

Intrinsic motivation in preschool children: Predictive effect on levels of resilience

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Abstract

This study was conducted to explain the relationship between motivation and psychological resilience of preschool children. The study group consists of a total of 202 children, 107 girls and 77 boys, aged 36-72 months, attending various pre-school education institutions in the capital city of Turkey. In this study, which was designed in a relational screening model, the Motivation Scale for Preschool Children was used to determine the motivation levels of children, and the Social-Emotional Well-Being and Resilience Scale for Preschool Children were used to define their psychological resilience. Pearson correlation coefficient and multiple regression analysis were used in the evaluation of the obtained data. As a result of the research, it was found that there was a moderate and high-level positive relationship between the motivation levels of children and their psychological resilience. Additionally, in multiple regression analyses based on the resilience of children's motivation levels, it was found that motivation subscales predicted resilience at medium and high levels. In the light of this result, it has been suggested to develop scales on specific issues to apply to children and prepare intervention programs that reflect the common denominators of psychological resilience and motivation since scales developed on motivation and resilience in future studies are prepared mostly based on the opinions of parents and teachers.

Keywords: Preschool education, children, intrinsic motivation, psychological resilience, well-being

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1. Introduction

Today, with the development of positive psychology, it is noteworthy that approaches reveal the potentials of individuals and activate them by focusing on their strengths instead of focusing on and examining the weaknesses of individuals. Psychological resilience, which is one of the concepts of positive psychology, shows the ability of individuals to realize the adaptation process despite all the negativities without interrupting their developmental periods when faced with a negative situation. It is stated that children who are exposed to unfavorable life events such as violence, poverty, natural disasters, broken family structure, and terrorism are in the risk group for psychological resilience. Although the psychological resilience level of the children in these processes is an innate aspect like some personality traits, variables such as school, family, and social environment also have a significant effect on the level of resilience (Masten et al., 2008). For this reason, it is emphasized today that it is important for individuals who are actively involved in the care and education process of children to provide supportive and sensitive care by reading the developmental needs of children correctly during periods considered developmentally critical, to support the child's academic and social skills, and to help children become more resilient (Alvord & Grados, 2005; Ginn et al.2022; Humphreys et al., 2022; Israelashvili & Wegman-Rozi, 2003; Özbey, 2019; Žveglič Mihelič et al., 2022).

The preschool is a period in which there are many critical developmental tasks mentally, socially/emotionally, and physically, also developmental achievements affect the readiness of the individual in the following years. In the preschool period, children start on many psychological activities such as language, symbolic thought, and sensory-motor coordination, and they are dependent on adults. With the advancement of age, children gain school preparation skills by increasing their proficiency (Santrock, 2012:16). Piaget, who created important perceptions for understanding the mental abilities of children, classified the cognitive development of the preschool period as *sensorimotor stage* and *pre-operational period*. While pre-school children develop in mental, moral, and language areas, they also participate in social processes and realize their personal development (Gander & Gardiner, 2010). The preschool period can also be expressed as a critical process in recognizing and understanding the individual. During this period, children gain many features such as psychological resilience and motivation as a part of their selves.

In an unfavorable condition, psychological resilience refers to the adaptation of individuals to their lives despite the negativities in situations that occur with the interaction of protective factors and risk factors. In resilience, which is a dynamic process, the individual adapts despite being exposed to a significant threat, serious distress or major attacks on the development process (Gunnestad, 2006; Luthar & Zigler, 1991; Luthar et al., 2000; Masten, 2001). Derived from the Latin root “resiliens”, this concept expresses that a substance is elastic and can easily return to its original form (Greene as cited in Gizir, 2007). Psychological resilience in children, on the other hand, means that the child can regain his old form after a crisis or distress, cope with, and be successful in life despite facing difficulties (Gunnestad, 2006).

There are three crucial dimensions in psychological resilience. The first of these is risk or difficulty; the second is positive adaptation, coping, and competence, and the third is protective factors (Gizir, 2007). The dose of exposure and the variables in their lives are considered important in resilience in children (Masten & Barnes, 2018). Children's adaptation in a way that they can return to their normalcy when faced with a difficult situation may be due to many innate and later acquired traits. In difficult times, children's gaining awareness of their inner strengths, focusing on their strengths, producing solutions, turning to alternative solutions, and being hopeful will make them psychologically stronger individuals.

Childhood can be considered a critical period in the formation of personality traits that reflect psychological resilience (Şahan Aktan & Önder, 2018). In addition to the internal factors affecting psychological resilience in children, the character and the quality of the relationship in family and social interaction are considered significant (Mandleco & Peery, 2007). In addition, many motivational personality traits such as self-regulation, self-efficacy belief, perseverance, problem-solving, and taking an initiative function as protective factors in resilience (Ernst et.al, 2019). It is stated that children's psychological resilience skills will support their correct and flexible thinking, and adults' positive and warm child-rearing attitudes support children's psychological resilience (capacity for resilience) for life (Kordich Hall & Pearson, 2005). On the other hand, he underlined that the level of resilience is also related to the development of inherited traits from the parents in childhood and adolescence. For this reason, the concepts of motivation and resilience need to be explained as a multidimensional subject that concerns all developmental areas and needs.

