

A STUDY ON PARENT-CHILD RELATIONSHIP AND SOCIAL-EMOTIONAL DEVELOPMENT OF PRESCHOOL-AGED CHILDREN

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Abstract

The main purpose of this study was to investigate the parent-child relationship and social-emotional development of preschool-aged children. In this study, a quantitative research design and descriptive survey method were used. As a sample, a total of 300 parents of preschool-aged children (150 from public preschools and 150 from private preschools) were randomly selected from Yangon and Ayeyarwaddy regions in Myanmar. As the research instruments, Child-Parent Relationship Scale (Pianta, 1998) modified by Driscoll and Pianta (2011) and Social-Emotional Development Questionnaire developed by Mardell and Dorothea (2011) were applied. Independent samples *t*-test and ANOVA results confirmed that significant differences were found in parent-child relationship by parent's gender, birth order and mother's education level. In addition, independent samples *t*-test and ANOVA results also confirmed that significant differences were found in social-emotional development of children by type of school, family type and mother's education level. Next, the Pearson product-moment correlation results revealed that positively significant relationship was found between parent-child relationship and social-emotional development ($r = .579, p < .01$) and also positively significant relationships were found among conflict subscale, closeness subscale and dependency subscale of parent-child relationship and social-emotional development ($r = .583, p < .01$), ($r = .252, p < .01$) and ($r = .264, p < .01$) respectively. The results of this study revealed that preschool children who had better parent-child relationship would be higher in their social-emotional development. Moreover, parent-child relationship and its subscales significantly contributed about 33% of the variance in social-emotional development of preschool children. Finally, this study suggested that parents should try to improve and strengthen positive parent-child relationship in order to help their children higher social-emotional development. Therefore, it was vital to emphasize the parent-child relationship and social-emotional development of preschool-aged children.

Keywords: parent-child relationship, social-emotional development, preschool-aged children

Introduction

Parents and families are very important people in children's lives. Among family members, children's first relationships are with their parents. Parents are usually the first people a child learns to trust. Trust and respect are essential to a positive parent-child relationship (Dolby, 2017). The babies will feel secure when they learn they can trust their parents or other primary caregivers to meet their needs. When children reach preschool years, they'll begin to discover a lot about themselves and interact with people around them (Brennan, 2022). Children's early relationships shape the way they see the world and affect all areas of their development (Halloran, 2020). So, parents or other main caregivers who are first contact persons in a child's life are said to be the primary sources of social and emotional support for children during their first years of life.

The relationship between a parent and a child is the most long-lasting because a person's parents always involve everything throughout their child's life (Thompson, 2001). The healthy

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involvement of parents in their children's day to day life helps children can perform better socially and emotionally. Hence, providing a child with love and affection is a pre-requisite for the healthy development of his/her brain, self-confidence, capacity to thrive and even the ability to form relationships as he/she goes through life. If a child's world at home is full of love, he/she will better prepare to deal with challenges of the larger world. Moreover, Palmer (2019) also affirmed that healthy social-emotional development is rooted in nurturing and responsive relationships with parents or other main caregivers. Young children who grow with a secure and healthy attachment to their parents will stand a better chance of developing happy and content relationships with others in their life.

Therefore, to improve social-emotional development of preschool children, it is first necessary to identify its key factors. Among these factors, parent-child relationship will be examined in this study as the related factors which can enhance the social-emotional development of children.

Purpose of the Study

The main purpose of the study was to investigate parent-child relationship and social-emotional development of preschool-aged children from public and private preschools in Myanmar.

The specific objectives of the study were

- To study parent-child relationship and social-emotional development of preschool-aged children
- To examine the differences in parent-child relationship by parent's gender, birth order and mother's education level
- To explore the differences in social-emotional development of children by type of school, family type and mother's education level
- To investigate the correlation between parent-child relationship and social-emotional development of preschool-aged children
- To find out whether parent-child relationship predicts social-emotional development of preschool-aged children or not

Definitions of Key Terms

Parent-Child Relationship. Parent-child relationship is defined as a kind of unique and influential relationship established in the process of interaction between parents and their children, which is critical to adolescents' physical and mental development (Zeigler-Hill & Shackelford, 2020).

