



The Effect of Mother-Child Relation and Father Attitudes on Children's Perceptions of Moral and Social Rules

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Abstract

In this study, the purpose is to examine the relationship between mother-child relation and father attitudes and the perspective on moral and social-conventional rules of the 6 year-old children attending to preschool education institutions. A total of 122 six-year-old children attending to preschool education institutions and their parents were included in the study group. Scale of Moral and Social-Conventional Rules Knowledge was used in order to collect the data regarding the children's perspective on moral and social-conventional rule. Parental Acceptance - Rejection Questionnaire - Mother Form, PARQ was used in order to determine the mother-child relations. Family Attitude Inventory was used in order to determine the father attitudes. Pearson Correlation Coefficient was used in the analysis of data. In conclusion, a significant relation was found between mothers' Warmth and Love and Lack of Interest sub-dimensions of Parental Acceptance - Rejection Questionnaire - Mother Form and children's perception of the moral rules; and there is also a significant relation between Democratic/Authoritative Child Care and Attitudes and Obedience sub-dimensions of Family Attitude Inventory of fathers and social punishment scores of the children ($P < .05$).

Keywords

Preschool period
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Introduction

Morals is a cognitive structure that helps the individual differentiate between right and wrong, fair and unfair and good and bad by judging consciously (Selçuk, 1995, Senemoğlu, 2005; Çiftçi, 2007; Danovitch & Keil, 2007; Harlak et al, 2007; Özgün, 2010). Moral development is related to child's developing awareness on what is good and what is bad during the socialization period. A successful moral development can be defined as the individual's will to share, cooperate, be self-giving, and be forgiving and obedient to social-conventional rules. Along with the moral development, the individual is expected to control herself/himself within the framework of social rules and traditions (Mercin, 2005; Topbaşı, 2006; Özgün, 2010).

From the theoretical aspect, while Freud, the psychoanalytic theory advocate, asserted that moral development is completed within the first 5 years (Yapıcı & Yapıcı, 2005), Erikson claimed that moral development continues until early adulthood. According to behaviorists, moral judgments are

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acquired through conditioning. Accepted behaviors continue to be presented while unaccepted behaviors are regarded as wrong (Topbaşı, 2006). The process of development makes a gradual progress from moral to immoral rules (Smetana, 1981). Piaget and Kohlberg have asserted that moral development occurs in parallel with child's cognitive development within the framework of her/his social interaction with her/his friends (Mercin, 2005; Nobes, Panagiotaki & Pavson, 2009). Piaget regards the moral development as a construction process and on the other hand, Kohlberg, regards it as the discovery process of the universal moral principles. Moral perceptions develop in a series of stages that are related to age (Kabadayı & Aladağ, 2010). Piaget - in the period of moral realism-claims that children learn the judgments about what is right and what is wrong from the source of authority around them; on the other hand, Kohlberg claims this at preconventional level of moral development (Güngör, 2004).

It is now abundantly clear that a child's first 5 years of life are critical for the establishment of early cognitive, social-emotional, and regulatory skills and competencies that serve as precursors for lifelong adaptation and functioning (Sheridan et al, 2010). Showing empathy for the emotions of other people is a great developmental success for the social interactions. Psychological researches show that children understand the external reasons that affect the feelings of a person as of being three or five years old, and they also become aware of the fact that feelings are connected with the desires at these ages. For instance; a three-year-old child can understand somebody will be happy when he gets a present (Gummerum, Hanoch, Keller, Parsons & Hummel, 2010).