One of the variables to be addressed in the formation and development of children's psychological resilience skills is motivation. When considering motivation in children, cognitive, affective, and behavioral dimensions should not be ignored. In addition, internal and external instruments that motivate them, indirect learning in motivation, their responses to reinforcements given in the right ratio and range, the characteristics of the individuals they model, the social atmosphere, and needs are also discussed. It can be added to these dimensions how the needs in Maslow's theory, which includes a process from physiological requirements to self-actualization, directs and mobilizes children. While motivation is a multifaceted structure, it is also at the center of biological, cognitive, and social regulation (Dağlıoğlu, 2022; Ryan & Deci, 2000).

The motivation, which is expressed as the situation that activates the individual, is a cyclical structure in the form of feeling the need, satisfying, and relaxing. While some motives are inherited, many are realized through the learning process. An important element in an individual's action is how he perceives and interprets situations and events. In this process, there are two attributions; internal and external. Internal attribution is defined as the association of individuals with their characteristics for the cause of their behaviors and situations, and external attribution is when they relate to external factors as the cause of behaviors and situations (Bacanlı, 2011).

Ensuring that children with inborn intrinsic motivation take action with intrinsic motivation in their family and school environments, assigning the true meaning to their lives, and making supportive approaches will support their developmental processes. In the studies conducted, it was seen that the motivation of children in terms of gaining attitudes towards literacy was high (Mata, 2011), achievement motivation emerged earlier than previously stated (Galejs et al., 1987), and when they started school, their intrinsic motivation decreased and was replaced by extrinsic motivation (Carlton & Winsler, 1998). Experimental studies showed that extrinsic reinforcers reduced intrinsic motivation in children (Anderson et al., 1976; Lepper & Greene, 1975; Loveland & Olley, 1979). In addition, it was stated that achievement motivation in childhood contributed significantly to future success predictions (Bridgeman & Shipman, 1978).

When we look at the studies on motivation and resilience in the literature, it is possible to see that these two concepts have common denominators in many ways and that they can affect each other directly or indirectly. Motivation can be expressed as a theoretical structure used to explain the beginning, direction, intensity, persistence, quality of behavior, and particularly goal-oriented behavior (Maehr & Meyer, 1997; Santrock, 2012:438; Schunk, 2009:393). Children's innate feelings of curiosity and discovery motivate them internally (Ryan & Deci, 2000). At the same time, there is a positive

relationship between motivation, which is accepted as one of the prerequisites for learning and success (Akbaba, 2006).

In the study examining the relationship between children's motivation levels, social skills, and problem behaviors, it was stated that there was a positive relationship between social skills and motivation scores, and a negative relationship between problem behaviors and motivation (Özbey & Aktemur Gürlü, 2019). In a similar study on Chinese children; it was observed that children with high motivation exhibited less maladaptive behavior (Wang et al., 2003). Besides, it was stated that there was a negative relationship between children's motivations and destructive problem solving, and a positive relationship between constructive problem solving (Köyceğiz & Özbey, 2019); and a positive relationship between secure attachment and intrinsic motivation (Gözübüyük & Özbey, 2019).

In the studies on resilience, it was stated that there was a positive relationship between secure attachment and resilience, positive emotions, secure attachment, and optimism were significant variables that predicted resilience (Karırmak & Güloğlu, 2014). It was also stated that social commitment and belonging had a mediating role in the relationship between psychological abuse and resilience (Arslan, 2015), and that positive and negative emotions predicted resilience (Karırmak & Siviş Çetinkaya, 2011). It was emphasized that resilience had an inverse relationship with childhood traumas and a linear relationship with attachment (Bindal, 2018); that psychological abuse was negatively related to resilience, and resilience played a fully mediating role in the relationship between psychological abuse and subjective well-being (Bostan, 2018).

Moreover, it was observed that there was a relationship between resilience and social support, and that perceived family support predicted resilience (Gez, 2018). It was also stated that emotional resilience in the preschool period was negatively related to anxiety and depression (Conway & McDonough, 2006). It was stated that preschool teachers achieved high scores in the psychological resilience criteria that they were supportive and willing to implement the programs aimed at increasing the resilience of children. In addition, it was also stated that the more resilient the teachers perceived themselves, the more competent they were in developing children. In the same study, it was stated that parents evaluated children's resilience more favorably than teachers (Bouillet et al., 2014). Similarly, it was stated that there was a relationship between the success motivation of children and the success grade of the teacher (Galejs et al., 1987). In the study conducted on maltreated children, it was emphasized that peer games and social interaction provided positive development (Fantuzzo et al., 1996). The studies in question went beyond the determination of the characteristics of healthy children and focused on determining the factors that would help the development of psychological resilience (Gizir, 2007).

