necessary for the child's life. It is the most effective learning tool for the children to recognize themselves, establish healthy relationships with their friends and comply with the rules of the society in which they live (Zembat, 2013).

Piaget and Smilansky grouped the play types into functional, structural, dramatic and canonical plays according to the content and structure of the play. These plays vary according to social and non-social play behaviors. According to play structure and content, play behaviors are grouped as social, reticent, solitary, parallel and rough tumble play behaviors (Cited in Aslan, 2013; Parten, 1932). *Social play* provides children with a unique environment that supports all their development. Social play, where interaction with friends is intense, develops child's cooperation, reconciliation and problem solving skills. In these plays, which are related to social competence and social skills, the child initiates communication, distributes roles and displays a compromise attitude in resulting conflicts. In *reticent behavior* involving purposeless behaviors, the child is content to watch without accompanying his/her friends playing in the classroom. Reticent behavior is associated with shyness and social fear. The child, who displays *solitary play behaviors,* prefers to play alone even if he/she has the opportunity to play with his/her friends. Although he/she is in the same environment as his/her friends, he/she quietly plays with toys or tries to discover objects (Coplan, Rubin & Fandlay, 2006). The children, who display *parallel play behaviors*, plays for different purposes although they share the same toys and playground with the children in the play environment. They can communicate eye-to-eye with their friends, laugh with them, talk about their activities and ask questions, but this communication is often not meaningful. Communication is not mutual and continuous (Aslan, 2013). *Rough tumble play behaviors* include emotional expressions and energetic movements. It looks like a real fight as the child exhibits behaviors such as running, catching, pushing and

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kicking. However, the child has playful expressions on his/her face even though he/she exhibits behaviors similar to fighting. After these behaviors, they continue their plays with fun (Pellegrini, 2002).

The child becomes aware of his/her repressed feelings by turning his anger, fears into action in play. Thus, the child learns to express and manage emotions in the play (Kuru, 2009). Therefore, it is thought that social competence behaviors and play behaviors of children are interrelated. Social competence is a prerequisite for the skills required to maintain a healthy life. Social competence, defined as an individual's ability to manage his/her own emotions, behaviors and social relationships or to exhibit sufficient social behaviors, is very important for the psychological development of children (Çorbacı, 2008; Şendil, 2010). Individuals with high social competence have realistic goals and can motivate themselves to achieve these goals. These individuals, who are solution-oriented, do not give up in the difficulties they face and try to complete their missing aspects. As they have a high sense of self-confidence, they establish healthy relationships with the society. They are successful and happy individuals in their social and business life. On the other hand, individuals with low social competence tend to give up what they want to do in order to avoid difficulties in their lives. When they face any difficulties, they give up and complain instead of struggling. They have difficulty in setting goals and reaching their goals. They are aggressive because they cannot communicate with people in a healthy way. It is inevitable for individuals with low social competence to experience behavioral problems (Israel, 2007).

Social competence behaviors are categorized into three groups as social competence, aggression and anxiety-introversion behaviors. One of the characteristics expected from children with high *social competence* is high level of social maturity. Social maturity is the individual's ability to show the expected compliance with the rules adopted in the society (Aral & Baran, 2011). *Aggression,* seen in children, is a condition that causes the individual harm his/her environment by displaying negative behaviors such as anger (Özdemir, 2014). The family's being overly tolerant to the child and doing whatever he/she wants causes the child to show anger behaviors to the usual difficulties (Aydın, 2004). One of the reasons of aggressive behaviors is that the family constantly prevents the child's behavior, criticizes, punishes and neglects his developmental needs (Aral, Ayhan & Türkmenler, 2004). The lack of effective communication between family members and the inability of the child to express himself/herself adversely affect the child's communication and social skills. Anger behaviors occur in the child if he/she has difficulty in expressing himself/herself in social settings. Children who do not know how to manage their feelings of anger may display aggressive behaviors towards themselves or their surroundings (Yumuş, 2013). *Anxiety-introversion behaviors* are defined as shyness within the group, feeling unhappy and depressive (Baltaş, 2002). Parental attitude is one of the most important factors in having anxiety. The parents' attitude towards their children based on criticism makes the child feel unworthy and causes lack of self-confidence. The parents' ignoring the child's wishes, not allowing him/her to take responsibility and make mistakes, and their constant comparison with his/her friends is one of the reasons of social anxiety. This anxiety that occurs during childhood causes the child to become an introverted person in his/her future life (Bozkurt, 2016).