As human beings we are both individual and social beings. Cultural psychologists view people and culture as "interdependent and mutually active". Human beings develop through constant interactions with other people, society, culture, and the physical environment (Hong, 2003). Socialization is the child's acceptance of the behaviors convenient to the norms and values in the environment. Understanding people and adaptation are criterion of socialization. Most of the social behaviors are controlled by moral values (San Bayhan & Artan, 2004; Topbaşı, 2006). Perception of social-conventional rules relies on the real knowledge about the social world. Social-conventional rules are formed by certain social groups and learning these rules is mandatory (Yapıcı & Yapıcı, 2005). Children learn the social-conventional rules as a result of their interaction with the environment and they develop a perception of social-conventional rule (Çeliköz, Seçer, Çetin & Şen, 2008). Perception of moral rules develop earlier than the perception of social-conventional rules among children (Yau & Smetana, 2003). Social-conventional rules are regarded as dependent on authority, rules and contents and changeable while moral rules are regarded as having real knowledge about the social world, independent from the rules and authorities, universal and unchangeable (Seçer et al, 2006). Children whose social development is not adequate behave aggressively and can create great difficulty to their parents, teachers or to the people who are responsible for their care. On the other hand, children whose social development is adequate can establish positive relationships with their peers and exhibit desired behaviors (Berry & O'Conner, 2010; Whiteside-Mansell, Bradley, McKelvey & Fussel, 2009).

In the preschool period, the major factors affecting the social skills of children are classified under the headings like family, age, peer relations, gender, socio-economic level, the handicap status of the child, preschool education institutions, teachers, mass-media tools and so on. Within the factors affecting social skills and socialization, family has a special and important place. Children learn their first skills from their parents. Therefore, it is likely to see that parents have a direct or indirect effect on their children with regard to social skills. While such factors as he sincerity of parents towards their children, their child raising attitudes, disciplinary methods, their being a model to their children, secure relation methods have a direct effect upon them, the opportunity of practicing social skills they offer to their children has an indirect effect on their social development and social skills (Chae and Lee, 2011; Tutkun, 2012). Important links have been found between the quality of attachment during infancy and socio-emotional development during preschool and school years. A child who feels secure during infancy is more likely to become socially competent than a child who feels insecure, and is less likely to have internalising or externalizing behaviour problems (Dumont & Paquette, 2013).

Family environment is the first environment where children have close relationships and are socialized for the first time. Family carries the traces of the other social environments and the child carries the traces of her/his own family (Ertürk, 2010; Kıldan, 2010, Orçan, 2010; Ünlüer, 2010). Many researchers describe the socialization within the family as “primary socialization” and the socialization outside the family as “secondary socialization” (Topbaşı, 2006). The person who teaches social and moral rules to the child for the first time is the mother or someone who is the surrogate of the mother. Child tries to comprehend the world with the help of her/his mother. Mother is the person who is the advisor of the child regarding the rules to obey. The relationship between the child and mother forms a basis for all the relationships s/he will have during the rest of her/his life (Berry & O’connor, 2010). Mother-child relation also affects all of the relationships in her/his social life and the adaptation to school as well. In contrast to father’s place in the traditional family structure, some factors such as; educational statuses of the people and socio-economic structure have made a significant difference in his place within the family. Similarly, father-child relation has also changed (Kıldan, 2010). Fathers also take responsibility as much as mothers do for the care of their children and they play an important role in the development of the children (Ünlüer, 2010).

According to Bandura and Skinner, individuals learn through observation and role modeling. Especially preschool children acquire many behaviors by imitating the people they see as role model. Parents’ attitudes towards the child leave traces that affect the child throughout her/his life positively or negatively. The relationship between parents and children and seeing the family members as role models play a role in shaping the children’s attitudes towards their lives (Senemoğlu, 2005; Çakır, 2007; Çalışan Demir, 2008; Bilgin, 2010; Forman et al, 2004; Seven, 2010). Children who grow up in an authoritative and strict disciplined environment have difficulty in expressing themselves and getting in touch with other people. Nobes and Pawson (2003) carried out a research where they read stories to children regarding the violation of ethical and social rules and they investigated their judgments. At the end of the research, they found that for children, social rules might change depending on the authority.

The preschool period is a critical period in terms of moral and social development as in all developmental areas. Parents and teachers in highly industrialized nations that value education, generally value children's moral development. Many Japanese educators, parents, and policy makers consider that "education of hearts" (moral education) is the priority in current society (Taylor, Ogawa & Wilson,, 2002). Smetana (1999) pointed out in a study that children learn social rules in their relations with their brothers and sisters, parents and teachers as adults and with their peers. In some studies carried out educators and researchers over the social skills and lacking of social skills, it was emphasized that children without adequate social skills would be at risk in their relations throughout their life and that they could encounter with various problems in their interpersonal relations, in emotional fields, in their school lives and professions (DeRosier and Lloyd, 2011; O’Brennan, Bradshaw and Sawyer, 2009).