When studies are examined, it is possible to say that the concepts of motivation and resilience are positively related to the concepts such as secure attachment, prosocial behaviors, and constructive problem solving; and negatively related to concepts such as destructive problem solving, problem behaviors, and insecure attachment. When the literature on resilience is examined, it can be stated that it focuses mostly on contextual risk factors such as poverty and maltreatment (Degnan & Fox, 2007). In addition, although children at risk experience more problems than the general population, it is seen that most of them fulfill their developmental tasks and become healthy young adults. These children are reported to have social competence, problem-solving skills, autonomy, and positive feelings about their future and goals (Benard, 1993). Based on the findings that one-third of children exhibit resilience despite adverse conditions and that they can improve their resilience at the same rate as adults when they reach the age of 9 (Henderson Grotberg, 2001), it can be stated as an indicator that children have the motivation to fulfill the skills that protect their psychological resilience. It is also emphasized that

personality traits such as emotional regulation and self-evaluation of children exposed to programs related to psychological resilience increase significantly (de Villers & van den Berg, 2012; LeBuffe, 2002).

Children's physical, mental, and emotional abilities constitute a crucial part of their cognitive and social skills. Increasing the psychological resilience of children experiencing difficulties will create differences in their adaptability and thus support the development of the child (Chen et al., 2021). Considering that children exposed to risk factors at an early age may face a high risk of academic difficulties (Maier & Vitiello, 2012), it is crucial to develop and promote children's psychological resilience as early as possible. Otherwise, concerns about the adverse effects of negative childhood experiences on lifelong development have increased (Masten & Barnes, 2018). All these findings indicate that revealing the relationship between psychological resilience and motivation in preschool children will contribute to the field. Because the concepts of motivation and psychological resilience need to be explained as a multidimensional issue that concerns all developmental areas and developmental needs.

2. Method

2.1. Research method

Since the relationship between children's motivation and psychological resilience levels were examined in the study, the research was realized in the relational screening model. Studies examining the relationships and connections are considered as relational research (Büyüköztürk et al., 2014). The dependent variable of the study is the psychological resilience levels of children. The independent variable of the study is the motivation levels of the children.

2.2. Study group and procedure

The ethics committee permissions of the research were obtained with the meeting decision of the Gazi University Ethics Committee, dated **10.11.2020** and numbered 11. The study group of the research consists of a total of 202 children aged between 36-72 months, selected by simple random sampling method, attending kindergartens affiliated to public institutions, kindergartens of primary schools affiliated to the Ministry of National Education, and private pre-school education institutions in Ankara province and districts like Yenimahalle, Mamak and Çubuk in the 2019-2020 academic year. 53% (n=107) of the children were girls and 47% (n=95) were boys. 27.2% (n= 55) of the children were 36-48 months old, 29.7% (n=60) were 49-60 months old, and 43.1% (n=87) were 61-72 months old. 60.4% (n=122) of the children have been attending school for one year, 27.2% (n=55) have been attending school for two years, and 12.4% have been attending school for three years. The scales were filled in for each child by the children's teachers.

2.3. Data Collection Tools

The Motivation Scale for Preschool Children (DMQ18): This scale was developed and updated for 30 years by Morgan, Maslin-Cole, Harmon, Busch-Rossnagel, Jennings, Hauser-Cram, and Brockman (Morgan et al., 2015). The scale is a 5-point Likert-type scale scored as 1=Not at all likely, 5=Extremely likely. It is filled by the teachers on behalf of the children. A high score on the scale means high motivation levels. The Motivation Scale for Preschool Children (DMQ18), which was finally revised in 2019, consists of 7 subscales (*Cognitive Persistence, Gross Motor Persistence, Social Persistence with Adults, Social Persistence with Children, Mastery Pleasure, Negative Reaction and General Competence*), and 39 items. The items of the scale aim to measure their perseverative behavior of children, mood in success/failure situations, ability to manage interaction in their relationships with adults and peers, and their patience and perseverance to succeed in difficult tasks (Morgan et al., 2019).

The domestic adaptation study of the “Motivation Scale for Preschool Children (DMQ18)” for 36-72 months old children was carried out by Özbey and Dağlıoğlu (2017). As a result of the Confirmatory Factor Analysis performed to confirm the factor structure of the scale, the 7-factor structure of the scale was certified. Cronbach Alpha reliability coefficients of the scale ranged from .84 to .91, while Spearman-Brown Two Half Test reliability coefficients ranged from .77 to .90. The test-retest reliability of the scale was .85 (Özbey & Dağlıoğlu, 2017).

Özbey (2018) conducted the validity and reliability study (n=401) of the “Motivation Scale for Preschool Children (DMQ18)” in the Ankara sample. As a result of the Confirmatory Factor Analysis within the scope of the study, the seven-factor structure of the scale was confirmed; and the model's $\chi^2=2311.91$, degrees of freedom (df) was determined as =681, $\chi^2/df=3.39$. Other goodness-of-fit index values of the scale were determined as REMSEA= 0.077; SRMR =0.052; RMR =0.067; NNFI=0.98, NFI=0.97, and CFI=0.98, GFI=0.77. In the Ankara sample, the Cronbach Alpha reliability coefficients of the scale ranged from .87 to .91. The scale was filled by the teachers for each child.