Social-Emotional Development. Social-emotional development is a gradual, integrative process through which children acquire the capacity to understand, experience, express and manage emotions and to develop meaningful relationships with others (Cohen et al., 2005).

Preschool-Aged Children. Preschool-aged children refers to children between the ages of 3 and 5 years, who are not yet attending kindergarten (Dr. El-Soadaa, 2017).

Review of Related Literature

Parent-child relationship is one which combines behaviors, feelings and expectations and unique to a particular parent and a particular child. It is the earliest and most prominent relationships that individuals develop. This relationship involves the full extent of a child's development (Dr. Dona & Ms. Sarita, 2021). Trairatvorakul (2016) theorized that this bond serves as a model from which other interpersonal relationships are formed. And, according to ethological theory of attachment developed by Bowlby and Ainsworth (1969), a child and his mother had a natural instinct to bond with one another as a way to promote survival (Berk, 2014). Then, they found that the relationship a child had with his parents or primary caregivers may directly affect how the child was able to form relationships in the future.

Next, based upon the attachment theory, Antonucci et al. (2004) stated that the importance of caring relationships and young children needed to develop a relationship with at least one primary caregiver for normal social and emotional development; it also suggested that a good nurturing relationship between parent and child shaped future social, cognitive, and emotional development of that child. Thus, it could be said that parents play the biggest role in social-emotional development because they are available to offer the most consistent relationships for their child. The central theme of attachment theory was that parents or primary caregivers who were available and responsive to a child's needs allowed the child to develop a sense of security. It became the basis for development of trust or mistrust, and shaped how the child would relate to the world, learn, and form relationships throughout life (Corinne, 2007).

According to Davies (2008), parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Thus, a stable and secure family life is vital to healthy child and youth development. Briefly, strong families are those in which family members get along and communicate well, follow routines, share tasks and enjoy time together, have a support network, have a positive outlook, and where parents use positive parenting skills that means the mother's provision of nurturance, responsiveness, consistency, and appropriate control in caring for her young child (Slater & Power, 1987).

Moreover, parent-child relationships were complex and multidimensional. They varied over time, differed from the perspective of the parent and of the child, and differed from one situation to another, and so on (Ainsworth, 1972). At this research, child-parent relationship scale developed by Driscoll and Pianta (2011) was contained 30 items and was categorized into three subscales namely conflict, positive aspects of relationship (closeness), and dependency. Firstly, parent-child conflict means as an aspect of the parent-child relationship that is characterized by discordant or acrimonious interactions during which both the parent and the child display negative behaviors and affect (Patterson et al., 1998). Secondly, positive aspects of relationship (parent-child closeness) may be defined by the overall sense of strength of a relationship between parent and child include factors such as relationship satisfaction, feeling comfortable with, and feeling understood by one another (Elizabeth & Edward, 2018). Finally, dependency is the state of relying on or needing someone or something for aid, support, or the like. This could mean the dependency of children on their parents for care and provisions (Gewirtz, 1972).

When children reach preschool years, this is the time in which children immersed in initiative, the third stage of Erikson's psychosocial theory. They should be motivated to plan and carry out their own activities and in their own way (Laurence, 2023). A positive parent-child relationship is one in which parents can allow and encourage their child to meet the world with purpose. According to David (2017), parents are their child's first teachers. Children can learn social skills, such as sharing, cooperating, and respecting things of others when interacting with their parents. Based upon Albert Bandura's social learning theory, Hay and Vespo (1988) revealed that parents are models who demonstrate behaviour and children then copy. In other words, children were taught how to behave and relate to others through their relationships with their parents. Lev Vygotsky also viewed parents as masters and the child as an apprentice in the learning (Williams, 2022).

