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THE EFFECT OF CONSERVATOR APPROACHES OF FAMILIES FOR THE CHILD ON PSYCHO-MOTOR DEVELOPMENT IN PRIMARY EDUCATION

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Abstract

Purpose. In this study it was aimed if the conservator approaches of the families for their children effect the psycho-motor development of the children in primary education.

Methods. A questionnaire called "How Do We Grow up Our Children" was applied as a data collectind instruman. The questionnaire was applied to the different scio-economical positioned /leveled 40 parents having children in primary education and being reluctant to participate in this study in Kars city. The data handed were analysed by using suitable statistical techniques in accordance with the study. The credibility and reliability analyses of the data collecting tool was studied on and the internal consistency coefficient of it was found to be 83.

Results. A delay in psycho-motor (gross and fine motor; the activities done by gross and fine muscles) activity development of the children having conservator families was found out.

Conclusion. As a result, it was found out that the manner of the consevator families, thought to be one of the factors affects gaining the developmental abilities in this critical period, about their children effect the psycho-motor development level of the children positively in primary education.

Key words: Preschool, Conservator Parents, Psycho-motor Development.

Introduction

Healthy growth and development of a child depends on the positive, consistent and loving attitude of the family members from birth. For the child, family is the environment where he or she gets his or her first and important social experiences (Wechselberg ve Puyn,1993, Çıkrıkçı, 1999, Yörükoğlu, 2000). For this reason, unlike other beings, people need environment to develop and mature the abilities they have from birth; they seek constant support from the beginning of

their development. Consequently, development of people follow the processes of biological maturation, cognitive development and social and emotional development dependent on socialization (Kağıtçıbaşı, 2007). Children, whom are the future assurance and the youngest member of society, grow in healthy family relations. It is affected; however, by the attitudes of parents, who are responsible for taking care of the child, their own personality and demographic attitudes or traits of children. If children are wanted to be capable individuals mentally and socially; flexible,

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tolerant and not pressuring parents are needed. Pressuring, too tolerant or not caring parents result in not disciplined behavior in children. Parents should first know the rules of development in children, become adults that can give suitable answers to their children's needs (Nelsen and Glenn, 2002).

Psychomotor development observes changes starting from prenatal stage and continuing for life in terms of behavior related to movement. Understanding this stage, knowing the factors influencing it, understanding the rules and seeing its interaction with other aspects of development is possible (Özmert, 2005). The stage involving the first six years of a child is very important as it is the time when their development is at their fastest, and when their character starts to take shape, important basic habits are easily earned. Basic habits earned to child in this stage will in time and repetition become earned behavior. These basic habits earned are influential in providing adaptation to natural and social environment. Once these habits are earned, they continue to exist for a lifetime (Demiriz ve Dinçer, 2001). Consequently, each child is born with different biological traits. Environmental factors and parental attitude shape their characters. Children who are brought up with their individual attitudes turn up to be self confident individuals. Parents' attitudes should complete each other and not conflict, not causing too much pressure or too much freedom for children (Seçkin ve Kayan, 1993). Overprotective approach is mostly observed in mother-child relations. Overprotective mothers don't trust their child too much and in turn not let them succeed in things on his or her own as an individual. In overprotective approach, children expect support from their parents in activities ranging from their self maintenance to social relationships. They become individuals whose self confidence is less developed, having difficulty in socializing with other people, not being able to solve their problems. In certain situations, they may be individuals acting abnormally in certain situations. Overprotective approach affects every aspect of child's personal development (psycho-social) negatively (Argun, 1995). The attitudes of parents who

raise their children as an individual in society; is very important for the children to develop desired behavior. Suck attitudes result from the demographic aspects of the family and many other factors, and they can change. Attitudes parents show in family life are determinant in the child's future life in many aspects. For this reason, parents should review their attitudes while raising children and should choose the best one for their children's future (Akça, 2012). In this research, whether overprotective approach affects psychomotor development of a child in preschool 5-6 years of age, which is thought to be a critical stage in life.

Materials and Approach

Forty parents (both mothers and fathers) of pre-school children were included into the research through a selection of random sampling from the five of the nursery schools that provide pre-school education with different socio-economic standards in the province of Kars. As a means of data collection, the questionnaire with the name of *how are you bringing up your child* was applied. After giving the information about the survey, the survey was carried out and the questionnaires were filled out by the participants within twenty minutes. For the analysis of the survey data, frequencies and percentages were taken into consideration. The questionnaire consists of 26 entries and it is evaluated through three different stages namely: the stage that your child starts crawling, the time period that your child is crawling and the time span that your child starts walking. Reliability and validity analyses of the survey were made in the research and Cronbach's Alpha internal consistency parameter was defined as 83. In the statistical evaluation of the obtained data, the package program of SPSS 17.0 was used.