Alpha reliability coefficients of the “Motivation Scale for Preschool Children (DMQ18)” in this study were .916 for the *Cognitive Persistence* subscale; .92 for *Gross Motor Persistence* subscale; .868 for the *Social Persistence with Adults* subscale; .867 for *Social Persistence with Children* subscale, .87 for *Mastery Pleasure* subscale, .835 for *Negative Reaction* subscale; and for the *General Competence* subscale, it was determined as .917.

Social-Emotional Well-Being and Resilience Scale for Preschool Children (PERIK): The PERIK scale was developed by Mayr and Ulich (2009) to measure the social and emotional well-being and psychological resilience levels of children, and studies on the scale dated back to 1997. The scale consists of six subscales named *Communicating/Social Performance*, *Self-Control/ Thoughtfulness*, *Assertiveness*, *Emotional Stability/Coping with Stress*, *Task Orientation*, and *Pleasure in Exploring*. Each of the subscales has 6 items, and the total number of items in the scale is 36. Items 5 and 6 in the Emotional Stability/Coping with Stress subscale and item 6 in the Task Orientation subscale are scored inversely. The scoring of the scale is Always=5, Usually=4, Partly=3, Rarely=2, and Never=1.

In the *Communication/Social Performance* subscale, there are items related to communication and interaction of children with their peers, rules, empathy, self-control, and thoughtfulness in the *Self-Control/ Thoughtfulness* subscale; full protection one's rights on *assertiveness* subscale; emotional regulation and the ability to recover after stress in the *Emotional Stability/Coping with Stress* subscale; the ability to do work alone and concentrate on a task in the *Task Orientation* scale; and wish to discover new things in the *Pleasure in exploring* subscale.

The reliability coefficients in the original scale were .88 in the *Communication/ Social Performance* subscale; .86 in the *Self-Control/ Thoughtfulness* subscale; .81 on the *assertiveness* subscale; .82 on the *Emotional Stability/Coping with Stress* subscale; .85 in the *Task Orientation* subscale; and it was .86 in the *Pleasure in Exploring* subscale (Mayr & Ulich, 2009).

The validity and reliability study of the scale in Turkey was carried out by Özbey (2019). Language equivalence of the scale as a result of the Pearson Product- Moment Correlation Coefficient between the total scores obtained from the Turkish and English scales was calculated as; .98 in *Communication/Social Performance* subscale; .96 in the *Self-Control/Thoughtfulness* subscale; .98 on the *Assertiveness* subscale; .95 on the *Emotional Stability/Coping with Stress* subscale; .98 in the *Task Orientation* subscale; and .96 in the *Pleasure in Exploring* subscale, thus it was determined that the scale had linguistic validity. To determine the validity and reliability of the scale for Turkish children by

acquiring the final ready-to-apply version of the scale, the scale was filled by their teachers for 342 children aged 36-72 months in the Ankara sample (Özbey, 2019).

Confirmatory factor analysis was performed for the data obtained from the scale and the six-factor structure of the scale was confirmed. When the fit indices of the scale were evaluated, they showed that the model data fit was achieved for the six-factor structure of the adapted scale. As a result of the Pearson correlation test performed to determine the relationship between the subscales, it was determined that there was a moderate and high level of positive and significant relationship between the PERIK subscales ($p < 0.01$).

Alpha reliability coefficients of the scale were $=.95$ for the *Communicating/Social Performance* subscale, $=.93$ for the *Self-Control/Thoughtfulness* subscale, $=.92$ for the *Assertiveness* subscale, $=.86$ for the *Emotional Stability/Coping with Stress* subscale, $=.91$ for the *Task Orientation* subscale, and $=.94$ for the *Pleasure in Exploring* subscale. Alpha reliability coefficients of the scale according to age groups varied between $.72$ and $.96$ in 36-48 months old children; between $.88$ and $.95$ in children aged 49-60 months and between $.87$ and $.96$ in children aged 61-72 months. Test-Retest reliability analyzes of the PERIK scale were obtained by re-administering the scale to 30 children with an interval of one week. Test-Retest reliability was $.99$ in the *Communication/Social Performance* subscale; $.98$ on the *Self-Control/Thoughtfulness* subscale; $.99$ on the *Assertiveness* subscale; $.98$ on the *Emotional Stability/Coping with Stress* subscale; $.94$ in the *Task Orientation* subscale; and $.98$ in the subscale of *Pleasure in Exploring* (Özbey, 2019). The scale was filled by the teachers for each child.

Reliability coefficients of the PERIK scale for this study was found to be $.932$ in the *Communication/Social Performance* sub-scale; $.916$ in the *Self-Control/Thoughtfulness* subscale; $.937$ on the *Assertiveness* subscale; $.819$ in the *Emotional Stability/Coping with Stress* subscale; $.911$ in the *Task Orientation* subscale; and $.949$ in the *Pleasure in Exploring* subscale.

2.4. Data analysis

The scales distributed within the scope of the research were filled by the classroom teachers for each child. The collected data were analyzed in the SPSS program. Pearson Correlation Test was conducted to reveal the relationship between children's motivation and resilience levels. In addition, Multiple Regression analysis was conducted to determine the rate of predicting the psychological resilience levels of children's motivation levels.