Previous researches proved that positive parent-child relationship had several positive effects on social-emotional development of children, it was more empathetic, more mature, more independence, less disruptive and less aggressive (Reid et al., 2002), it increased self-worth, and thus improved mental health outcomes (Garber et al., 1997; Kamkar et al., 2012), it decreased degree of anxiety (Wang et al., 2006 ; Minggui & Haung, 2022), and it reduced the risk of social and emotional problems later in life (Domitrovich et al., 2017).

Research Method

Research Design: The quantitative research design and survey method were used in this study.

Participants: The sample for this research was selected 300 parents of preschool children (150 from public preschools, 150 from private preschools) by using random sampling technique. Parents of preschool children in public and private preschools from Yangon and Ayeyarwaddy regions in Myanmar were as participants of the study.

Instruments: In this study, the research instruments were Child-Parent Relationship Scale (CPRS) modified by Driscoll and Pianta (2011) and Social-Emotional Development Questionnaire (SEDQ) developed by Mardell and Dorothea (2011). Child-Parent Relationship Scale (CPRS) included 30 items and it was a self-report instrument completed by fathers or mothers to assess parental perceptions of the quality of their relationships with their children. It had three subscales; conflict, positive aspects of relationship (closeness) and dependency. Social-Emotional Development Questionnaire (SEDQ) involved 28 items and it was an instrument designed for parents' responses to ask about how their child got along with other children and how he or she felt about himself/herself and others. By using these questionnaires, the researcher examined the parent-child relationship and social-emotional development of preschool children from public and private preschools in Myanmar.

Data Analysis Procedure: After preparing the instruments for the research and collecting the data with these instruments, the assessment for parent-child relationship and social-emotional development of preschool children from public and private preschools was conducted. The resulted data was assessed by using descriptive and inferential statistics. In addition, the differences of parent's gender, type of school, family type, birth order and mother's education level were analyzed by using independent samples *t*-test and one-way analysis of variance

(ANOVA). Finally, the correlation between parent-child relationship and social-emotional development of preschool children was determined by applying Pearson Product-Moment Correlation and regression analyses. By using the statistical analyses, correlational findings and results were discussed in the following.

Research Findings

Descriptive Statistics of Parent-Child Relationship for Preschool-Aged Children

Table 1 Descriptive Statistics of Parent-Child Relationship for Preschool-Aged Children

Variable	N	M	SD	Max	Min	Skewness
Parent-Child Relationship	300	110.62	13.633	145	70	-.213

Based on the descriptive statistics, observed mean (110.62) was greater than theoretical mean (90) and skewness was -.213. The results pointed out that preschool children in this study had satisfactory relationships with their parents.

Descriptive Statistics of the Subscales of Parent-Child Relationship for Preschool-Aged Children

Table 2 Descriptive Statistics of the Subscales of Parent-Child Relationship for Preschool-Aged Children

Variable	Number of Items	N	M	Mean %	SD	Max	Min
Conflict	14	300	52.12	74.46%	9.849	70	20
Closeness	11	300	45.21	82.2%	4.913	55	23
Dependency	5	300	13.29	53.16%	3.444	23	5

According to Table 2, the mean percentage of closeness subscale was the highest among three subscales. It could be said that many children had warm, affectionate and close relationships with their parents. The mean percentage of conflict subscale was the second highest. It could be interpreted that some children had discordant and conflict relationships with their parents in some cases. And, it was observed that a few children were quite dependent on their parents because the mean percentage of it was just 53.16%.

Comparison of Parent-Child Relationship by Parents' Gender

Table 3 Means, Standard Deviations, and Results of Independent Samples *t*-test of Parent-Child Relationship by Parents' Gender

Variables	Parents' Gender	N	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
Conflict	Father	83	49.94	9.249	-2.386*	298	.018
	Mother	217	52.95	9.963			
Closeness	Father	83	44.64	4.733	-1.254	298	.211
	Mother	217	45.43	4.974			
Dependency	Father	83	12.89	3.139	-1.241	298	.216
	Mother	217	13.44	3.548			
Overall Parent-Child Relationship	Father	83	107.47	12.470	-2.497*	298	.013
	Mother	217	111.82	13.892			

* $p < .05$.

