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## An outlook on social emotional development of children through mothers' views

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### Abstract

This study aimed to investigate social emotional development of children through the views of mothers. The study is conducted by using mixed method. The quantitative part is designed in order to obtain the study group of the qualitative part of the study. 36-72 month old children who are going to a preschool in Mamak district of Ankara form the quantitative part and their mothers form the qualitative part of the study. Social emotional sub dimension of GECD (Gazi Early Childhood Children Evaluation Tool) which is developed by Temel et al. (2005) is used and the volunteer mothers whose children have the highest and lowest scores in GECD are included in the qualitative part of the study. For the qualitative part, the semi structured interview involves questions to obtain the view of mothers towards the support of social emotional development of their children. The results put forward the awareness of mothers about the social and emotional development of their children.

Keywords: Social development, emotional development, socialization, mother child relationship.

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## **1. Introduction**

Social and emotional development means that a child can express himself, control his emotions in peace and harmony with himself and his environment. Emotional development forms the foundation of social development. Emotional development has a biological foundation and takes place through maturing and learning. In addition, social interaction is necessary for learning. In short, social and emotional development is related to all development areas (Tercan, Dursun & Yildiz-Bicakci, 2015). Children whose social skills are developed establish non-problematic and positive relationships with other people. They can solve their problems through methods approved of by the society. They can create balance between their own wants and needs and the expectations of the society (Yildiz-Bicakci & Durualp, 2016; Kadan & Yildiz-Bicakci, 2017).

Emotional development is defined as the influences from the internal or external worlds of children and or any event which are nice for them or not. The emotional development of a growing up child goes through changes by time. The baby begins to experience positive emotions as soon as he was born and the meeting of these emotions allows other emotions to be experienced. Problems experienced during emotional development may cause difficulties in the interaction of children with the environment and result in emotional disorders and lack of social harmony (Rubin, Coplan, Fox & Calkins, 1995). There are many factors which are effective in social and emotional development. For example, genetic factors such as maturing, character/personality, gender and intelligence, environmental factors such as family relationships, friendship, joining groups, playing games, cooperation, competition and relationships between the two genders are effective on the social and emotional development of children. One of the most important factors in supporting children's social and emotional development is to create environments which make it possible for children to realize their emotions and express them easily. Children who are aware of their emotions learn to control them when necessary. Children who feel their emotions and easily express them realize how important emotions are in their relationships with other people and have healthy social relationships (Baran, 2009). In short, social and emotional development of children means that they express themselves, control their emotions and be in harmony and in peace with themselves and their environment (Kandir & Alpan, 2008). The pre-school period is a time during which all kinds of emotions of children emerge; for instance, anger, jealousy, hatred towards strangers or certain people and obstinacy are seen in high gear during this period in which they socialize. Reactions from the environment about the social and emotional development carry great importance in this period as well (Gunalp, 2007). In particular, the effect of the families shaping the child's social and emotional development is important. Children learn moral values and social conventions through a process of socialization, much of which involves parenting. The process involves a complex interplay between evolutionary predispositions, genetics and socio-cultural factors. Children's perception of or assignment of meaning to, parenting interventions is central. Socialization occurs in different domains marked by different aspects of the parent-child relationship and by different underlying mechanisms (Grusec, 2011). Kadan and Yildiz-Bicakci (2017) recommended to develop and implement social skill programs, including all children with or without socially problematic behaviours, to arrange family education programs for families, to increase these applications, and to make these programs home-centered. Therefore, it has become a basic need for mothers to display their knowledge and awareness levels about social and emotional development as they are the people who spend the most time with their children and allocate the most time for them to support their development besides their basic needs.

## **2. Methodology**

In this section, the research includes the purpose, design, participants, data collection tools and data analysis.

### **2.1. Purpose of the study**

This study is aimed to investigate social emotional development of preschool children through the views of mothers.