3. Results

In this section, analyses regarding the relationship between children's motivation levels and their psychological resilience, and whether their motivation levels predict their psychological resilience levels are included. The Pearson Correlation Test, which was conducted to determine the relationship between children's motivation levels and psychological resilience levels, is given in Table 1.

Table 1.

Pearson Correlation Test for The Relationship Between Children's Motivation Levels and Psychological Resilience Levels

Social-Emotional Well-Being and Resilience Scale for Preschool Children (PERIK)			Self-Communication	Self-Control	Assertiveness	Emotional Stability	Task Orientation	Pleasure in Exploring
Motiv ation	Cognitive	r	.592**	.547**	.579**	.395**	.822**	.797**
	Persistence	p	.000	.000	.000	.000	.000	.000

	r	202	202	202	202	202	202
Gross Motor Persistence	p	.592**	.353**	.601**	.368**	.643**	.730**
	r	.000	.000	.000	.000	.000	.000
	p	202	202	202	202	202	202
Social Persistence with Adults	r	.583**	.275**	.668**	.282**	.376**	.599**
	p	.000	.000	.000	.000	.000	.000
	r	202	202	202	202	202	202
Social Persistence with Children	p	.772**	.354**	.683**	.393**	.469**	.658**
	r	.000	.000	.000	.000	.000	.000
	p	202	202	202	202	202	202
Mastery Pleasure	r	.551**	.403**	.629**	.192**	.459**	.699**
	p	.000	.000	.000	.006	.000	.000
	r	202	202	202	202	202	202
Negative Reaction	p	.086	-.040	.195**	-.178*	.044	.144*
	r	.223	.570	.005	.011	.537	.041
	p	202	202	202	202	202	202
General Competence	r	.590**	.462**	.598**	.408**	.793**	.819**
	p	.000	.000	.000	.000	.000	.000
	r	202	202	202	202	202	202

*p<0.05 **p<0.01

According to Table 1, *The Motivation Scale for Preschool Children (DMQ18)*; In *Communication* (r=.592), *Self-Control* (r=.547), *Assertiveness* (r=.579), and *Emotional Stability* (r=.395) sub-dimensions of *the Resilience Scale* and *the Cognitive Persistence subscale*, there was a moderate correlation; whereas, there was a high and positive correlation between *Task orientation* (r=.822) and *Pleasure in Exploring* sub-dimensions (r=.792).

In *Communication* (r=.592), *Self-Control* (r=.353), *Assertiveness* (r=.601), *Emotional Stability* (r=.368), and *Task Orientation* (r=.643) sub-dimensions of *the Resilience Scale* and the *Gross Motor Persistence subscale*, there was a moderate correlation (p<0.01); whereas, there was a high and positively significant (p<0.01) relationship with *Pleasure in Exploring* (r=.730) sub-dimension.

In *Communication* (r=.583), *Assertiveness* (r=.668), *Task orientation* (r=.376), *Pleasure in Exploring* (r=.599) sub-dimensions of the *Resilience Scale* and *the Social Persistence with Adults subscale*, there was a moderate correlation; whereas, there was a low and positively significant relationship with *Self-Control* (r=.275) and *Emotional Stability* (r=.282) sub-dimensions (p<0.01).

In *Communication* (r=.772), *Self-Control* (r=.354), *Assertiveness* (r=.683), *Emotional Stability* (r=.393), *Task Orientation* (r=.469), and *Pleasure in Exploring* (r=.658) sub-dimensions of the *Resilience Scale* and the *Social Persistence with Children subscale*, there was a moderately and positively significant correlation (p<0.01).

In *Communication* (r=.551), *Self-Control* (r=.403), *Assertiveness* (r=.629), *Task Orientation* (r=.459), and *Pleasure in Exploring* (r=.699) sub-dimensions of *the Resilience Scale* and *the Mastery*

Pleasure subscale, there was a positive and at a moderate level correlation; whereas, there was a low and positively significant relationship ($p < 0.01$) with the *Emotional Stability* ($r = .192$) sub-dimension.

There was a low and positively significant relationship between the *Negative Reaction subscale* and the *Assertiveness* ($p < 0.01$; $r = .195$) and *Pleasure in Exploring* ($p < 0.01$; $r = .144$) sub-dimensions of the *Resilience Scale*. In the sub-dimension of *Emotional Stability* ($p < 0.05$; $r = -.178$), there was a low and negatively significant relationship. There was no significant relationship in other sub-dimensions.

In *Communication* ($r = .590$), *Self-Control* ($r = .462$), *Assertiveness* ($r = .598$), and *Emotional Stability* ($r = .408$) sub-dimensions of the *Resilience Scale* and *General Competence subscale*, there was a moderate correlation; whereas, there was a high level and a positive correlation in *Task Orientation* ($r = .793$) and *Pleasure in Exploring* ($r = .819$) sub-dimensions.

Multiple Regression analyzes were conducted to determine to what extent children's motivation levels predicted their resilience levels. Regression analyzes are given in Table 2-8.

Table 2.