Since the children try to get to know themselves and their environment in the preschool period which is the basis of life, they tend to ask questions to the people around. Children who have to communicate with their peers and adults constantly suppress this deficiency when they have communication problems by showing aggressive or recessive behaviors (Ateş, 2011). Behavioral problems that arise when the child has low social competence have a negative impact on the future life of the child and prevent him/her from adapting to society (Zhang et al., 2014). In order for the social skills to be permanent, the children must actively develop these skills in the family, school and daily life. The children become aware of their social competence as a result of the interaction with their friends in a play environment where they freely exhibit their emotions and behaviors. The children also learn to evaluate themselves in plays where they have the opportunity to express themselves, regulate their feelings, freely express their opinions on a topic or situation. It is important for children to regulate their emotions and express themselves in the environment in terms of social development. As children learn to share, help, obey rules, understand differences, cooperate; social skills develop and social skills affect play behaviors (Çorapçı, Aksan, Yalçın & Yağmurlu, 2010; Haktanır, 2011; Yavuzer & Demir, 2016). Therefore, it is seen that there is a need to reveal the relationships between social competence behaviors and play behaviors of children attending preschool education institutions.

The social competence of the child is shaped by the interaction with the family and peers with whom he/she is in close relationship. Since socialization starts from birth, the mother-child interaction in the first years of life is important in the social development of the child. If there is a bond of love and trust between mother and child, it develops qualified social relations with the child's environment (Akbaş & Budak, 2011). Communication in the family, parents' reactions to the events/situations, language and strategies used in case of conflict affect the child's relationship with friends. The child makes his/her first socialization experience with his/her parents. Thanks to the bond of love and trust established by the positive attitude of the parent, the child makes efforts to establish social relations with the environment. The distance between mother, father and child with judicial and

critical parental attitude causes the child to develop a negative attitude towards his/her environment and hinder socialization (Yavuzer & Demir, 2016).

Parental attitudes are grouped in different ways. In this study, parental attitudes were grouped in four dimensions as democratic, authoritarian, overprotective and permissive attitude based on target literature and "Parental Attitudes Scale" used in this study. Parents, who adopt *democratic attitude,* prepare an appropriate educational environment for their children and take care of every activity they take. Their positive feedback encourages their children to learn. Thanks to the common attitude adopted by both mother and father towards the child, the child can distinguish between right and wrong behaviors (Çağdaş & Seçer, 2011). Children who grow up with democratic parental attitude become individuals with high social competence, high self-esteem and responsibility (Erkan, 2013; Pekşen Akça, 2012). These children, who are in harmony with the social environment, can express their feelings and thoughts, produce solutions to the problems they face, generally have the desired competence in the fields of social, emotional and cognitive development (Özkafacı, 2012). Children of parents with *authoritarian parental attitude* become anxious and unhappy. As their communication skills are insufficient, they resort to violence in anger. These children, who lack self-confidence, are afraid to establish social relations (Erkan, 2013; Santrock, 1997). Children, who are forced to obey every rule, tend to be quiet, gentle, honest, careful as well as overly sensitive, shy and behave under the influence of their friends when they enter the social environment (Yavuzer, 2003). Since parents, who exhibit *overprotective parental attitude*, think and decide instead of children; creative thinking, critical thinking and problem solving skills of children do not develop. These individuals, who cannot make decisions on their own, tend to escape the responsibilities they should take (Pekşen Akça, 2012). The child, constantly protected by his/her parents, do not know how to handle the difficulties he/she face in his/her present and future life, and do not seek any solution (Şendil, 2003). Undesirable behaviors such as high levels of anxiety and insecurity occur in children because they are over-controlled (Erkan, 2013; Karabulut Demir & Şendil, 2008; Maccoby & Martin, 1983). Thus, children who cannot develop self-confidence and communication skills will be an individual who cannot express themselves, communicate positively and adapt to the environment. On the other hand, parents with *permissive parental attitude* generally think that they apply contemporary practices. Even if they sometimes think that they should set up rules against their children, children are not affected by their parents' behaviors because they remain undecided (Yörükoğlu, 1987). Children, who grow up with permissive parental attitude, have problems in their social life outside the family environment because they do not realize the positive and negative behaviors. Children, who have problems in internal motivation and social relations, lack self-confidence. They have difficulty in taking responsibility in their future lives and tend to display aggressive behaviors (Erkan, 2013; Altay & Güre, 2012).