Independent samples *t*-test revealed that significant differences were found in overall parent-child relationship and conflict subscale of parent-child relationship by parents' gender. It was found that the mean scores of mothers were higher than those of fathers and thus it could be interpreted that mother-child relationship was better than father-child relationship. Also, conflict relationships were occurred more frequently between mothers and their children than fathers.

Comparison of Parent-Child Relationship by Birth Order

Table 4 Means, Standard Deviations, and ANOVA Results of Parent-Child Relationship by Birth Order

Variables	Birth Order	N	M	SD	F	p
Conflict	Eldest	90	52.21	9.087	2.094	.101
	Middle	28	48.14	8.418		
	Youngest	91	51.93	10.619		
	Only Child	91	53.43	9.992		
Closeness	Eldest	90	45.98	4.778	6.451***	.000
	Middle	28	41.54	4.887		
	Youngest	91	45.23	4.088		
	Only Child	91	45.57	5.369		
Dependency	Eldest	90	13.82	3.672	0.821	.483
	Middle	28	12.84	2.983		
	Youngest	91	13.43	3.757		
	Only Child	91	13.43	3.481		
Overall Parent-Child Relationship	Eldest	90	111.03	12.748	3.175*	.025
	Middle	28	103.50	11.187		
	Youngest	91	110.59	14.479		
	Only Child	91	112.43	13.796		

* $p < .05$, *** $p < .001$.

Table 4 represented that the mean scores of eldest child, youngest child and only child were nearly equal and higher than those of middle child for overall scores and all the subscales of parent-child relationship. The results of ANOVA showed that there were significant differences in closeness subscale ($F = 6.451$, $p < 0.001$) and overall parent-child relationship ($F = 3.175$, $p < 0.05$) by birth order.

Table 5 Results of Tukey HSD Multiple Comparison for Parent-Child Relationship by Birth Order

Variable	(I)Birth Order	(J)Birth Order	Mean Difference(I-J)	p
Closeness	Eldest	Middle	4.442***	.000
	Youngest		3.695**	.002
	Only Child		4.036**	.001
Overall Parent-Child Relationship	Only Child	Middle	8.929*	.013

* $p < .05$, ** $p < .01$, *** $p < .001$.

According to the results of Tukey HSD, eldest child, youngest child and only child had greater closeness relationships with their parents than middle child. And only child had more satisfactory parent-child relationship than middle child significantly.

Comparison of Parent-Child Relationship by Mother's Education Level

Table 6 Means, Standard Deviations, and ANOVA Results of Parent-Child Relationship by Mother's Education Level

Variable	Mother's Education Level	N	M	SD	F	p
Conflict	Primary	69	46.23	9.807	15.573***	.000
	Middle	110	51.86	9.839		
	High School	56	55.80	7.232		
	Graduate	65	55.62	8.909		
Closeness	Primary	69	43.52	4.238	4.223**	.006
	Middle	110	45.93	4.321		
	High School	56	46.07	4.480		
	Graduate	65	45.06	6.327		
Dependency	Primary	69	12.51	2.536	13.379***	.000
	Middle	110	12.52	3.758		
	High School	56	13.21	2.814		
	Graduate	65	15.49	3.331		
Overall Parent-Child Relationship	Primary	69	102.26	13.236	16.476***	.000
	Middle	110	110.31	12.449		
	High School	56	115.09	10.625		
	Graduate	65	116.17	14.034		

** $p < .01$, *** $p < .001$.

Table 6 revealed that the mean scores of mothers who were middle school level, high school level and graduate were higher than those of primary school level in overall parent-child relationship and all subscales. ANOVA results showed that there were significant differences in conflict subscale ($F = 15.573$, $p < 0.001$), closeness subscale ($F = 4.223$, $p < 0.01$), dependency subscale ($F = 13.379$, $p < 0.001$) and overall parent-child relationship ($F = 16.476$, $p < 0.001$) of preschool children by mother's education level.