### **2.2. Design**

The study was conducted as a mixed pattern in which quantitative and qualitative research methods were used together. The quantitative part of the research was carried out to determine the study group of the qualitative part of the study. In this research, qualitative research approach was used to collect detailed and in-depth data, to directly learn the participants' individual perceptions, experiences and perspectives, and to understand and explain the present situations (Buyukozturk, Cakmak, Akgun, Karadeniz & Demirel, 2014). Qualitative research is a research that includes some philosophical orientation and approach. The essential feature of qualitative research is concerned with how individuals shape the real life through their interactions with their own social life (Merriam, 2013). Yildirim and Simsek (2011) describe qualitative research as a qualitative research process in which qualitative data gathering techniques such as observation, interview and document analysis are used and followed in a realistic and holistic manner by a perception and realization of perceptions and events in a natural environment. Interviews are based on the availability of resources and classified with the data collected in the research as; structured interviews, unstructured interviews, semi-structured interviews, ethnographic interviews, and focus interviews (Buyukozturk et al., 2014). The data for this study was collected from interview types by using a semi-structured interview technique. In semi-structured interviews, interview questions are already prepared by the investigator, but it may be necessary to think and ask new questions according to the flow in the interview. For this reason, the researcher allows the participant to rearrange and discuss the questions created by providing partial flexibility during the interview (Ekiz, 2003; Karasar, 2009).

### **2.3. Participants**

The study group of the quantitative part of the research is consisted of children 60-72 months old who attend the pre-school located in the Mamak district of Ankara. The study group in the qualitative part of the study is consisted of the mothers of 10 children who received the highest and lowest scores in the social dimension of the Gazi Early Childhood Evaluation Tool (GECDA) developed by Temel, Ersoy, Avci and Turla (2005). Among the participants, 4 of the children were female and 6 of them were male. Since the full score of 40 children aged 60-72 months old who were accepted for the study was 56 for the sub-dimension of the Gazi Early Childhood Evaluation Tool (GECDA) was 56, this number was determined as the highest score and the lowest score was determined as 52.

### **2.4. Data collection tool and data collection process**

The tools used in the study and the processes regarding the information are presented below.

#### **2.4.1. GECDA (Gazi Early Childhood Evaluation Tool)**

Gazi Early Childhood Evaluation Tool is developed by Temel, Ersoy, Avci, and Turla in 2005 in order to evaluate the development of 0-72 month old Turkish children in detail. The tool is applied to children directly and /or consulting to the parents/ caretakers of the children. There are totally 249 items and 4 subdimensions of the tool which are physical development, cognitive development, language development, social and emotional development. It is used to construct the future academic life of a child or conduct early diagnosis of developmental disorders if any.

#### **2.4.2. Semi-structured interview form**

The "Semi-structured Interview Form" was used to determine the social emotional development of children through the views of mothers. The form is consisted of open-ended questions about the concept of social and emotional development with the purpose of determining the views of mothers and children in supporting and applying the social-emotional emotions of children. As a result of the related literature research, a pool of questions which can be included in this study has been established. Following this question pool, the questions of the semi-structured Interview Form were formed considering the number of questions that could be included in the qualitative study. The Semi-structured Interview Form was presented to three experts who were experienced in interactive book reading that were involved in child development and pre-school education to assess the research's suitability for qualitative work. In order to evaluate expert opinions, a specialist evaluation form was created by the researcher. For each question in the prepared form, the categories such as "appropriate", "partially relevant" and "not applicable" are arranged. As a result of the evaluations of the experts, the Semi-structured Interview Form has been finalized by taking into account the views presented. The final version of the form consisted of ten questions. After the expert opinion, a pilot interview was held by making amendments in the direction of the proposals. This pilot interview was made being aware of the clarity of the questions and then used by making corrections. The semi-structured interview form was applied face-to-face and the application process lasted approximately 20-25 minutes. During the interview process, the data was recorded with an audio device. All of the interviews took place in an empty room in a pre-school institution, with an appointment. Questions were asked in the same order to all candidates for reliability during the interviews.