Based on the literature, it can be said that parental attitudes have an effect on children's social competence behaviors. Therefore, it is thought that parents' parental attitudes and social competence, play behaviors of the children are interrelated. From this point of view, the aim of this study is to investigate the relationships between preschoolers' play behaviors, social competence behaviors and parents' parental attitudes. The children demonstrate their social skills that they have gained as a result of the bond with their family, in their relationships with friends. Environments, where the child's interactions with friends are most intense, are play activities. The behaviors the child exhibits in his/her plays where he/she has the opportunity to freely turn all his/her developmental skills into action are thought to be related to the child's social competence and parents' parental attitudes. Therefore, this study is important in terms of revealing the relationships between preschoolers' play behaviors, social competence behaviors and parents 'parental attitudes.

Although there are studies in the literature examining the relationship between parental attitude and social competence behaviors of children (Andı, 2014; Coplan et al., 2002; Çetinkaya, 2016; Ogelman et al., 2013; Yener, 2014) and the studies examining the relationship between children's social competence behaviors and play behaviors (Coplan et al., 2001; Farver et al., 1995; Rubin et al., 1995; Spindrad et al., 2004; Uren & Stagnitti, 2009), no study has been reached investigating the relationship between parental attitude and children's play behaviors. In this respect, this study examining the relationships between play behaviors, social competence behaviors of children attending preschool education institutions and parents' parental attitudes is expected to contribute to the target literature.

Method

Research Model

In this study, correlational survey model was used. Correlational survey model aims to determine the existence and degree of the relationship between multiple variables (Karasar, 2015). In this study, correlational survey model was used because it aims to reveal the relationships between preschoolers' play behaviors, social competence behaviors and parents' parental attitudes.

Population and Sample

The study population of this study consists of children attending preschool education institutions in the central districts (Ipekyolu, Tusba and Edremit) of Van province in 2017-2018 academic year and their parents. According to the data obtained from Van Provincial Directorate of National Education, 12.183 children are educated in preschool education institutions affiliated to Ministry of National Education; 6286 in Ipekyolu district, 2779 in Tusba district and 3118 in Edremit district. In this study, it was decided to determine sample from the study population because it is difficult to reach the whole population in terms of time, labor and opportunities.

Stratified sampling method was used in this study. In stratified sampling; the population is divided into subgroups by considering various factors affecting the study problems and a random sample is taken from each group (Padem, Göksu & Konaklı, 2012). Therefore, in this study, preschool institutions in the districts were divided into three groups as low, medium and high socio-economic development level. In determining the socio-economic development level of the schools, expert opinion was used and in this direction, variables such as economic and educational level of the school environment were taken into consideration. Then, a certain number of preschool institutions from each level were randomly selected.

In determining the sample size, it is important to identify a sample that is as large as possible and representative of the population in terms of time and possibilities (Fraenkel, Wallen & Hyun, 2012). Therefore, a total of 521 children attending preschool institutions and their parents from three districts formed the sample of the study. While sampling according to districts, the ratio in the study population and the number of children at high, medium, low socio-economic development level were taken into consideration. According to Çıngı (1994), if population size is 10. 000 at .05 significance level, sample size of 370 participants is sufficient to represent the population (Cited in Büyüköztürk et al., 2016). In this case, it can be said that the sample of this study is large enough to represent the population. Table 1 shows the distribution of the children attending preschool education institutions which constitute the sample of this study.

Table 1. Distribution of children in the sample

Characteristics	Category	Number (N)	Percentage (%)
Gender	Female	260	49.9
	Male	261	50.1
Age	36-48 months	58	11
	49-60 months	281	54
	61 months and over	182	35
District	Ipekyolu	298	57
	Tusba	99	19
	Edremit	124	24
Socio-economic development level of the school	High	212	41
	Medium	150	29
	Low	159	30
	Total	**521**	**100**

According to the data in Table 1, approximately half (260; 49.9%) of the children attending preschool education institutions in the sample are female and approximately half of them (261; 50.1%) are male. 298 (57%) of the children are studying in Ipekyolu district, 99 (19%) in Tusba district and 124 (24%) in Edremit district. 212 (41%) of the children are studying in schools with high socio-economic development level, 150 of them (29%) in schools with medium socio-economic development level and 159 of them (30%) in schools with low socio-economic development level.