According to a literature review, it is noteworthy that the moral and social development of children occurs via model-making and observation. It has been notified that the moral and social development of children developed via modeling and observation. The first and the most important environment of children constitutes their mothers and fathers. The relationship between children and their mothers as well as the parenting styles of fathers are important for the development of children. The research on the effects of the mother-child relationships and parental attitudes of fathers on pre-school children's understanding of moral and social rules can support the preparation and application of child and parent education programs. Therefore, it is crucial to examine the effects of the mother-child relationships and parental attitudes of fathers on children's understanding of moral and social rules. Therefore, it is considered to be important to examine the effects of mother-child relationship and parental attitudes on children's perception of moral and social-conventional rules. In this study, the purpose is to examine the relationship between mother-child relation and father attitudes and the perception of moral and social-conventional rules of the 6 year-old children attending preschool education institutions.

Materials and Method

Research Type

The study has been conducted by using relational screening model which is one of the general screening models and examines the existence and/or the degree of the change between two or more variables. In comparison type of relational screening, the differences between dependent and independent variables are examined (Karasar, 2005). In this study, the relationship between mother-child relation and father attitudes and the perceptions of moral and social-conventional rules of the 6 year-old children attending preschool education institutions were examined.

Study Group

A total of 122 six-year-old children attending to kindergartens and nursery schools in Safranbolu in Karabuk province of Turkey and their parents were randomly selected and included in the study group 65 of the children were female and 57 of them were male. The working group constitutes about 20% of the universe.

Data Collection Tools

Scale of Moral and Social-Conventional Rules Knowledge was used in order to examine the children's perceptions of moral and social-conventional rules. Parental Acceptance - Rejection Questionnaire - Mother Form, PARQ was used in order to determine the mother-child relations. Family Attitude Inventory was used with the purpose of ascertaining the father attitudes.

Scale of Moral and Social-Conventional Rules Knowledge

The scale which was used in order to determine the children's knowledge about the moral and social-conventional rules was developed by Smetana (1981). This scale was rearranged according to the children in Turkey by Seçer and Sarı (2006). Scope and appearance validity of the scale were examined. Expert opinion was obtained and pre-test and post-test correlation coefficient was found as $r = .78$. The obtained results were regarded as an evidence for the validity and reliability of the scale (Seçer, Sarı & Olcay, 2006; Çeliköz et al, 2008). In the scale, there are five pictures showing the violation of the moral rules in order to determine the children's knowledge about the moral rules and five pictures showing the violation of the social-conventional rules in order to determine the children's knowledge about the social-conventional rules.

Pictures about the moral rules;

- Picture 1. A child hits another child.
- Picture 2. A child doesn't want to share his teddy bear.
- Picture 3. A child pushes another child.
- Picture 4. A child throws water to another child.
- Picture 5. A child grabs the apple of another child.

Pictures about the social-conventional rules;

- Picture 1. A child doesn't join the game.
- Picture 2. A child doesn't sit down during the story time.
- Picture 3. A child throws the apple to the ground instead of the dustbin after eating.
- Picture 4. A child doesn't put his toy back.
- Picture 5. A child doesn't hang his coat and throws it on the ground.

Four different types of facial expressions that children can use to state their decisions about the events shown in the pictures were used in order to determine the seriousness perception of moral and social-conventional rules. When the children were shown each of the pictures, cards showing the facial expressions were put in order before them and they were asked: "How would you react to the event in the picture, can you please choose one of the facial expressions?" These facial expressions were used in marking. Happy and approving facial expression is 1 point, a little bit sad/disapproving facial expression is 2 points, furious/ too disapproving facial expression is 3 points, too furious facial expression is 4 points.