Table 7 Results of Tukey HSD Multiple Comparison of Parent-Child Relationship by Mother's Education Level

Variable	(I)Mother's Education Level	(J)Mother's Education Level	Mean Difference(I-J)	p
Conflict	Middle	Primary	5.632***	.000
	High School	Primary	9.572***	.000
		Middle	3.940*	.000
	Graduate	Primary	9.384***	.047
		Middle	3.752*	.047

Variable	(I)Mother's Education Level	(J)Mother's Education Level	Mean Difference(I-J)	<i>p</i>
Closeness	Middle	Primary	2.406**	.007
	High School	Primary	2.550*	.019
Dependency	Graduate	Primary	2.985***	.000
		Middle	2.974***	.000
		High School	2.278**	.001
Overall Parent-Child Relationship	Middle	Primary	8.048***	.000
	High School	Primary	12.828***	.000
	Graduate	Primary	13.908***	.000
	Graduate	Middle	5.860*	.018

* $p < .05$, ** $p < .01$, *** $p < .001$.

According to the interpretation of Tukey HSD, there were significant differences among primary school level, middle school level, high school level and graduate. It was seen that the quality of parent-child relationship in preschool children whose mothers were middle school level, high school level and graduate was higher than the ones whose mothers were primary school level. And, it was also observed that more educated mothers had more conflict, closeness and dependency relationships with their children.

Descriptive Statistics of Social-Emotional Development for Preschool-Aged Children

Table 8 Descriptive Statistics of Social-Emotional Development for Preschool-Aged Children

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	Max	Min	Skewness
Social-Emotional Development	300	68.01	5.892	82	52	-.363

Based on the descriptive statistic, observed mean (68.01) was greater than theoretical mean (56) and skewness was -.363. Thus, it could be said that preschool children in this study had satisfactory social-emotional development.

Comparison of Social-Emotional Development by Type of School

Table 9 Means, Standard Deviations, and Results of Independent Samples *t*-test of Social-Emotional Development by Type of School

Variable	Preschool	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Social-Emotional Development	Public	148	67.13	6.029	-2.582*	298	.010
	Private	152	68.87	5.644			

* $p < .05$.

Independent samples *t*-test confirmed that significant difference was found in two types of school concerning social-emotional development of children at 0.05 level. It was found that

the mean score of children from private preschools was higher than that of children from public preschools and therefore, children from private preschools had greater social-emotional development.

Comparison of Social-Emotional Development by Family Type

Table 10 Means, Standard Deviations, and Results of Independent Samples *t*-test of Social-Emotional Development by Family Type

Variable	Family Type	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Social-Emotional Development	Nuclear	128	66.95	6.294	-2.709**	298	.007
	Extended	172	68.80	5.460			

***p* < .01.

Independent samples *t*-test revealed that there was significant difference between nuclear family and extended family in social-emotional development of children. Based on descriptive analysis, the mean score of children from extended family was higher than that of children from nuclear family. So, it was interpreted that children from extended family had more wonderful social-emotional development than children from nuclear family.

Comparison of Social-Emotional Development by Mother's Education Level

Table 11 Means, Standard Deviations, and ANOVA Results of Social-Emotional Development by Mother's Education Level

Variable	Mother's Education Level	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Social-Emotional Development	Primary	69	65.83	6.054	5.946**	.001
	Middle	110	67.45	5.543		
	High School	56	68.63	5.497		
	Graduate	65	69.77	6.012		

***p* < .01.

The result of ANOVA showed that there were significant differences in social-emotional development of preschool children ($F = 5.946$, $p < 0.01$) with regard to mother's education level. According to the table 11, it was clearly seen that the mean score of children whose graduated mothers was the highest.