Table 2 shows the distribution of the parents of the children in the study sample according to gender, education level, number of children and income level.

Table 2. Distribution of parents in the sample

Characteristics	Category	Number (N)	Percentage (%)
Gender	Female (Mother)	493	95
	Male (Father)	28	5
Education Level	Illiterate	50	10
	Primary school	171	33
	Secondary school	108	21
	High school	111	21
	Bachelor's degree	81	15
Number of Children	One child	55	11
	Two children	237	46
	Three children	133	25
	Four children or more	96	18
Income Level	0-1499 TL	181	35
	1500-2499 TL	149	28
	2500-3499 TL	82	16
	3500 TL and above	109	21
	Total	521	100

According to the data in Table 2, 493 (95%) of the parents are mother and 28 (5%) of them are father. 50 (10%) of the parents are illiterate, 171 (33%) are primary school graduates, 108 (21%) are secondary school graduates, 111 (21%) are high school graduates and 81 (15%) have bachelor's degree. 55 (11%) of the parents have one child, 237 (46%) have two children, 133 (25%) have three children and 96 (18%) have four or more children. 181 (35%) of the parents have between 0-1499 TL monthly income, 149 (28%) have between 1500-2499 TL monthly income, 82 (16%) have between 2500-3499 TL monthly income and 109 (21%) have a monthly income of 3500 TL and above.

Data Collection Tools

Play Behaviors Scale for 36-71 Months Old Children: The scale, developed by Aslan (2017) in order to evaluate play behaviors of 36-71 months old children, consists of 21 items. The scale, scored by the teacher, is in a five-point Likert format and consists of five sub-dimensions: social, reticent, solitary, parallel and rough tumble play behaviors. The Cronbach Alpha internal reliability coefficients were found as .73 for the total scale, .92 for reticent, .84 for solitary, .89 for parallel, .90 for social and .96 for rough tumble play behaviors. In this study, Cronbach Alpha internal reliability coefficients were calculated for the sub-dimensions as .84, .74, .86, .86 and .93, respectively. These values indicate that the scale is a reliable measurement tool.

Social Competence and Behavior Assessment-30 Scale: The scale, developed by La Freniere and Dumas (1996) and adapted into Turkish by Çorapçı, Aksan, Arslan-Yalçın and Yağmurlu (2010), is aimed to determine emotional, behavioral problems such as anger-aggression and anxiety-introversion, and the quantity of social skills that are expected to develop in preschool period. The scale, scored by the teacher or parent of the child, is in six-point Likert format and consists of three sub-dimensions. The Cronbach Alpha internal reliability coefficients for the "social competence", "anger-aggression" and "anxiety-introversion" sub-dimensions were found as .88, .87, and .84, respectively. In this study, Cronbach Alpha internal reliability coefficients were calculated as .90, .87 and .88, respectively. These values indicate that the scale is a reliable measurement tool.

Parental Attitude Scale: The scale, developed by Karabulut Demir and Şendil (2008) in order to determine the parental attitudes of parents in raising preschool children and being a five-point Likert format, consists of four sub-dimensions of "democratic attitude" (17 items), "authoritarian attitude" (11 items), "overprotective attitude" (9 items), "permissive attitude" (9 items) and 46 items. The Cronbach Alpha internal reliability coefficients of the scale were found as .83 for the "democratic" sub-dimension, .76 for the "authoritarian" sub-dimension, .75 for the "overprotective" sub-dimension, and .74 for the "permissive" sub-dimension. In this study, Cronbach

Alpha internal reliability coefficients of the scale were calculated for the sub-dimensions as .82, .81, .75 and .71, respectively. These values indicate that the scale is a reliable measurement tool.

The study data were collected in May and June within 2017-2018 academic year. In data collection process, the schools in the districts were divided into three levels as low, medium and high socio-economic development level by taking expert opinion and a total number of 25 preschool institutions from each level (independent kindergartens and kindergartens within primary schools) were selected randomly. Each teacher was asked to determine eight children (four male and four female) by randomly selecting from the class list. Parental attitude scale was sent to the parents of the selected children. Then, teachers were asked to fill in the play behaviors and social competence behaviors scale for each child whose parent filled the parental attitude scale. A total of 190 teachers were contacted and feedback was received from 144 teachers. Then, 46 teachers from the schools with high, medium and low socio-economic development level were not included in the study because their students' parents did not fill the parental attitude scale. In this case, data about approximately three or four students were collected from each teacher. Data collection took approximately eight weeks.