The following questions were asked to the children in order to evaluate their answers regarding the lack of authority and rule and generalization sub-dimensions of moral and social-conventional rules; "Would it be right if her/his teacher didn't see what s/he has done? (Lack of authority about moral and social-conventional rules), Would it be right if there weren't a rule about this event? (Lack of rules about moral and social-conventional rules), Would it be right if this child behaved like this at home or at another school? (Perception of generalization about moral and social-conventional rules). The answer of "Yes" is marked 0 point and "No" is marked 1 point.

The following questions were asked to the children in order to evaluate their answers regarding their attitudes towards punishment; "Should the teacher punish the child in the photo? If yes, to what extent? (Children's attitude in case of moral and social-conventional rules). The answer of "No" is marked 1 point and "Yes, but not much" is marked 2 points and "Yes, and much" is marked 3 points. Scores of sub-dimensions of the moral and social-conventional rules were collected by adding each of the scores of the perceptions of moral seriousness, lack of authority, lack of rules, generalization and punishment one by one. High scores have been interpreted as the child has a high level of moral and social-conventional rule knowledge (Seçer, Sarı & Olcay, 2006).

Parental Acceptance - Rejection Questionnaire - Mother Form, PARQ: The scale was developed by Rohner, Savedro and Granum and translated into Turkish in 1988 by Polat and Sunar and, Angel and Erkman gave its final shape in 1993. Reliability study of the scale in Turkey was conducted on 229 mothers. Alpha coefficient was found as .90. As a result of the implementation of the scale with two and three week's intervals, the Pearson Moments Multiplication Correlation coefficient was found as .46. Validity of the mother form was accepted as sufficient because of the similarity of the mother form to the child and adult forms. There are four sub-tests of the mother form which consists of 56 items:

- Warmth and Love (20 items)
- Aggression and Hatred (16 items)
- Lack of Interest and Negligence (12 items)
- Unspecified Rejection (8 items)

Answers were marked on the forms. The inventory was developed according to four-choice Likert type scale, and each expression was scored as "Almost always true - 4 points", "Sometimes true -3 points", "Rarely true-2 points", "Never true-1 point." 25 items of the scale were calculated by reversing them. Scores of the sub-tests show the total rejection. Rejection increases with the increase in the scores of each sub-dimension and this shows that mother-child relation is unhealthy. Scale includes the perceptions of the mothers regarding the acceptance and rejection of their children and it can be implemented on the mothers who have at least three year-old children (Öner, 1996).

Family Attitude Inventory: The scale was developed by Öner and Torun (1989) and includes 45 questions in four psychosocial areas. Family Attitude Inventory (FAI) consists of 4 sub-dimensions such as; Democratic/Authoritative Child Care Methods and Attitudes (DECRE-8 items) that shows the democratic or authoritative parents' attitudes towards their children, Identification with Child (IDCHI-15 items) that shows the motivation levels of the parents to tolerate their children, Compatibility Behavior (COBE-7 items) that shows the social norms of the family structure convenient to traditional morality and basic decency and Social Mobility (SOMO-15 items) that shows the adaptation of the parents to the rapid social changes and modernization process. Scale was developed according to four-choice Likert type scale and answering categories on any item ranged from "I do not agree", "I slightly agree", "I agree to some extent" and "I completely agree". The high points of FAI is considered to be an identification of democratic parental attitude that sets up better relationships with child, complies with social norms more and holds the characteristics of a compatible social mobility (Torun, 1989). Family Attitude Inventory was administered to 75 mothers in the reliability and validity studies. According to the results of the analyses, short mother form with 30-items was obtained with alpha coefficient of .81 and correlation coefficient .34 (Torun, 1989). Afterwards, Öner (1992) prepared a new form of 90-items by reviewing some of the items with low reliability and validity. The most reliable and valid 45 items that were applied to a group of mother were included to the final inventory form (Öner,1996). Tezel Şahin and Özyürek (2008) have performed a study with 381 mothers and 381 mothers who had pre-school children. They have detected the Family Attitude Scale total variance of the alpha coefficient was mother .86, father .88; for DECRE mother .76, father .78; for IDCHI mother .71, father .74; for COBE mother .59, father .61; for SOMO mother .76, father .78.

