

## INVESTIGATION OF PRESCHOOL CHILDREN’S ACADEMIC SELF-ESTEEM AND INTERPERSONAL PROBLEM SOLVING SKILLS

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### Abstract

The purpose of this study is to examine academic self-esteem and interpersonal problem solving skills in terms of various variables in preschool children and determine the correlation between academic self-esteem and interpersonal problem solving skills. The sample group of the study consisted of totally 300 5-6 year old children, who attended to independent kindergartens affiliated with Directorate of National Education in city center of Çankırı. 162 of these children were girls (54%) and 138 were boys (46%). The data of the study were collected by using “Personal Information Form”, “Interpersonal Problem Solving Scale” and “Academic Self-Esteem Scale”. In the analysis of data, Kolmogorov-Smirnov, Mann-Whitney U, Kruskal-Wallis tests and Spearman correlation analysis were used. At the end of study it was determined that there was a significant difference between academic self-esteem of the children and variables of father educational level, a significant difference between interpersonal problem solving skills gender, birth order, family type and father educational level ( $p < .05$ ); It is seen that there is a positive and significant relation between the academic self-esteem and constructive problem solving skills and there is a negative and significant relation between the academic self-esteem and destructive problem solving behaviors of the children ( $p < .01$ ).

**Keywords:** Pre-school period, academic self-esteem, interpersonal problem solving skills, socio-demographic variables.