Data Analysis

In this study, Pearson Product Moment Correlation Coefficient values were calculated to determine whether there is a significant relationship between play behaviors, social competence behaviors and parental attitudes. These values were interpreted as low between '0.00-0.29', medium between '0.30-0.69' and high level between '0.70-1.00' (Büyüköztürk, 2013).

Results

Table 3 shows the Pearson Product Moment Correlation Coefficients calculated to examine the relationship between play behaviors, social competence behaviors of children attending preschool education institutions and their parents' parental attitudes.

Table 3. Pearson Product Moments Correlation Coefficients of Variables

Scales and sub-dimensions	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
A. Parental Attitude Scale								
1. Democratic	-.155**	-.093*	-.071	.151**	.013	.148**	-.131**	-.154**
2. Authoritarian	.198**	.058	.070	-.103*	.029	-.105*	.131**	.148**
3. Overprotective	-.005	-.061	.012	.086	-.025	.055	-.007	-.004
4. Permissive	.077	.054	.019	-.076	-.014	-.016	.090*	.098*
B. Play Behaviors Scale								
5. Reticent behaviors	1.00	.569**	.258**	-.557**	-.057	-.441**	.214**	.687**
6. Solitary play		1.00	.501**	-.292**	-.030	-.178**	.173**	-.426**
7. Parallel play			1.00	.053	-.021	.020	.129**	.155**
8. Social play				1.00	.070	.539**	-.142**	-.575**
9. Rough tumble play					1.00	-.238**	.475**	.032**
C. Social Competence Scale								
10. Social competence						1.00	-.451**	-.522**
11. Anger-aggression							1.00	.359**
12. Anxiety-introversion								1.00

*p<.05 *, p<.01**

According to the data in Table 3, there is a low level, positive and significant relationship between democratic parental attitude and children's social play behaviors (r = .151; p <.01), social competence behaviors (r = .148; p

<.01); while there is a low level, negative and significant relationship between democratic parental attitude and children's reticent behaviors (r = -.155; p <.01), solitary play behaviors (r = -.093; p <.05), anger-aggression (r = -.131; p <.01), anxiety-introversion behaviors (r = -.154; p <.01).

There is a low level, negative and significant relationship between authoritarian parental attitude and children's social play behaviors (r = -.103; p <.05), social competence behaviors (r = -.105; p <.05); while there is a low level, positive and significant relationship between authoritarian parental attitude and children's reticent (r = .198; p <.01), anger-aggression (r = .131; p <.01), anxiety-introversion behaviors (r = .148; p <.01).

It is seen that there is a low level, positive and significant relationship between permissive parental attitude and children's anger-aggression (r = .090; p <.05), anxiety-introversion behaviors (r = .090; p <.05).

There is a medium level, negative and significant relationship between children's social competence behaviors and reticent behaviors (r = -.441; p <.05); there is a low level, negative and significant relationship between children's social competence behaviors and solitary play behaviors (r = -.178; p <.05), rough tumble behaviors (r = -.238; p <.05); while there is a medium level, positive and significant relationship between children's social competence behaviors and social play behaviors (r =. 539; p <.05).

There is a low level, positive and significant relationship between children's anger-aggression behaviors and reticent (r = .214; p <.01), solitary (r = .173; p <.01), parallel play behaviors (r = .129; p <.01); there is a medium level, positive and significant relationship between children's anger-aggression behaviors and rough tumble play behaviors, (r = .475; p <.01); while there is a low level, negative and significant relationship between children's anger-aggression behaviors and social play behaviors (r = -.142; p <.01).

There is a medium level, positive and significant relationship between children's anxiety-introversion behaviors and reticent (r = .687; p <.01), solitary play behaviors (r = .426; p <.01); there is a low level, positive and significant relationship between children's anxiety-introversion behaviors and parallel play behaviors (r = .155; p <.01); while there is a medium level, negative and significant relationship between children's anxiety-introversion behaviors and social play behaviors (r = -. 575; p <.01).