Table 12 Results of Tukey HSD Multiple Comparison of Social-Emotional Development by Mother's Education Level

Variable	(I)Mother's Education Level	(J)Mother's Education Level	Mean Difference(I-J)	<i>p</i>
Social-Emotional Development	High School	Primary	2.801**	.009
	Graduate		3.943**	.001

***p* < .01.

According to the results, it was found that preschool children whose mothers were high school level and graduate were higher in social-emotional development than the ones whose mothers were primary school level.

Correlation between Parent-Child Relationship and Social-Emotional Development of Preschool Children

To explore the correlation between Parent-Child Relationship and Social-Emotional Development of preschool children, Pearson Product-Moment Correlation Coefficient was calculated. The result was shown in Table 13.

Table 13 Correlation between Parent-Child Relationship and Social-Emotional Development

Variables	1.Conflict	2.Closeness	3.Dependency	4. Overall PCR	5.SED
1.Conflict	-	.350**	.394**	.948**	.583**
2.Closeness		-	-.227**	.556**	.252**
3.Dependency			-	.455**	.264**
4. Overall PCR				-	.579**
5.SED					-

** $p < .01$.

Note. PCR = Parent-Child Relationship, SED = Social-Emotional Development

According to the result, it was revealed that parent-child relationship was significantly and positively correlated with social-emotional development ($r = .579$, $p = 0.01$). This finding indicated that parent-child relationship of preschool children had a strong positive association with their social-emotional development. It can be assumed that the better the parent-child relationship the children had, the higher they would be in their social-emotional development.

And, the conflict subscale, closeness subscale and dependency subscale of parent-child relationship were also significantly and positively correlated with social-emotional development ($r = .583$, $p = 0.01$), ($r = .252$, $p = 0.01$) and ($r = .264$, $p = 0.01$) respectively. These findings indicated that conflict subscale had a strong positive association and the other two had a moderate positive association with social-emotional development. It can be assumed that the higher conflict, closeness and dependency relationships the children had with their parents, the better they had social-emotional development.

This result was consistent according to the concepts of attachment theory, ethological theory of attachment and social learning theory. They revealed that a good nurturing relationship between a parent and a child shaped future social-emotional development of that child.

Regression Analysis for Prediction of Parent-Child Relationship on Social-Emotional Development

A simple linear regression was calculated to investigate how well Parent-Child Relationship predicts children's Social-Emotional Development. The predicting power of Parent-Child Relationship on children's Social-Emotional Development can be observed in Table 14.

Table 14 Simple Linear Regression Analysis for Parent-Child Relationship on Children's Social-Emotional Development

Variables	<i>B</i>	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	Adj <i>R</i> ²	<i>F</i>
(Constant)	40.319		17.727***	.000	.579	.336	.333	150.467***
Parent-Child Relationship	.250	.579	12.266***	.000				

****p* < .001.

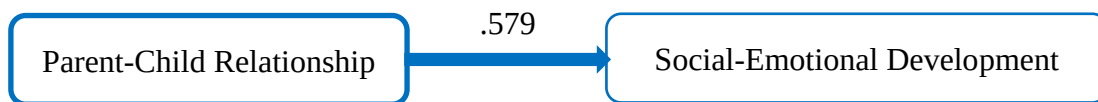
According to Table 14, the result of simple linear regression pointed out that parent-child relationship made a significant predictive contribution to social-emotional development. Regression analysis also showed that the model is significantly a good fit for the data according to the *p* value (*F* = 150.467, *p* = .000). The Adjusted *R*² value was .333. This proved that parent-child relationship contributed 33% of the variance in social-emotional development. According to Cohen (1988), this is a medium effect.

By the result of simple linear Regression, the model for social-emotional development can be defined as the following equation.

$$\text{SED} = 40.319 + .250 \text{ PCR}$$

Note. SED = Social-Emotional Development, PCR = Parent-Child Relationship

It can be predicted that social-emotional development of children will increase .250 units for the increase in one unit of parent-child relationship. Based on the result of simple linear regression analysis, the model for the Parent-Child Relationship on Social-Emotional Development was developed. It can be clearly seen in Figure 1.