#### **2.5. Data analysis**

In order to analyze the data obtained with the qualitative interview form, MAXQDA program was used. In the analysis of qualitative data, separate categories were developed for the answers given by the mothers and as a result of these categories; the values were presented with suitable themes. Participants were coded as P1 (Participant 1), P2 (Participant 2) during the interview, some participants' opinions were presented and quoted directly in the discussion section in terms of keeping the identity of the participants confidential. The reliability of the study was obtained by analyzing the data, interpreting the categories, and taking the opinions of two researchers for forming common themes.

### **3. Results**

The results related to the views of mothers whose children received the lowest and the highest social and emotional development scores about the social and emotional development of their children which constitute the qualitative part of the study and findings were attempted firstly to be presented separately. However, when the views were evaluated it was seen that similar views have been expressed and the views of all mothers were presented together. The findings were presented in the form of certain main themes. These main themes are listed as views of the mothers on the concept of social and emotional development, views of mothers on the communication of their children, views of the mothers on the time spent with mothers, fathers, siblings, members of the extended family and the related activities, views of mothers' on their children's relationships with friends, views of mothers regarding the factors effecting the social emotional development of the child positively and negatively, views of mothers on how they contribute to support the social emotional development of their children, views of mothers regarding the experts and sources they have recourse to support the social emotional development of their children.

#### **3.1. Views of the mothers on the concept of social and emotional development**

When the definitions and views of the participants on social and emotional development were analyzed, while four of the participants expressed it as spending time with their children, four as the

child's talking/expressing themselves, three as the emotions of the child, three as the communication of the child, three as the socialization of the child and one as the child's obeying the rules, one participant stated not having any view about it. Among the answers mothers gave to social emotional development are: "How the child gets along with them, obeying the rules, that's what I understand..." (P-5), 'the child's being cross with someone, his/her anger and irritability; these are the things which came to my mind...' (P-6), "... the mother's, spending time with family..." (P-8), "... social activities, spending more entertainment time... I see it as social development and social activities..." (P-10).

### **3.2. Views of mothers on the communication of their children**

When the views of the participants on their communication with their children were analyzed, it was seen that eight of the participants expressed it as good, two as friendly and one as respectful. Among these expressions are the following: "... I try to be like his/her friends, for instance I watch cartoons with him/her and go to the movies..." (P-1); "...our communication is normal; I mean, sometimes Elisa persists on what she wants. We have difficulties concerning that..." (P-4). "... I try to maintain eye contact but he/she is very respectful in general..." (P-7). "... Our relationship is fine; we always tell each other words of affection..." (P-8).

When the participants' conflicts with their children are analyzed, it was seen that three of the participants expressed that obstinacy, two of them their children's persistence, one of them expressed their children's anger, one their children's not talking to them, on their children being sad and one mother's yelling at the children caused conflicts in their communication. The examples among these statements are: "...he/she tries to hit or scream..." (P-2) "He/she is very obstinate; we cannot talk to each other and I cannot show him/her the right way..." (P-6). "He/She gets angry very quickly when I say no to something he/she says and this has a negative influence..."(P-8) "Sometimes, when I don't do what he/she wants, my child says he/she won't talk to me or to go away..." (P-9).

When the views of the participants on their communication with their fathers were analyzed, it was seen that six of the participants defined their communication as good and three defined it as limited. As for the conflicts between the children and their fathers, while five of the participants stated that they did not have any conflicts, one of them stated that the child was afraid of his/her father and one stated that the child got angry when he/she did not get what he/she wanted, one stated that there was male conflict and one stated that the father did not care for the child. Examples from the statements are: "... He/she gets angry when he/she does not get what he/she wants..." (P-3); "... They usually do not communicate much and sometimes experience male conflict..." (P-5); "...The father shows his affection excessively and does not get angry at all..." (P-7).