Collection and Analysis of the Data

Each of the children was interviewed individually outside the school environment in order to evaluate the children's perceptions of moral and social-conventional rules. The interview took approximately 20 minutes. Meanings of the facial expressions were explained to the children and then they were given a situation and asked to show the facial expression expressing how they would feel. In this way, it was aimed to make the children understand the meanings of the facial expressions and how the procedure will be. And then, the pictures showing the events about the moral and social-conventional rules were shown to the children one by one and questions about these pictures were asked and their answers were recorded.

Parental Acceptance-Rejection Questionnaire-Mother Form was delivered to children's mothers and Family Attitude Inventory was delivered to fathers by the class teachers and they were collected in the same way. Statistical analysis was performed on a computer by using SPSS. Data were found to have a homogeneous distribution. In the analysis of the data, Pearson Correlation Coefficient was taken into consideration in order to determine the relationship between mother-child relation, father attitudes and children's perceptions of the moral and social-conventional rules (Büyüköztürk, 2003).

Results and Discussion

In the study, 53,28% of the study group are females and 46,72% of them are males. Besides, it was the first year of 81,15% of the children in a preschool education institution. 41,8% of the mothers and 12,30% of the fathers were between 26 and 30 years old, 36,1% of the mothers and 45,08% of the fathers were between 31 and 35 years old, 22,1% of the mothers and 29,51% of the fathers were between 36 and 40 years old; 45,1% of the mothers and 20,9% of the fathers were primary school graduates, 9,8% of the mothers and 16,39% of the fathers were secondary school graduates, 32,8% of the mothers and 38,53% of the fathers were high school graduates, 12,3% of the mothers and 24,59% of the fathers were university graduates. 95% of the mothers were housewives, 12,3% of them were self-employed, 9,8% of them had professional jobs such as; civil servants and nurses, 32,79% of the fathers were self-employed, 43,44% of them were workmen, 13,11% of them were civil servants and 10,66 % of them had professional jobs such as; teachers and doctors.

In this part, results that show the relationship between mother-child relation, father attitudes and children's perception of the moral and social-conventional rules are shown with Parental Acceptance-Rejection Questionnaire-Mother Form (PARQ) scores of mothers and Family Attitude Inventory scores of fathers.

Table 1. Relationship between PARQ Sub-Dimension Scores of the Mothers and Family Attitude Inventory Sub-dimension Scores of the Fathers with the Scale of Moral and Social-Conventional rules Knowledge Scores of the Children

PARQ Sub-Dimensions	Moral Rule Total	Social-Conventional Rule Total
	r	r
Warmth and Love	-.181*	-0.014
Aggression	-.129	0.042
Lack of Interest	.225*	0.129
Rejection	-.089	0.039
TOTAL	-.138	0.031
Family Attitude Inventory Sub-Dimensions		
DECRE	.015	.126
IDCHI	-.017	.045
COBE	.047	.153
SOMO	.000	.001
TOTAL	.006	.076

* p<0,05

According to Table 1, there is a weak inverse relationship between Warmth and Love sub-dimension of PARQ and children's perception of moral rules ($r=-0,181$, $p<0,05$). The higher warmth and love sub-dimension scores of the mothers are, the less scores children have for knowledge of moral rules. There is a weak relationship between Lack of Interest sub-dimension and children's perceptions of moral rules ($r=-0,225$, $p<0,05$). Children's knowledge about moral rules decreases along with the decrease in the Lack of Interest sub-dimension scores of the mothers. Mother-child relations are regarded as negative since the scores obtained from the sub-dimensions of PARQ are high. According to these results, children's perceptions of moral rules become positive when the love and interest that the mothers show to their children are positive.

