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ABSTRACT BOOK

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The investigation of the relationship between attachment styles and social problem solving skills of preschool children

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The aim of this study is to examine the relationship between the attachment styles and the social problem solving skills of preschool children. In addition, it aims to investigate the attachment styles and the social problem solving skills of children in terms of some variables related to children (gender and number of siblings) and their parents (educational status and income level).

The study group of the research, designed in survey method, was consisted of 187 children, all of whom are 60-72-month old, 92 of the children are girls, whereas 95 are boys, attending public kindergartens in Istanbul during 2015-2016 academic years. Three data collection tools were used in the study. These are; Personal Information Form, Doll Family Story Completion Test-TR (DFSCT-TR) and Wally Social Problem-Solving Test.

As a result of the analysis, it was concluded that social problem solving skills of children was found to differentiate according to children's attachment styles with their mothers. According to this, the mean scores of social problem solving skills of children who have secure attachment with their mothers are higher than the mean scores of children who are avoidant attachment with their mothers. In addition, it was found that the attachment styles of preschool children with their mothers differ in terms of income level and gender while their attachment styles do not differ in terms of education status of parents and number of siblings. The social problem solving skills of children was found to differentiate according to income level and educational status of mother; however, social problem solving skills of children were not determined to differentiate according to gender, educational status of father and number of siblings variables.

Keywords: Preschool period, attachment styles, social problem solving skills