When the views of the participants on the communication of the children with their siblings were analyzed, two of the participants stated that it is aware of its limits; two stated that it involved jealousy and two stated that it was protective. Among the statements are: "... When his/her sibling cries, he/she gets very sad and immediately protects him/her saying that we should do what he/she wants..." (P-3); "he/she does not get along with her/his older brother at all, never share anything and he/she is jealous of him..." (P-9); "... They get along well but his/her brother is a little limited; I mean Asya is a little intimidated by him..." (P-10).

When the views of the participants on the communication of the children with the members of their extended families were analyzed, five of the participants defined it as good, one as communication which involves self-interest, one as jealousy and one as not getting along. Among the statements are: "... he protects him/her as a doting brother, buys him chocolate when he is coming home and this makes Ruzgar very happy..." (P-1); "...He/she gets along with his/her aunts very well in terms of painting and going to places..." (P-4); "... There is a grandfather in our family but they do not get along with him that well; the grandfather does not pay much attention to them, he does not play with them; therefore, they do not get along..." (P-9).

When the views of the participants on the communication of the children with their friends were analyzed, five of the participants defined it as good, two as timid, two as ill-tempered and one as selective. Among the statements are: "...He/she loves his/her friends; he looks forward to coming..." (P-2); "...Elisa chooses her friends. For instance, she loves one of her friends and she does not like another one at all..." (P-4); "... He/she does not hurt anyone; he/she never hits someone or gets angry. He/she makes friends very easily..." (P-7).

### **3.3. Views of the mothers on the time spent with mothers, fathers, siblings, members of the extended family and the related activities**

When the participants' views on the time spent with their children and the activities they do together were analyzed, five of the participants stated that it is 1-2 hours; three of them stated that it is 3 hours and more and two of them stated that it is 2-3 hours. In terms of the activities they do together, eight of the participants stated that they play games, four stated that they do painting, two stated that they go to the shopping mall, two stated that they have meals, one stated that they go to the theatre/cinema, one stated that they watch TV/cartoons and one stated that they read books. Among the statements are: "... We play games at night and watch cartoons for instance. We have meals together. When I am on leave, we play games, draw pictures and go to the park and the shopping mall..." (P-2); "... He/she comes home, we have our meal. If the weather is nice, I take her/him to the park for about an hour. We draw pictures together for about an hour. We are together for 2-3 hours..." (P-6); "...We are together for 3-4 hours; we play games, do activities, draw pictures, do colouring and read books..." (P-8); "...He/She sometimes wants to sleep and sometimes wants to stay awake. Then we go to the park and play games. So, we can say that we are together for 1-2 hours..." (P-9).

When the views of the participants on the time children spend with their fathers and what they do were analyzed, four of the participants stated that it is half an hour, three of them stated that it is 1 hour, one of them stated that it is 2 hours and one of them stated that it is 10-15 minutes. In terms of the activities, four of them stated that they played games; one stated that they draw pictures; one stated that they go shopping; one stated that they watch cartoons, while one stated that the child does not do any activities with the father. Among the statements are: "... He/she watches cartoons, so we have to sit down and watch them too. Then, we talk and he/she asks do you like this, where are they going, etc. and I answer. So, we spend time for only 1 hour or so..." (P-3); "... At least four hours. After my child comes from school, we are always together. We have meals, we play games, and we go to parks, theatres and circuses..." (P-4); "He/she does not spend enough time with his/her dad. I don't think that they share much. The most around half an hour..." (P-7).

When the views of the participants on the time children spend with their siblings were analyzed, three of the participants stated it is 1-2 hours and two stated that they do not spend time together. When the mothers' views on the activities done together were analyzed, three stated that they play games and two stated that they watch TV/cartoons. Five of the participants stated that their children do not have siblings. Among the statements are: "... Sometimes they look at books for 40 minutes and play together" (P-5); "... They set up a game at home. They play for 1\*2 hours for 2-3 days a week if not every day..." (P-7).