A non-significant relationship was found between Family Attitude Inventory sub-dimension and total scores of fathers, and children's scores for knowledge of moral and social-conventional rules ($r=-0,006$, $p>0,05$). Researches draw attention to the negative effects of unconcerned, too tolerant, unloving and punishing father types and forgetful, cruel and loveless mother types have a negative effect on the development of the child. Whiteside-Mansell, Bradley and McKelvey (2009) examined the effects of parenting behaviors of three mothers and fathers, who have low incomes and are from different cultures, on the social development of the preschool children. As a result, they have determined that especially accepting their child, giving stimulus and giving responsibilities to her/him

have a positive effect on the social development of the child; on the other hand, beating has a negative effect on the social development of the child (Whiteside-Mansell, Bradley & McKelvey, 2008).

Seçer, Sarı and Olcay (2006) found in their research, which included 302 preschool children and their mothers, that mothers' attitudes affected the children's knowledge of moral and social-conventional rules. They also found that overprotective behaviors of the mother affects the children's knowledge of social-conventional rules negatively but their democratic attitudes have a positive effect on the children's knowledge of moral and social-conventional rules; on the other hand, mother's experience of marital conflict and discord in the family and imposition of strict discipline do not affect the children's knowledge of social-conventional rules. Özeri (1994) examined moral development and education in preschool period. According to the collected data, it has been found that the mothers' attitudes affect the children's development of justice towards crime significantly. On the other hand, the relationship between the development of task based justice and mother attitudes are insignificant.

Positive father-child interactions matter for children's development, with different effects emerging at different points in development (Cabrera, Shannon & Tamis-LeMonda, 2007). In addition, it was found in some studies carried out over the effects of parents' relations with their children on social skills that child having positive relations with their parents could express their feelings in a more effective way, they have fewer problematic behaviors and have higher social competence (Spinrad et al., 2007).

Table 2. Relationship between PARQ Scores of the Mothers and Family Attitude Inventory Scores of the Fathers with the Children's Scores for Knowledge of Moral Rules

PARQ	Seriousness	Lack of Authority	Lack of Rules	Generalization	Punishment	TOTAL
	r	r	r	r	r	r
Love and Warmth	.284*	.365*	.027	.222*	.176	-.181*
Aggression	-.229*	.314*	-.032	.144	-.084	.129
Lack of Interest	.202*	-.118	.067	-.074	.199*	.225*
Rejection	-.215*	.293*	.029	.211*	-.067	.089
TOTAL	-.257*	.357*	.014	.205*	-.116	-.138
Family Attitude Inventory						
DECRE	-.111	-.032	.039	.100	.118	.015
IDCHI	-.054	.045	-.069	.088	.025	-.017
COBE	-.061	.032	.003	.133	.108	.047
SOMO	-.038	.052	-.028	.153	-.002	.000
TOTAL	-.074	.042	-.033	.154	.055	.006

* p<0,05

According to Table 2, there is a weak relationship between PARQ Warmth and Love sub-dimension scores of the children and their moral seriousness ($r=0,284$, $p<0,05$), lack of moral authority ($r=0,365$, $p<0,05$) and moral generalizations scores ($r=0,222$, $p<0,05$); between Aggression sub-dimension scores and their lack of moral authority scores ($r=0,314$, $p<0,05$); between Lack of Interest sub-dimension scores and their moral seriousness ($r=0,202$, $p<0,05$) and moral punishment scores ($r=0,199$, $p<0,05$); between Rejection sub-dimension scores and their lack of moral authority ($r=-0,293$, $p<0,05$) and moral generalizations scores ($r=0,211$, $p<0,05$). According to these results, it can be claimed that negative mother-child relations such as; showing too much love, behaving aggressively or indifferently negatively affects the children's perceptions of moral seriousness, lack of authority, generalization and punishment.

There is a weak inverse relationship between Aggression sub-dimension of PARQ and children's moral seriousness scores ($r=-0,229$, $p<0,05$) and between Rejection sub-dimension and children's moral seriousness scores ($r=-0,215$, $p<0,05$). It can be seen that children's perceptions of moral seriousness increase in line with the decrease in aggression and rejection scores of the mothers.

Thus, it can be stated that children's perceptions of moral seriousness increase when a positive mother-child relation is in question.