Findings and Commentary

The findings resulting from the research and given answers are interpreted in terms of percentage and frequency distribution. The occupations of parents are shown in Table 1.

Table 1: Distribution of Parents in Terms of Occupation in this Research

Mother's Occ.	Father's Occ.	Mother's frequency	Mother's percentage	Father's frequency	Father's percentage
Housewife	Self employed	18	%45	7	%17.5
Officer	Officer	8	%20	6	%15
Teacher	Police	10	%25	7	%17.5
Academic Lecturer	Soldier	2	%5	7	%17.5
Judge	Teacher	2	%5	5	%12.5
	Academic Lecturer			6	%15
	Prosecutor			2	%5

45% of mothers whom answered the questionnaire are housewives, 20% of them officers, 25% are teachers, 5% are academic lecturers and 5% are judges. Majority of participating mothers are housewives As it can be seen, 17.5 %of fathers whom answered the questionnaire are self employed, 15% are

officers, 17.5%are police, 17.5%are soldiers, 12.5%are teachers, 15% academic lecturers and 5% of them are prosecutors. Consequently, majority of fathers are highly educated. The education level of the parents in this research are shown in Table 2

Table 2: The Education Level of Parents in the Research

Education Level of Parents	Mother's Frequency Percentage		Father's Frequency Percentage	
Can't read or write	-	-	-	-
Primary School	8	%20	4	%10
Secondary School	4	%10	1	%2.5
Highschool	7	%17.5	8	%20
University	21	%52.5	27	%67.5

On the other hand, there is no uneducated family in this research. Percentage of primary school graduates are 10% (for fathers) and 20% (for mothers). Secondary school graduate fathers are 2.5%, and mothers are 10%. High school graduate fathers are 20%, and mothers are 17.5%. University graduate fathers are 67.5%, and mothers are 52.5%. It is determined that the education level of mothers are lower than the education level of fathers. It can be seen that majority of the parents participating in research are highly educated. The model child gets in order to develop a healthy character is dependent on parents education level. A child that takes his or her parents as an example will learn the desired and undesired behavior from them and continue to grow in that direction. The findings of parents with regards to the period until crawling are shown in Table 3.

To the question whether father holds the child if the mother is in the kitchen is responded with

majority of families as 47.5%generally. It is determined that most of the families hinder the motor development of their children by holding them on their lap. While whether the child is held on the lap regardless of the fact that he/she cries or not is responded as %40 rarely, we don't take him/her on our lap unless he/she is crying is responded as 30% generally, 27.5 %rarely and 20% as never. Usually a relative living with us holds the child is responded as 52.5%never.

Wrong attitude by parents, damaged family structure can be the main reason for unhealthy development and disagreements. Sometimes, by giving too much, the parents hinder the development of child on his or her own. Sometimes, by giving too little, parents can't provide the necessary support and it can result in wrong behaviors (Gençtan, 1993).

Table 3: Frequency and Percentage Table of the Period Until the child Starts Crawling

Points	Always		Generally		Sometimes		Rarely		Never		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
1. If mother is working in kitchen, the father holds the child	3	7.5	9	22.5	19	47.5	7	17.5	2	5	40	100.0
2. Whether the child cries or not, we held him/her on our lap	2	5.0	7	17.5	8	20.0	16	40.0	7	17.5	40	100.0
3. We don't hold our child on our lap unless he/she is crying	1	2.5	12	30.0	8	20.0	11	27.5	8	20.0	40	100.0
4. Usually a relative living with us holds the child on his/her lap	-	-	3	7.5	8	20.0	8	20.0	21	52.5	40	100.0

For this reason, the experience of parents, ages, characteristics, relationship to one another, expectations from their children; the child's age, gender, characteristics, birth (Tola, 2003), parents' attitudes towards childraising affect children's development in positive or negative way (Haktanır,

1994). Not only parents attitude shape the behavior of children, they have an effect on their future behavior. The most commonly encountered parent approaches are categorized as overprotective, overtolerant, pressuring and overbearing, unbalanced and undecisive, uninterested and democratic. The



frequency and percentage of parents with regards to the period of crawling are shown in Table 4.