When the views of the participants on the time children spend with the members of the extended family and the activities they do together were analyzed, four of the participants stated it is once a week, two stated one hour a week. When the views of the mothers on the activities their children do with the members of the extended family, three stated that they play games and only one stated that it is family visits. Among the statements are: "... He/she loves his/her grandfather and grandmother. For instance, today it's Friday and he/she will be going to stay over at their house. I send him/her there every Friday. They play games and have fun..." (P-1); "... They play with their cousins once a week..." (P-2); "... Maybe every two weeks, because everyone has things to do. When we visit relatives, we sit down and talk. So, they don't have much chance of doing something..." (P-7).

### **3.4. Views of mothers' on their children's relationships with friends**

When the views of the participants on the relationship of their children with their friends were analyzed, five stated that it is good; two stated that it is ill-tempered; one stated that it is harmonious; one stated that no sharing is involved, while one stated "I don't know." Among the statements are: "... Since I'm not at school, he/she does not talk much about it and I don't know..." (P-1); "... Only at school, it is not very possible outside. We do not have neighbours in that respect..." (P-2); "He/she is very compatible and amenable; his/her friends love him/her and he/she loves them back..." (P-3); "... He/she is not a child who likes to share much..." (P-4); "...It is good; he/she has friends, so she gets along well..." (P-10).

When the participants were asked to specify the period of time their children spend with their friends and their views regarding the activities their children conduct together with their friends: while three of the participants said that their children spent 1-2 hours together with their friends and one of them said 3-4 hours, 5 of the participants said that their children do not have friends outside the school. Some of the statements included the following expressions: "... they play ball, you know, for about 1-2 hours..." (P-5) "... They are like sisters with Ela, they make plans for the future, they are at home for 1-2 hours, they play with their toys and sometimes they go to the park, etc..." (P-7).

When the views of the participants were asked regarding the support they give to their children having friends; nine of them said that their support mainly involves speaking supportively with their children; two of them said that they give support by inviting their friends over, and one of them said she organizes outside activities for her child and her friends. Some of the statements included the following expressions: "... outside activities involving swing rides..." (P-1), "... I talk with him/her I tell him/her to share, I make him/her meet the people I know and we go to their homes together..." (P-5), "I warn him/her constantly, I tell him/her this is your friend, do this and do that, I mean I talk with him/her..." (P-6), "... I talk with him/her and tell him/her to get along well with his/her friends and not to hurt them, I tell him/her to share..." (P-9).

### **3.5. Views of mothers regarding the factors affecting the social emotional development of the child positively and negatively**

When the views of participants were asked regarding the effect of positive and negative factors on the social emotional development of their children, three of them showed the family as a positive factor, two showed the school, one showed the friends and one showed the environment, whereas on the negative front nine of them said technological gadgets made a negative effect, two of them said being jealous, one said friends and one said the environment. Some of the statements included the following expressions: "... now you turn on the television or enter the internet and you see inappropriate videos or things that a child of his/her age should not be watching, he/she then tries to put these in practice that is to say he/she learns unsuitable behaviour..." (P-4), "... I feel that friends, I mean good friends make a positive effect. I feel that once their views are given due consideration, a consensus can be reached, but I still think that at the emotional level I and especially my husband are most effective..." (P-7), "... cartoons, and I restricted his/her watching them, even when he/she is walking on the road he/she imitates the cartoon character, speaks to himself/herself, that is why I restricted him/her from watching them, he/she was being affected negatively..." (P-8) "... I think he/she is negatively affected by jealousy the most when his/her brother comes to me for an embrace, he/she flames up and this affects him/her very negatively..." (P-9)