When the total scores were evaluated, it was found that behaviors of the mothers explains 0,7% of children's perceptions of moral seriousness, 13% as children's perceptions of lack of authority and 0,4% as their generalization of the moral rules. It can be claimed that, mother-child relations have a bigger effect on the children's perceptions of lack of authority. When the mother-child relation is positive, children tend to obey and enforce moral rules without an adult authority. This indicates that self-controlled children show a self-controlled moral behavior.

A non-significant relationship was found between the fathers' Family Attitude Inventory sub-dimension scores and moral seriousness, lack of authority, generalization and punishment scores of the children. Morality is a system of rules and there is respect that the individuals show in the essence of itself. Children mostly acquire the binding moral rules from the adults in the society where they live. Thus the parents should act as a role model for the children (Mercin, 2005).

Table 3. Relationship between PARQ Scores of the Mothers and Family Attitude Inventory Scores of the Fathers with the Social-Conventional Rules Knowledge Scores of the Children

PARQ	Seriousness	Lack of Authority	Lack of Rules	Generalization	Punishment	TOTAL
	r	r	r	r	r	r
Warmth and Love	-.093	.056	.063	.205*	-.022	-.014
Aggression	-.033	.003	.054	.230*	.031	.044
Lack of Interest	.120	-.040	.002	-.020	.123	.147
Rejection	-.013	-.097	.036	.182*	.057	.010
TOTAL	-.051	.007	.061	.229*	.025	.056
Family Attitude Inventory						
DECRE	.054	-.063	-.003	.015	.198*	.126
IDCHI	-.026	-.001	.001	.129	.080	.045
COBE	.065	-.056	.082	-.009	.204*	.153
SOMO	-.037	-.050	.017	.033	.048	.001
TOTAL	-.003	-.048	.024	.069	.136	.076

* p<0,05

According to Table 3, there is a weak relationship between PARQ Warmth and Love, Aggression, Rejection sub-dimension scores of the children and their generalization of the social-conventional rules ($r=0,205$, $r=0,230$, $r=0,182$; $p<0,05$). According to these results, it can be asserted that children's perceptions for the generalization of social-conventional rules are positive when the mother-child relation has a positive aspect. It can also be claimed that the negative mother-child relations such as; showing too much love, behaving aggressively or rejecting the child could prevent the children's generalization of social-conventional rules. Under this circumstance, children obey the social-conventional rules as externally controlled. This will increase the frequency of the undesired behaviors when there is not any authority or anybody to control the children.

There is a weak inverse relationship between fathers' democratic or authoritative attitudes towards their children (DECRE), the behaviors that shows the social norms of the family structure convenient to traditional morality and basic decency (COBE) and the social punishment scores of the children ($r=0,198$, $r=0,204$, $p<0,05$). According to these results, it can be claimed that children's perspectives on the social punishment and their behaviors convenient to the social norms increase when the democratic attitudes of fathers towards their children increase. When the total scores were evaluated, it was found that behaviors of the mothers explain 0,5% of children's perceptions for the generalization of social-conventional rules and democratic or authoritative attitudes of fathers towards their children and fathers' behaviors showing the social norms of the family structure convenient to traditional morality and basic decency explain 0,4% of children's perceptions of social punishment. It can be suggested that, when the mother-child relations and the father attitudes

towards their children are positive, children might be more successful in understanding and obeying the social-conventional rules.