Table 4: The frequency and percentage with Regards to the Period of the Child's Crawling

Points	Always		Generally		Sometimes		Rarely		Never		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Did you re-organize the furniture after your child started crawling?	5	12.5	10	25	2	5	5	12.5	18	45	40	100.0
2. We generally held the child on our lap so that he or she doesn't break anything	2	5	-	-	4	10	11	27.5	23	57.5	40	100.0
3. We generally held the child on our lap so he or she doesn't hurt himself or herself	2	5	4	10	12	30	8	20	14	35	40	100.0
4. Generally he or she crawled around, we took him or her to our lap upon crying	3	7.5	12	30	10	25	8	20	7	17.5	40	100.0
5. We didn't care much, thinking he or she will learn by crying, falling and getting up	1	2.5	8	20	8	20	11	27.5	12	30	40	100.0
6. The child should be free at home	14	35	17	42.5	6	15	3	7.5	-	-	40	100.0

Upon the question 'Did you re-organize the furniture after your child started crawling?' considering the parents that participated to the survey, 25% of them stated 'generally', and the majority of 45% said 'never'. At the same time, the questions relating to cuddling the child in order to prevent him / her from breaking anything were answered by the 27,5 % of the parents as 'rarely' and by 57,5% of the parents as 'never'. The questions on hugging the child in order to protect her against falling were replied by 30% of the parents as 'sometimes', 20 % of them as 'rarely' and 35% of the parents replied as 'never'. Also, upon the item that stating 'the child generally crawled around and we cuddled him / her when he / she cried': 30% of the parents said 'generally' and 25% of them said 'sometimes'. A child who grows up under the over-protection of the family can have a personality that is shy, susceptible to the influence of others and vulnerable. As a result of over-protection of the parents and more control and more care of them comparing to what a child needs, the child grows up as a person dependent on other people without any self-confidence and with a lack of proper psychomotor development. For the item mentioning 'since a child would grow up by crying and stumbling we did not care about', 27,5% of the families declared 'rarely' and 30% of them declared 'never'; whereas upon the item 'a child should be free in family environment' 35% of the families affirmed with the answer of 'always' and 42,5% of them affirmed with 'generally'. Therefore, over-protective attitude of the families is a common characteristic observed generally in families with a single child or families without any other children. The

families who have more control over their children and over-cares of them in fact hinder the motor development of the child and prevents the child from developing it, that is why self-defence skills of the child cannot develop. In the children who were brought up with this kind of attitude, over-dependence on other people, frustration, distrust and rebellious behavior can be observed (Akca, 2012). Findings of many researches about child development and education designate that the years between 0-6 ages known as a pre-school stage or early childhood are the most significant and critical period of human life. It is emphasized that physical, emotional, social, mental development and learning are rapid during these years. In addition to that, it is claimed that the attitudes and behaviors that are acquired during this stage have a permanent effect and it is quite difficult to make a change in them in the following years (Tatlı et al. 2012, Cagdas and Secer, 2006: 50). Taking into account the fact that the interaction is mainly with the family during these ages, it is clear that the most important component in the embodiment of a child's character is the members of the family. The frequency and percentage values about the parents who participated in the survey on the time span when the child starts walking is designated on Table No.5.

Table 5: Frequency and Percentage Values for the period of Children Starting to Walk

Points	Always		Generally		Some times		Rarely		Never		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
1. We control the child so that he or she doesn't fall	12	30	22	55	2	5	2	5	2	5	40	100.0
2. We help immediately when he or she falls	10	25	14	35	12	30	2	5	2	5	40	100.0
3. We help with regards to the degree of fall	8	20	26	65	4	10	-	-	2	5	40	100.0
4. We don't mind, thinking the child will learn by falling and getting up	-	-	6	15	8	20	15	37.5	11	27.5	40	100.0
5. When our child started to walk, we always took him/her on our lap while going upstairs or downstairs	9	22.5	7	17.5	15	37.5	5	12.5	4	10	40	100.0
6. We helped with going upstairs and downstairs	14	35	16	40	5	12.5	4	10	1	2.5	40	100.0
7. Do you send your child out for playing?	3	7.5	16	40	8	20	9	22.5	4	10	40	100.0
8. The child can play outside with parental supervision	12	30	19	47.5	8	20	1	2.5	-	-	40	100.0
9. The child plays outside with supervision of an older brother, sister or an older relative	17	17.5	8	20	13	32.5	4	10	8	20	40	100.0
10. Do you send your child alone to the store?	1	2.5	2	5	10	25	6	15	21	52.5	40	100.0
11. Does your child go to preschool on his or her own?	3	7.5	1	2.5	-	-	3	7.5	33	82.5	40	100.0
12. Does your child tidy his or her room and toys?	7	17.5	9	22.5	18	45	5	12.5	1	2.5	40	100.0
13. Do you limit the way your child plays at home?	2	5	10	25	9	22.5	13	32.5	6	15	40	100.0
14. Do you let your child scatter his or her own toys around the house?	10	25	10	25	11	27.5	5	12.5	4	10	40	100.0
15. I let them scatter their toys with the condition that they will tidy them up themselves	12	30	14	35	10	25	2	5	2	5	40	100.0
16. Do parents play with the child?	8	20	14	35	13	32.5	5	12.5	-	-	40	100.0