### **3.6. Views of mothers on how they contribute to support the social emotional development of their children**

When the views of mothers were asked on how they contributed to support the social emotional development of their children, most of the participants said that they give their children the opportunity to express their opinions about their experiences, most said that they try to give them some sort of responsibility, most said that they give them the opportunity to express their opinions in family matters. Some of the statements include the following expressions: "... I always ask, I always

talk with him/her, sometimes he/she responds and tells me what he/she has done at school that day, and sometimes he/she never talks..." (P-6), "... I talk to him/her, I ask what he/she did that day, how the day has passed..." (P-7), "... I talk to him/her about his/her responsibilities, such as keeping his/her room tidy, to wear his/her nightgown, to brush his/her teeth..." (P-4), "... to wear proper clothes when it is cold, to make up his/her bed, to occasionally help with house work, I mean things like that..." (P-6), "... I ask him/her if we need to take a decision about his/her room or anything that involves him/her..." (P-4), "... I ask him/her what we should play together, things that is about him/her, as a matter of fact I also ask him/her when we are about to buy something, some furniture for his/her room..." (P-5), "... when we are about to buy stuff for his/her room or some dress for him/her..." (P-8), "... when we buy something, when he/she feels like going someplace or for example if I change his room I ask him/her..." (P-10), "... I try to take him/her to various activities..." (P-1).

### **3.7. Views of mothers regarding the experts and sources they have recourse to support the social emotional development of their children**

When the participants were asked to specify the experts or resources they have recourse to support the social emotional development of their children, it was seen that ten of them relied on their own experiences, three of them resorted to the internet, two of them appealed to a child development specialist and one of them asked help from a teacher. Among the replies received were: "... I am trying to do something by myself..." (P-1), "... we consult a teacher regarding his/her ill temper and as to what we should do about it..." (P-5), "I consult the internet regarding my child's bad behaviour and what I should do to improve it..." (P-7), "... I do as I believe is right..." (P-9),

## **4. Discussion and Suggestions**

Initially the mothers of the children scoring the highest and lowest social emotional development points that constitute the findings of this study were asked to define their views separately about the social emotional development of their children, but when these views were assessed to be yielding similar views, then the views of all the mothers have been evaluated together. This may be interpreted as some other factors to be in effect in the social emotional development of these children.

In this research it has been concluded that the mothers' views about the concept of social emotional development involves themes such as spending time with the child, the child's expressing himself, his socializing, communication with the child, the child's emotions and his obeying the rules. It has also been seen that the mothers are unable to make a through definition of what the term social emotional development means. This may be due to the fact that the subject of social emotional development is a more abstract area for families compared with other areas of development, as well as due to the fact that the mothers generally do not consult an expert or a scientific source for guidance. When the research done in the field are investigated the interaction of parents with their children is crucially important in their social and emotional development. Grusec (2011) concludes that children need to experience their parents as supportive and understanding, that they need structure, and that they need to feel they have some degree of control over their own actions.

It is noticeable that as a result of the study, views to the effect that mothers do not have a quality communication with their children come to the forefront. One may consider that the continuation of egocentrism, which is one of the characteristics of the preoperational stage which the child is going through in his /her development, may be a negative factor in their communication. Looking at the time mothers spend with their children and what they do together during this short time, one sees that mothers even during this short time create a play based period. In addition to this among the activities that the child enjoys at this age, play leads the list that covers most of the time the mother and the child spend together. The child feels himself/herself valuable during this time he/she spends with his/her mother in a warm environment of interaction. Bowlby maintains that the warm relationship between the mother and the child is at the root of development. According to Bowlby this