Discussion and Conclusion

In this study, it was concluded that there are significant relationships between children's social competence behaviors and parents' parental attitudes. In other words, it was determined that as the democratic parental attitudes increased, children's social competence behaviors increased, but their anger-aggression and anxiety-introversion behaviors decreased. As the authoritarian parental attitudes increased, children's social competence behaviors decreased. In addition, it was concluded that as the authoritarian and permissive parental attitudes increased, children's anger-aggression and anxiety-introversion behaviors increased. In the literature, there are studies examining the relationship between parental attitude and social or problematic behaviors of children. In parallel with the results of this study, Andı (2014) found a low level, negative and significant relationship between democratic parental attitude and destructive-demanding behavior of the child. Dursun (2010) found that children, whose mothers adopt authoritarian attitude, exhibited more aggressive behaviors. In their study, Ogelman et al. (2013) concluded that there is a negative and significant relationship between children's social skills and mothers' permissive, authoritarian attitude. Yener (2014) found a low level, positive and significant relationship between children's social cooperation, social acceptance, independence skills and parents' democratic attitudes. Coplan, Hastings, Lagace-Seguin and Moulton (2002) concluded a positive relationship between parents' democratic attitudes and social development of the child. Jiménez-Barbero, Ruiz-Hernández, Llor-Esteban and Waschgler (2016) found significant relationships between externalization with high impulsivity, ingrained attitudes toward violence and inconsistent parental styles. Similarly; de Vries, Hoeve, Stams and Asscher (2016) concluded that low parental monitoring plays an important role in mediating the association between poor attachment bonds and delinquency. Gülay (2011) found a positive and significant relationship between mothers' authoritarian attitude and children's positive social behaviors; and a positive and significant relationship between mothers' authoritarian, permissive attitudes and children's aggression behaviors. In contrast to the results of this study, Çetinkaya (2016) found that there is no relationship between mothers' attitude of raising children and social-emotional adjustment of children. In their study, Altay and Güre (2012) concluded that children, whose mothers exhibit democratic parental attitude, have more negative relations with their peers than those whose mothers have permissive parental attitude.

When the results of similar studies in the literature and this study's results are evaluated, it can be said that as democratic attitude of the parents increases, the children's social competence behaviors increase, but their anger-aggression and anxiety-introversion behaviors decrease; as parents' authoritarian and permissive attitude

increase, the anxiety-introversion and anger-aggression behaviors of children increase, but their social competence behaviors decrease. Parents adopting authoritarian attitude display strict, normative behaviors towards their children and their sensitivity to their children's feelings are quite low. Children, who grow up with authoritarian attitude, tend to exhibit aggressive behaviors because they have anxiety and communication problems. Similarly, in permissive parental attitude, behaviors of parents such as doing whatever they want, not being able to make rules, and not reacting to any negative behavior including aggressive behaviors negatively affect children's social skills (Altay & Güre 2012; Erkan, 2013; Santrock, 1997; Segrin & Flora, 2019). On the other hand, in democratic parental attitude, the parent's sensitivity to the feelings and thoughts of the child, giving the child the right to speak will make the child feel valuable and establish positive relations with the environment. In addition, the parent's explanation of negative behaviors to the child together with their reasons makes it easier for the child to quit negative behaviors and gain positive behaviors (Erkan, 2013; Pekşen Akça, 2012; Yener, 2014). Therefore, according to the results of this study, it can be said that children who grow up with authoritarian and permissive parental attitudes tend to exhibit negative social behaviors such as anxiety-introversion and aggression because of being forced and under pressure or being overly free. On the other hand, it can be thought that the positive communication that the children establish with their families in democratic parental attitude reflects positively on their social skills.

In this study, it was concluded that there are significant relationships between children's social competence behaviors and play behaviors. In other words, it was determined that as children's social competence behaviors increased, their reticent, solitary and rough tumble play behaviors decreased, but their social play behaviors increased. It was concluded that as children's anger-aggression behaviors increased, their reticent, solitary, parallel and rough tumble play behaviors increased, but their social play behaviors decreased. In addition, it was concluded that as children's anxiety-introversion behaviors increased, their reticent, solitary and parallel play behaviors increased, but their social play behaviors decreased. In parallel with the results of this study, Koçyiğit, Sezer and Yılmaz (2015) concluded that children's social skills increase with play skills, and children's play skills are lower who exhibit anxiety-introversion and anger-aggression behaviors more frequently. Uren and Stagnitti (2009) found a positive and significant relationship between children's social competence behaviors and play behaviors. Farver et al. (1995) concluded that children who exhibit social competence behaviors more frequently tend to play complex games. In their study, Rubin et al. (1995) found that children playing alone had low social communication. Coplan, Gavinski-Molina, Lagace-Seguin and Wichmann (2001) found a negative and significant relationship between passive play behaviors and shyness of girls, and between solitary play behaviors and social competence behaviors of boys. Similarly, in a study by Spindrad et al. (2004), it was concluded that there is a significant relationship between children's solitary play behaviors and asocial behavior, and reticent behaviors was associated with low social competence. Wolfberg, DeWitt, Young and Nguyen (2015) concluded a relation between symbolic play and social/cognitive abilities of the children.