As it is seen on Table No. 5, the questions related to 'whether you hold your child under control in order to prevent the child fall' were answered as 'generally' by 55% of the parents. The question 'whether they help immediately after the child's falling' is answered by 35% of the families as 'generally' and 30% of them as 'sometimes'. In that respect, it is observed that nearly all the families have a protective attitude toward the fall of a child. The parents who adopted an over-protective attitude toward their children present a hinderance to the motor development by interfering what their children do. Upon the item stating 'the families would help

according to the severity of the child's falling', 65% of the families said 'generally'; 37,5% of the families stating that 'children grow up by stumbling and there is no need to worry' said 'rarely' and %27,5 of them said 'never'. The question 'whether they carried their child while walking up and down the stairs when your child started walking' was responded by 22,5% of the families as 'always', by 37,5% of them as 'sometimes' while %35 of the families said that they 'always' helped the child walk up and down and 40% of them 'generally' helped the child. While the question of 'Do you allow your child to play outside?' was replied by 40% of the families as 'generally', 20% of them as 'sometimes' and 22,5% of the families replied as



'rarely'; the question 'whether the children play outside under the control of their mother or fathers' was replied by 30% of the families as 'always', and by a majority of 47,5% the families as 'generally'. 'Does your children play outside under the control of an elder such as a sister or a brother?' question was answered by 20% of the families as 'generally', and 32,5% as 'sometimes'; whereas the question 'whether the children are sent to the grocery store by themselves' was responded by 52,5% of the parents as 'never'. At the same time, while the question 'Is your child able to go to school and come back home by his/her own?' is replied by the majority of the families –namely 82,5% as 'never'; the question 'can your child tidy his / her own room?' is answered by 45% of them as 'sometimes'. This circumstance is closely related to rendering the environment in order to achieve adopting positive character traits and motor skills such as the learning environment that the family ensures to their children, a sense of responsibility, the ability to do something on their own.

Discussion

On the other hand, the question of 'do you limit the way your children play at home?' is answered with generally by 25%, sometimes by 22.5%, rarely by 32.5%. The question whether you let your child scatter his or her own toys is answered as always by 25%, generally by 25%, sometimes by 27.5% of the families; whereas 'do you let your child scatter his or her toys with the condition of them tidying up?' is responded as always by 30%, generally by 35%, sometimes by 25% of the families. The sense of responsibility in preschool period should be earned to child from early ages and gradually onwards. The parents should set example with their behavior. Overbearing, inconsistent, overtolerant, uncaring, overprotective family models do not earn responsibility to the child. Only democratic family model is ideal for learning responsibility (Tuzcuoğlu 2007). Therefore, overprotective parents always interfere with their children. In this model, along with love, behavior limiting freedom and potential of the child is presented. Parents overprotect and control their children. Most of the things children can do are done by parents, thus the possibility of children living and learning is limited. By interfering more than necessary in every aspect, the parents prevent children from being self sufficient or self confident. In this way, children who can't decide for themselves and are dependent are brought up (Sezer 2010).

In this research, whether the overprotective approach is influential in children's psychomotor

development is researched in preschool period children of 5-6 age, which is accepted as a critical period in life. According to the results, it is deducted for the period until the children start to crawl, when they start to crawl and when they start to walk, the majority of parents display overprotective behavior. As a result of the overprotective approach of parents, the children's development may be hindered and the child may not earn self confidence. What can be done by children being done by parents or others for the purpose of protecting them can result in psychomotor development disturbance or feeling of failure.

Conclusion

Even if it seems that everything is okay with the child, being overprotective actually effects them negatively and the child will encounter difficulties later in life. No parent can guarantee to be with the child for a lifetime. For this reason, one should always raise a child self sufficiently. Being parents does not mean creating a child dependent on you. Consequently, the shape of relationship between parents and the child is very important in preschool period when the development is very fast and environmental stimulants are constantly increasing and changing. Parents should realize the development needs of their children and they need certain guidelines for having good communication with their children. Parents learning about their children's developmental needs and efficient communication techniques is an important step for providing them a suitable environment instead of being overprotective. Parents that are positive role models for children should never forget that they carry the responsibility of raising an individual for the society.

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