Researches show that attitudes and behaviors of the parents affect the preschool children's knowledge level of moral and social-conventional rules (Seçer et al, 2006). Demirtaş (2001) ascertained in the research which examined the relationship between the mother attitudes and self-care skills of the children that; the low education level of the mothers changes their attitudes towards their children and consequently affects self-care skills of the children negatively. Perry Craig, Jensen & Adams Gerald (2001) found that children defined by their peers as isolated or excluded have a patriarchic structure of family, they have less self-esteem, they are not encouraged or supported, they have less discipline and they have families having an idea that child raising is a task of mother in the family. Sarı (2007) carried out a study into the child raising attitudes of mothers of 5-6 year age group attending to a kindergarten on the social adaptation and social skills of children. At the end of the research, it was found that the attitudes of children towards their mothers had a significant difference in terms of the age of the child, as the number of children increased, the attitudes of parents increased in negative way and that the educational level of parents had an effect on the social adaptation and social skills of children. It is likely to say that authority is a strong figure in the perception of social rules. On the other hand, children who grow up in permissive family environment cannot differentiate between right and wrong, cannot cooperate with others and fail in social relationships since no limits have been put for their behaviors. Children who grow up in inconsistent family environments cannot know how to behave in different situations. Children who grow up in democratic family environments by receiving attention and compassion have a high tendency to be accepted by the society and to form good relationships with others and they are also social and friendly individuals (Orçan, 2010). Shaker Alsaraireh (2013), a significant relationship between social skill development of children and their mothers' anxiety levels was found in a study conducted with students in grade 1-3 and their mothers. Research has shown that a child's attachment to their mother plays a vital role in developing and improving their social skills.

Attitudes and behaviors of parents are shaped by how the mothers and fathers see and evaluate the parenting roles. Researches draw attention to the importance of unconcerned, too tolerant, unloving and punishing father types on the development of the child. Children of the authoritarian fathers who beat them as punishment show aggressive features (Orçan, 2010). It can also be observed that there is a relationship between social cognition and aggression behavior. In this regard, it has been determined in most of the researches that mental representations of the individuals about their social features are shaped as a result of the interactions with other people (Seven, 2010).

Children engaged in highly connected parent-child relationships tend to display positive social-emotional outcomes, such as strong prosocial orientations, numerous and high-quality friendships, and high levels of peer acceptance in kindergarten (Sheridan et al, 2010). After the family environment, preschool education institution where children will become a part of it constitutes another important environment. Preschool education plays an influential role in learning and strengthening moral and social-conventional rules. The research by Dinçer (2002) which was carried out with 162 preschool children at 4-5 years old presented that social development level of the children who are attending to preschool education for the second time is higher than the social development of the children who are attending to preschool education for the first time. Tezel Şahin and Özyürek (2010) determined that duration of the attendance of the six year-old children to preschool education is influential in moral seriousness and general moral knowledge. Therefore, cooperation of the parents and the school should also be taken into consideration in supporting the developmental areas of the children.

Conclusion

In this study, it was found that positive mother-child relations has a positive effect on children's moral and social-conventional development. It was observed that mother-child relations affect perceptions of moral seriousness, moral generalization and especially lack of moral authority. It is considered that when there is a positive mother-child relation, children's knowledge and perceptions and correspondingly their moral behaviors will develop in a positive way.

Father attitudes were found to be influential on the children's perceptions of social-conventional rules. It was observed that children's perceptions of the social punishment increases when the democratic attitudes of fathers increase towards their children and when the fathers' behaviors are convenient to the social norms of the family structure and to traditional morality and basic decency are positive. It can be deduced that father attitudes, which are democratic and convenient to the social norms, towards their children affect children's knowledge and perception of social-conventional rules positively and social behaviors of the children will develop accordingly. Parents can be informed about moral and social development of children through parent education programs beginning from preschool education. In this regard, it must be emphasized that fathers should not be perceived as a symbol of punishment by the children and especially, children should not be scared with their fathers. Parents' attitudes and their effects on the development of the children can be a matter of discussion.

Learning moral and social-conventional rules is not an innate feature but is an acquired feature which is obtained as a result of the interaction with the environment. Moral and social interaction with the environment of the individual is crucial for her/him in order to live in harmony with the society and with her/him. Families and educational institutions should cover their responsibilities and act with a sense of social responsibility to grow individuals whose moral and social value judgments have been developed according to desired behavior change. In this study, we have investigated the mother and father attitudes to what extent they affect the moral and social rules knowledge of pre-school children. The attitudes of teachers can also be evaluated in other studies. Besides, experimental studies related to the implementation of social skills training program can also be performed. Parent education programs and teacher in-service training programs can be prepared and it is possible to raise the awareness of children regarding the moral and social rules and their effects.

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