

Does Child's Temperament Determine the Social Skills of Boys and Girls

By

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Abstract

The aim of this study was to examine the temperamental characteristics (approach-withdrawal, persistence, rhythmicity and reactivity) and social skills of 5-6 year old children in relation to gender. The research sample consisted of 128 Turkish children (between the ages of five and six); 65 of them were girls (50.8%) and 63 of them were boys (49.2%) all attending kindergarten in the city of İzmir, administered by the Ministry of National Education. Data collection instruments implemented are Preschool and Kindergarten Behavior Scales-2 and The Short Temperament Scale for Children. The results obtained from the study revealed a statistically significant difference between the reactivity subscale scores of children in relation to gender indicating that reactivity scores of boys are higher than girls. On the other hand, no statistically significant difference was detected between the approach/withdrawal, persistence, rhythmicity subscale scores of children in relation to gender. The results obtained from the Preschool and Kindergarten Behavior Scale (social skills subscale) items social cooperation; social independence and social interaction average scores were significantly different in relation to gender. Further analysis indicate that average scores of girls were higher than average scores of boys. According to the results, no significant correlation was found between social cooperation and social interaction and approach/withdrawal, persistence and rhythmicity subscales. On the other hand, a statistically significant correlation was observed between the social independence and reactivity subscale.

Keywords: Gender, preschool education, social skills, temperament.