**Figure 1 Predictive Power of Parent-Child Relationship on Social-Emotional Development Regression Analysis for Prediction of Parent-Child Relationship Subscales on Overall Social-Emotional Development**

Next, the multiple linear regression analysis was calculated to investigate how well Parent-Child Relationship Subscales predict Social-Emotional Development. The predicting power of Parent-Child Relationship subscales on children's Social-Emotional Development can be observed in Table 15.

Table 15 Multiple Linear Regression Analysis Summary for Subscales of Parent-Child Relationship on Social-Emotional Development

Variables	<i>B</i>	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	Adj <i>R</i> ²	<i>F</i>
(Constant)	49.821		33.375***	.000	.583	.340	.338	153.761***
1. Conflict	.349	.583	12.400***	.000				
2. Closeness	.303	.252	4.504***	.000				
3. Dependency	.452	.264	4.733***	.000				

****p* < .001.

It was found that conflict subscale, closeness subscale and dependency subscale of parent-child relationship were significantly predicted with overall social-emotional development. According to the multiple Regression Analysis results, it pointed out that three subscales of parent-child relationship made a significant predictive contribution to social-emotional development, ($F = 153.761$, $p = .000$) and explained for contribution 34% of the variance in social-emotional development. Cohen (1988) suggested that this was a medium effect.

By applying multiple regression analysis, the model for social-emotional development can be described as the following equation.

$$SED = 49.821 + .349 CF + .303 CS + .452 DP$$

Note. SED = Social-Emotional Development

CF = Conflict

CS = Closeness

DP = Dependency

According to the result of multiple regression analysis described in Table 15, the model for the subscales of Parent-Child Relationship on Social-Emotional Development was developed and as shown in Figure 2.

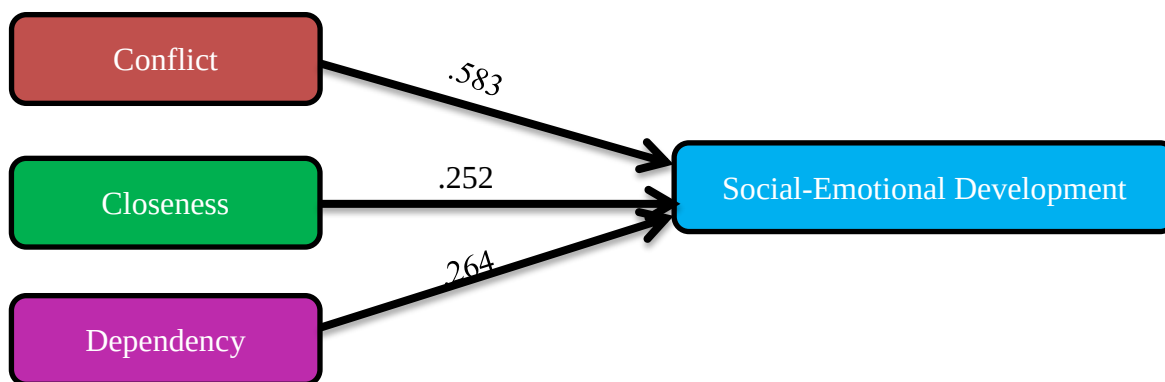


Figure 2 Predictive Power of Parent-Child Relationship Subscales on Social-Emotional Development

Discussion

Depending on the result of examining parent-child relationship of preschool children by parent's gender, it was found that mother-child relationship was better than father-child relationship. This finding was consistent with Moon and Hoffman (2008). In their research, they described that mothers were more responsive and shared friendly and warmly relationship with their children and rated higher for physical care and emotional support than did fathers. Since mothers had more contacts and directly involved in the everyday lives of their children, a few conflicts in some cases were found more frequently between mothers and their children.

Next, for difference of birth order, eldest child, youngest child and only child had more close relationships with their parents than middle child. This may be due to the fact that generally, many parents tended to be more loving and indulgent towards their eldest, youngest

and only child than middle child and thus, those children had more chances to contact and close to their parents.