When the results of similar studies in the literature and this study's results are evaluated, it is seen that there are positive and significant relationships between children's social competence behaviors and social play behaviors; between children's anger-aggression, anxiety-introversion behaviors and reticent, solitary, parallel, rough tumble play behaviors. Communicative social plays are the ones in which two or more children exhibit mutual cooperation, sharing, problem solving behaviors. This social interaction in the plays affects children's acquiring friends, self-confidence development and social acceptance (Aslan, 2013; Butler, 2016; Coplan, Rubin & Fandlay, 2006). Although socially shy children want to play with their friends, it is thought that they tend to avoid communicating with their friends due to social interaction fear (Rubin & Asendorpf, 1993). Therefore, it can be said that social competence behaviors of the child increase thanks to social plays and children with high social competence tend to social plays more. On the other hand, it is thought that children who exhibit anxiety-introversion behaviors tend to play alone or watch only when they are in contact with their friends because of the problems such as lack of self-confidence, negative self-perception, and social anxiety. In addition, it can be said that children who exhibit anger-aggression behaviors frequently show rough tumble behaviors in play environment more often because of the fact that rough tumble play contain behaviors similar to aggressive behaviors such as running, pushing and chasing.

In this study, it was concluded that there are significant relationships between children's play behaviors and parents' parental attitudes. In other words, it was determined that as the democratic parental attitudes increased, children's social play behaviors increased, but their solitary play behaviors decreased. Furthermore, as the authoritarian parental attitudes increased, children's reticent behaviors increased, but their social play behaviors decreased. In the literature, no studies have been reached examining the relationship between parental attitude and children's play behaviors. However, there are studies indicating that there is a significant relationship between parental attitude and children's social competence behaviors (Andı, 2014; Coplan et al., 2002; Çetinkaya, 2016; de Vries et al., 2016; Jiménez-Barbero et al., 2016; Ogelman et al., 2013; Yener, 2014). In these studies, it was concluded that democratic parental attitude increases children's social competence behaviors, authoritarian and permissive attitude increases children's anxiety-introversion and anger-aggression

behaviors. In addition, there are studies indicating that there is a significant relationship between social competence behaviors and play behaviors of children (Coplan et al., 2001; Farver et al., 1995; Rubin et al., 1995; Spindrad et al., 2004; Uren & Stagnitti, 2009; Wolfberg et al., 2015). As a result of these studies, it was found that social competence behaviors were associated with social plays, and there are significant relationships between anxiety-introversion, anger-aggression behaviors and reticent, solitary, parallel, rough tumble play behaviors. In this case, it can be said that parental attitude is also related to play behaviors as it is related to social competence behaviors of the children. When the results of this study are evaluated, it can be considered that the parents who adopt democratic attitude increase social skills of the child and thus children with high social competence exhibit social play behaviors more frequently. It is thought that as parents who adopt authoritarian parental attitude do not take into account the developmental needs of children, show a more rigid and normative attitude to their children and do not establish a healthy communication with their children, thus these behaviors prevent their children from gaining the social skills necessary for social interaction with their peers. Thus, it can be said that this causes children with low social competence to move away from social plays and tend to reticent behaviors.

Recommendations

According to the results of this study, it was concluded that there are significant relationships between preschool children's social competence behaviors, play behaviors and their parents' parental attitudes. In order for parents to adopt the right attitude, it is advisable to prepare seminars, courses and parent education programs on child growing up attitudes. This study is limited to examining the relationships between play behaviors, social competence behaviors of children and parental attitudes. Studies examining the relationship between children's play behaviors, social competence behaviors, parental attitudes and different development areas of children such as language and cognitive development can be conducted.

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