relationship is a cause of saturation and satisfaction (Yavuzer, 1995). One may think that the time mothers spend with their children, the activities they engage in will be highly beneficial in supporting the emotional development of the child. As a result of research, it attracts attention that mothers do not express very favourable views on their children's positive interaction with their father and that the time children spend with their father is shorter. One observes that views on their negative communication are explained as male conflict, anger of the child when he/she cannot get something he/she wanted, indifference of the father toward the child and fear of the child from his/her father. Factors such as late working hours of the father, the fact that the father is an authority in the house, Oedipus complex felt by male children may lead to adverse situations in the interaction between the father and the child. While there is a favourable relationship between the fathers' care and concern in particular with the development of the male child, it has been found that there is an unfavourable relationship between the father's restrictive attitude and the development of the child (Gungormus, 1995). Cabrera, Shannon and Tamis-LeMonda (2010) claimed that by the increase of the fathers' education level there is a promotion of the fathers' positive parenting which leads to big benefits for children's emotional development. Behaviours of the mother and father play a great role in the self-appreciation of the children and for them to feel that they are accorded due importance. While they love their children, there are many parents who have not manifested their love for their children either not to spoil them or they regard it unnecessary to show this through their actions or to express this verbally. They may be hurting the development of their children's self-respect whenever they are unaware of this situation (Kasatura, 1998). As a result of the study, when mothers' views on the children's interaction with their siblings are investigated it may be said that this relationship is not regarded very favourably. When mothers' views on the time spent by the children with their siblings and their activities are examined, it has been stated that some children spend time with their siblings and during this time they engage in activities such as playing games and watching TV and cartoons. The relations between siblings at this period is influenced by the attitude of their parents, the ages and development features of the siblings, and other factors such as an ego centric attitude of the child. The character of the relationship between the child and the parents also influences the sibling relationship. There is more sibling interaction in the families where the parents have a positive and supportive approach. (Kandir & Yalpan, 2008). Taking this as the starting point, it may be considered that conflicts, fights or common objectives and likes between siblings affect the time they spend together. As a result of the study, when the mothers' views on the communication of their children with their friends are analyzed, it can be stated that their children's relationships with their friends are positive and the mothers display supporting attitudes about their children's relationships with their friends. Considering the answers, it can be suggested that the mothers have a high awareness about their children's relationships with their friends and carry out various activities to support them. In a study carried out by Updegraff, McHale, Crouter and Knonoff (2001) on this subject, it has been determined that mothers steer towards peer centered activities more when compared to fathers in their interaction with their daughters. It has been observed that mothers are more knowledgeable about their children's relationships with their peers. Since children learn about helping each other, sharing, cooperation and waiting during the time they spend with their friends, it may be concluded that these times have important effects on their social emotional development.

As a result of the study, it can be concluded that the views of the mothers clearly showed that children are influenced by their environment as a consequence of their interaction with the social environment in childhood since the environment; friends and technological devices are among the positive and negative factors which influence the social and emotional development of children.

Grusec (2011) emphasized that similar factors are effective in social and emotional development of children. When the things mothers do to support their children's social and emotional development are considered, it may be concluded from this study that mothers carry out activities to support their children's social and emotional development. However, it can be argued whether they do these consciously or not. When it is considered how important it is for children to express their ideas and make their own decisions, it can be suggested that the mothers who constitute the study group have a

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high level of awareness about this. Giving children the chance to share their experiences can be expressed with similar thoughts. It is seen that mothers give responsibilities to their children and that these responsibilities are generally directly about the children. Children like being shown trust just like adults. A child who is shown trust develops high self-esteem as well and he becomes more confident about himself. Then he begins to solidify the hopes about him and spends effort and tries to evaluate the opportunities given to him. Feeling important and valuable takes a child to new breakthroughs (Ozen, 2001). In their research, Kadan and Yildiz-Bicakci (2017) said that the source of children's social development is the parents' interaction with them and the responsibilities given to them.

When the views about the sources mothers consult to support the social and emotional development of their children, it can be suggested as a result of the study that Internet is one of the most frequent source mothers consult to since it is a source related to the age of technology which is easily accessible. A majority of mothers who are making use of their own experiences can be explained as families following a traditional attitude towards raising children. The habit of reading in Turkey is low (the average rate of reading books per person in one year is 0.01%, DESAM's Research and Development report). That is considered to be a negative indicator on this matter. A very small number of mothers consulting child development experts can be explained as the result of having a low level of awareness about development.

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