Multiple Regression Analysis on the Prediction of PERIK Communication/Social Performance Subscale by the Motivation Scale for Preschool Children (DMQ18)

Dependent Variable	Independent Variable	B	Std. Error	β	T	p	F	R	R ²
PERIK Communication/Social performance subscale	Invariant	.797	.259		3.073	.002	53.420	.811	.658
	Cognitive Persistence	.019	.087	.019	.214	.831			
	Gross Motor Persistence	.067	.060	.076	1.133	.259			
	Social Persistence with Adults	.028	.059	.031	.482	.630			
	Social Persistence with Children	.611	.066	.618	9.313	.000			
	Mastery Pleasure	.171	.082	.130	2.101	.037			
	Negative Reaction	-.165	.048	-.159	-3.410	.001			
	General Competence	.079	.084	.082	.951	.343			

When Table 2 is examined, it is seen that all subscales of the Motivation Scale for Preschool Children (DMQ18) have a moderate and significant relationship with the *Communication* subscale of the Psychological Resilience Scale. Motivation scales explain 65.8% of the total variance in the *Communication* subscale. ($R = .811$; $R^2 = .658$; $F = 53.420$ $p < 0.01$). This result can be interpreted as the motivation levels of children are effective in approximately 66% of Communication/Social Performance Skills.

Table 3.

Multiple Regression Analysis of the PERIK Self-Control Subscale Predicted by The Motivation Scale for Preschool Children (DMQ18)

Dependent Variable	Independent Variable	B	Std. Error	B	T	p	F	R	R ²
PERIK Self-Control	Invariant	2.278	.315		7.221	.000	13.121	.567	.321
	Cognitive Persistence	.406	.106	.491	3.815	.000			

Subscale	Gross Persistence	Motor	-.072	.072	-.094	-.993	.322
	Social Persistence with Adults		-.024	.072	-.031	-.340	.734
	Social Persistence with Children		.097	.080	.114	1.216	.225
	Mastery Pleasure		.139	.099	.123	1.405	.162
	Negative Reaction		-.111	.059	-.124	-1.889	.060
	General Competence		.000	.102	.000	-.003	.997

When Table 3 is examined, it is seen that all subscales of the Motivation Scale for Preschool Children (DMQ18) have a moderate and significant relationship with the *Self-Control* subscale of the Psychological Resilience Scale. Motivation scales explain 32.1% of the total variance in the *Self-Control* subscale. ($R=.567$; $R^2=.321$; $F=13.121$ $p<0.01$). This result shows that children's motivation levels are effective on 32% of their *self-control* skills.

Table 4.

Multiple Regression Analysis of the PERIK Assertiveness Subscale Predicted by the Motivation Scale for Preschool Children (DMQ18)

Dependent Variable	Independent Variable	B	Std. Error	β	t	P	F	R	R ²
PERIK Assertiveness subscale	Invariant	-.271	.303		-.894	.372	45.198	.787	.62
	Cognitive Persistence	-.147	.102	-.139	-1.442	.151			
	Gross Motor Persistence	.074	.070	.075	1.059	.291			
	Social Persistence with Adults	.265	.069	.262	3.846	.000			
	Social Persistence with Children	.277	.077	.252	3.607	.000			
	Mastery Pleasure	.386	.095	.265	4.050	.000			
	Negative Reaction	-.061	.057	-.053	-1.069	.286			
	General Competence	.271	.098	.253	2.771	.006			

When Table 4 is examined, it is seen that all subscales of the Motivation Scale for Preschool Children (DMQ18) have a moderate and significant relationship with the *Assertiveness* subscale of the Resilience Scale. The Motivation Scale for Preschool Children (DMQ18) explain 62% of the total variance in the *Assertiveness* subscale ($R=.787$; $R^2=.62$; $F=45.128$; $p<0.01$). In other words, 62% of children's *Assertiveness* skills are determined by their motivation levels.

Table 5.

Multiple Regression Analysis of the PERIK Emotional Stability/Coping With Stress Subscale Predicted by the Motivation Scale for Preschool Children (DMQ18)

Dependent Variable	Independent Variable	B	Std. Error	β	t	p	F	R	R ²
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PERIK	Invariant		2.779	.310		8.976	.000	11.435	.540	.292
	Cognitive Persistence		.124	.104	.156	1.188	.236			
Emotional stability/coping with stress subscale	Gross Motor Persistence		.042	.071	.058	.596	.552			
	Social Persistence with Adults		.042	.070	.056	.600	.549			
	Social Persistence with Children		.269	.078	.328	3.437	.001			
	Mastery Pleasure		-.144	.097	-.132	-1.482	.140			
	Negative Reaction		-.238	.058	-.276	-4.114	.000			
	General Competence		.080	.100	.100	.801	.424			

When Table 5 is examined, it is seen that the subscales of have a moderate and significant relationship with the *Emotional Stability/Coping with Stress* subscale of the Psychological Resilience Scale. The Motivation Scale for Preschool Children (DMQ18) explain 29.2% of the total variance in the *Emotional Stability/Coping with Stress* subscale ($R=.540$; $R^2=.292$; $F=11.435$; $p<0.01$). This result can be interpreted as 29% of children's motivation levels are effective on their ability to cope with stress.

Table 6.