Moreover, in studying parent-child relationship by mother's education level, it was observed that more educated mothers were the best in the quality of parent-child relationship. This could be interpreted that the higher the mother's education level, the more children were effectively nurtured and responsive and thus, more adaptable the relationship with their children. However, educated mothers were too worried and demanding about their children and then tended to intervene more than they needed in every case of their children so that they may be conflict with their children in some cases.

In addition, there was significant difference in social-emotional development of preschool children by type of school. Preschool children from private preschools had greater social-emotional development than preschool children from public preschools. This may be that parents of children from private preschools were more knowledgeable about the development of children than those of from public preschools. Thus, children from private were received effective training and nurturance from their parents for social-emotional development.

Besides, significant difference was also found in social-emotional development due to family type. Preschool children in extended family had greater social-emotional development than preschool children in nuclear family. It could be assumed that in extended family, children could learn practically communication skills that help their social and emotional well-being by interacting with many family members besides their parents. This result was agreeable with the opinion by Berk (2000), the families were children's main socialization agents, that was the communication and relationship skills acquired in their families of origin, would affect the quality of their interpersonal relationships throughout their lifetime.

Then, in exploring the influence of mother's education level in social-emotional development, preschool children whose mothers were high school level and graduate were higher in social-emotional development than the ones whose mothers were primary school level. This may be that the more educated mothers were, the more proficiently they could teach their children to socialize and aware of the feelings of self and others.

Furthermore, according to the Pearson Product-Moment Correlation, parent-child relationship was significantly and positively correlated with social-emotional development ($r = .579, p = .01$). Due to a strong positive association between parent-child relationship and social-emotional development, it could be said that preschool children who had favorable parent-child relationship would be higher in their social-emotional development. Theoretically, this finding was satisfactory because it was consistent with ethological theory of attachment, social learning theory and attachment theory. Besides, the three subscales of parent-child relationship were also significantly and positively correlated with social-emotional development ($r = .583, p = .01$), ($r = .252, p = .01$) and ($r = .264, p = .01$) respectively.

Next, according to a Simple Linear Regression and Multiple Regression Analysis, it could be found that both parent-child relationship and its subscales significantly predicted to social-emotional development of preschool children and it explained for 33% and 34% respectively.

This result was consistent with the study of Reid et al. (2002) and Khaleque (2015). In their research, they confirmed that parental acceptance, warmth, and support were positively related to favorable emotional and social development of children and extreme restrictiveness, authoritarianism, and punishment, without acceptance, warmth and love were negatively related to a child's positive self-concept, emotional, and social development.

Conclusion

This study highlighted unhealthy parent-child relationship and low social-emotional development of preschool children in order to find ways to promote them. Strong attachments and relationships early in life meant the child was more likely to behave better mental health and fewer behavioral challenges later (Knitzer, 2000). According to Funk and Ho (2018), social-emotional health affected a person's overall development and capacity to learn. Thus, early parent-child relationship was very important because it was the foundation of the child's personality, life decisions and conduct, ultimately influencing mental, emotional, social and physical well-being. Parents should always be aware of the enormous impact they had on their children's lives beginning the birth of a child.

As parents, maintaining favorable relationship with their children was crucial to wise parenting. Positive parenting can help the child to face social problems and it was required for early cognitive development, emotional balance and maturation of thought. Whereas negative, hostile parenting lead to the depression, social and cultural problems. In this study, the researcher investigated that parent-child relationship influenced on social-emotional development of preschool children and the close and healthy parent-child relationship could enhance children's social-emotional development.

Therefore, it was suggested that as the teacher educators should held as much educational talks as possible about Early Childhood Care and Development (ECCD) in all preschools in Myanmar and more discussions associated with children. Parents who involved the biggest role for a child's development should also listen with interests to these educational talks, engage in discussions and carry out in everyday life according to the knowledge and suggestions obtained from the educational lectures. It was hoped that the findings of this study would be useful to teacher educators and parents to make attempts to get positive outcomes in children's overall development.

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