Multiple Regression Analysis of the PERIK Task Orientation Subscale Predicted by The Motivation Scale for Preschool Children (DMQ18)

Dependent Variable	Independent Variable	B	Std. Error	β	t	p	F	R	R^2
PERIK Task orientation subscale	Invariant	.795	.238		3.335	.001	72.429	.85	.723
	Cognitive Persistence	.603	.080	.616	7.500	.000			
	Gross Motor Persistence	.110	.055	.121	2.001	.047			
	Social Persistence with Adults	-.071	.054	-.076	-1.303	.194			
	Social Persistence with Children	-.022	.060	-.022	-.360	.719			
	Mastery Pleasure	-.162	.075	-.121	-2.160	.032			
	Negative Reaction	.045	.045	.042	1.013	.312			
	General Competence	.288	.077	.292	3.747	.000			

When Table 6 is examined, it is seen that all subscales of the Motivation Scale for Preschool Children (DMQ18) have a moderate and significant relationship with the *Task Orientation* subscale of the Psychological Resilience Scale. Motivation scales explain 72.3% of the total variance in the Task Orientation subscale ($R=.85$; $R^2=.723$; $F=72.429$; $p<0.01$). This result shows that children's motivation level is 72% effective on their Task Orientation skills.

Table 7.

Multiple Regression Analysis of the PERIK Pleasure in Exploring Subscale Predicted by the Motivation Scale For Preschool Children (DMQ18)

Dependent Variable	Independent Variable Motivation	B	Std. Error	β	t	p	F	R	R ²
Pleasure in exploring subscale	Invariant	-.451	.207		-2.177	.031	107.097	.891	.794
	Cognitive Persistence	.077	.070	.078	1.102	.272			
	Gross Motor Persistence	.117	.048	.128	2.461	.015			
	Social Persistence with Adults	.065	.047	.069	1.389	.166			
	Social Persistence with Children	.093	.052	.091	1.771	.078			
	Mastery Pleasure	.352	.065	.260	5.399	.000			
	Negative Reaction	-.021	.039	-.020	-.554	.580			
	General Competence	.435	.067	.437	6.511	.000			

When Table 7 is examined, it is seen that all subscales of the Motivation Scale have a moderate and significant relationship with the Psychological Resilience Scale's *Pleasure in Exploring* subscale. *Motivation scales* explain 79.4% of the total variance in the *Pleasure in Exploring* subscale ($R=.891$; $R^2=.794$; $F=107.097$; $p<0.01$). In other words, it can be said that the effect of motivation on children's exploratory behavior is 79%.

4. Discussion

In this study, which was conducted to measure the relationship between the motivation levels of 36-72 month-old children in the pre-school period and their social-emotional well-being and psychological resilience, it was found that there were moderate and high-level positive relationships between the motivation levels of the children and their psychological resilience. Besides, in multiple regression analyses conducted to determine to what extent motivation levels predicted resilience, it was found that motivation subscales predicted resilience at medium and high levels. The total variance explained varied between 29% and 79% in the subscales.

Karairmak and Siviş-Çetinkaya (2011) found in their study that individuals with an internal locus of control were more psychologically resilient. In the study, it was stated that the sense of responsibility of people with an internal locus of control developed, and it was stated that people with internal control saw the control of events in themselves instead of seeing them in external factors. This situation was interpreted as it may be easier for individuals to remain more resilient and robust, also adapt to difficulties encountered in life. Martin (2005), on the other hand, emphasized in his study that there was a relationship between positive psychology and motivation and that supporting positive psychology was crucial in increasing motivation in work environments.

Considering the results of this research, it was understood that the intrinsic motivation of children explained approximately $\frac{3}{4}$ of each of the dimensions of resilience, which were *pleasure in exploring and task orientation*. It is a known fact that children have an irresistible desire to explore themselves and the world at the first six years of age. However, one of the important factors in this adventure of children's discovery is task orientation, which includes the ability to do work and focus their attention on a certain thing. As a result of research in the field, psychologically sound personality traits were described as;

being able to establish positive social relationships, thinking empathetically, having developed social skills, being persistent, having a positive self-perception, recognizing and expressing feelings, being optimistic, being lively, cheerful, calm and relaxed, acting independently and autonomously, being a problem solver, having various interests and hobbies, being curious and inquisitive, enjoying new experiences, and not giving up when facing difficulties (Mayr & Ulich, 2003,2009; Özbey, 2019). Parallel to this, when highly motivated people who made important discoveries that left their mark in history were examined, the observation that these people showed a large part of these behaviors among their distinctive character traits revealed the relationship between intrinsic motivation and resilience (Hutchinson et al., 2010; Rothbart et al., 2000).

Another result of the study was that the intrinsic motivation of children explained more than 60% of each of the *communication/social performance and assertiveness* dimensions of psychological resilience. When the literature on communication was examined, it was stated that friendly children were willing to approach new people and environments (Yağmurlu Sanson & Bahar Köymen, 2005). Children with well-developed communication skills were also generally able to make friends easily and resisted risk factors. Howell, Graham-Bermann, Czyn, and Lilly (2010) conceptualized resilience as strength in emotion regulation and positive social skills, which are two vital areas in the development of preschool children. Controlling their emotions and behaviors requires children to interact more with others and improving their social skills. In this context, since the children in the study group continued pre-school education, studies in the field revealed that children who received preschool education had more ability to express themselves, did not have difficulty in communicating with people around them, and were more competent in academic and social areas (Aslanargun & Tapan, 2011); also the self-confidence of the children who had good communication with their teachers improved, and their adaptation to the learning environment was quite high (Ceylan & Kılıç Mocan, 2017).

Another finding obtained from the study was that 32% of children's self-control skills; 29% of emotional stability and coping skills were explained by motivation levels. Two of the important dimensions of resilience are "exposure to significant threat or severe distress" and "positive adaptation despite major attacks on the developmental process" (Luthar et al., 2000; Miljević-Riđički et al., 2017). This required individuals to demonstrate multiple skills at different levels that support coping (Alvord, & Grados, 2005; Cicchetti & Rogosch, 1997). In other words, resilience is the ability of an individual to adapt to the changes in his life that arise as a result of the interaction of protective factors and risk factors in the face of suddenly developing negative situations, and this situation can change from person to person (Bektaş & Özben, 2017; Karairmak, 2006). Individuals who can provide their control as desired had an advantage in adapting to stressful situations (Eisenberg et al., 2004). At this point, it can be said that emotion regulation skills have a significant effect on psychological resilience. While children with advanced emotion regulation skills display a more resistant, patient, and optimistic point of view against difficult situations, children who cannot do this may be more pessimistic and impatient towards difficulties.

Some studies in the field (Artuch-Garde et al., 2017; Causadias et al., 2012; Spinrad et al., 2007) suggested that there was a relationship between resilience and social competencies, internalization and externalization problems. As a result of a study conducted by Arend, Gove, and Sroufe (1979), it was revealed that the psychological resilience of children who could think flexibly in the face of problems and stressful situations, strive to produce solutions, and express themselves appropriately when together with their peers, was higher. Moreover, as a result of the studies conducted in the field, positive affect increased the level of psychological resilience of individuals and enabled them to cope effectively with their distress and stressful situations (Gloria et al., 2013); emotion-focused coping strategies and emotional management skills were factors that increased psychological resilience (Caston

& Mauss, 2011; Gülay Ogelman & Önder, 2021). Emotion regulation was associated with adjustment, cognitive competence, positive affect, attention, and social interaction, while problems in emotion regulation were associated with anxiety and social inadequacy (Hartman et al., 2017; Mayer et al., 2016).

5. Conclusion, Limitation and Recommendations

As a result, psychologically resilient children are stress-resistant, invincible and resilient, and benefit from protective systems that help them overcome adverse conditions and develop themselves. In this context, a child's intelligence, success in making friends, and ability to regulate his/her behavior appear as intrinsic strengths that improve psychological resilience (Bailey et al., 2013; Cömert & Özbey, 2021; Şahan Aktan & Önder, 2018). Considering that motivation is a power that enables people to take action and move forward in line with their goals, it is revealed that factors such as intrinsic motivation, mental and physical needs, perceptions of value, beliefs, expectations, levels of consciousness, self-efficacy and self-consciousness, risk-taking capacities and coping with anxieties affect the individual's learning positively or negatively (Arikil & Yorgancı, 2012; Öner & Özbey, 2022; Ulusoy, 2007; Ünal & Bursalı, 2013). Mihaela (2015) states that building a solid social-emotional foundation during childhood will help children to be successful and happy in life, and when they become adults, they will be better prepared to manage stress and persevere in front of challenges, take risks, and solve problems. It is clear that early childhood holds great promise for interventions to prevent and reduce risk, increase resources, enhance competence, and build a strong foundation for future development (Masten et al., 2013). In light of all these, it can be said that there are strong links between motivation and psychological resilience. However, when the research in the field is examined, it is seen that there are almost no studies that try to reveal this strong link, especially in preschool children.

The results obtained in the study are limited to the Social Emotional Well-Being and Psychological Resilience Scale and the Motivation Scale for Preschool Children (DMQ 18) used in the study, and the data obtained from both scales were based on teacher opinions. Considering that the scales developed on motivation and psychological resilience are relatively limited and mainly based on the thoughts of parents and teachers, scales developed to apply to children on these issues can be improved; Scales designed to apply to children on specific problems can be improved, with these scales, which are applied to teachers, families, and children, the motivation and psychological resilience of children can be examined comparatively. In addition, intervention programs that reflect the common denominators of psychological resilience and motivation can be prepared and implemented, and the effect of the program on children, teachers, and families can be examined. Longitudinal studies can be planned that reveal how psychological resilience and motivation progress over time and which variables are affected. Studies can be supported by qualitative findings.

The results of the research draw attention to the fact that increasing the motivation levels of preschool children can make a significant contribution to the well-being and psychological resilience of children, and the importance of acquiring motivational behaviors in building resilience. From this point of view, it is concluded that educational programs that support motivation in the preschool period can contribute positively to the psychological resilience levels of children by improving their coping, self-regulation, communication, and social interaction skills, contributing to their social-emotional well-being levels.

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