

DECISIONS AND JUSTIFICATIONS OF TURKISH CHILDREN ABOUT
SOCIAL EXCLUSION/INCLUSION CONCERNING GENDER,
DISADVANTAGED GROUPS AND AGGRESSIVENESS IN RELATION TO
AGE AND PROSOCIAL BEHAVIOUR

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ABSTRACT

DECISIONS AND JUSTIFICATIONS OF TURKISH CHILDREN ABOUT SOCIAL EXCLUSION/INCLUSION CONCERNING GENDER, DISADVANTAGED GROUPS AND AGGRESSIVENESS IN RELATION TO AGE AND PROSOCIAL BEHAVIOUR

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The main aim of the current study is to explore children's decision and justification patterns on social exclusion and inclusion, across gender, disadvantaged groups, and aggressiveness themes in different social contexts. In order to have a complementary insight about the issue, the predictive role of individual factors, as age and prosocial behavior were also examined. 150 children from two age groups of 10 and 13 completed a questionnaire, including three tasks as; forced-choice questions about daily interactions and group activities, and a story completion task. Results showed that when children were asked to evaluate daily interactions, all have dominant patterns regarding their decisions and justifications, in tune with the stereotypes. When they reason about exclusion/inclusion in group activities, they showed different evaluation patterns considering moral values, social norms and group functioning,

showing age effect for the gender theme and prosocial behavior effect on disadvantaged theme, and finally an overall pattern in aggressiveness regardless of age and prosocial behavior. In a novel task of story completion about each theme, we found novel findings showing that younger children do more inclusion compared to older ones, however they choose to exclude the aggressive child in their own stories, extensively. The implications of the study for theory, practice and research with limitations and suggestions for further research are discussed in light of literature.

Keywords: Exclusion/inclusion judgments, age, prosocial behavior

ÖZ

TÜRK ÇOCUKLARININ CİNSİYET, DEZAVANTAJLI GRUPLAR, VE SALDIRGANLIK BAĞLAMINDA SOSYAL DIŞLAMA/DAHİL OLMA İÇEREN DURUMLARA VERDİĞİ YANIT VE DOĞRULAMALARIN, YAŞ VE OLUMLU SOSYAL DAVRANIŞ KAVRAMLARI BAKIMINDAN DEĞERLENDİRİLMESİ

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Bu çalışmanın temel amacı Türk çocuklarının dışlama/dahil etme içeren durumlarda verdikleri kararları ve doğrulamaları cinsiyet, dezavantajlı gruplar ve saldırganlık temalarında ve farklı sosyal bağlamlarda incelemektir. Ayrıca konuda bütüncül bir görüşe sahip olabilmek adına, yaş ve özgeci davranışların bu dinamikteki rolü incelenmiştir. Çalışmaya katılan 10 ve 13 yaş gruplarından toplam 150 çocuk, günlük ilişkiler, grup aktiviteleri ve hikâye tamamlama olmak üzere toplam üç çalışmaya katılmışlardır. Çocukların günlük aktiviteleri değerlendirmeleri incelendiğinde, karar ve doğrulamalarında baskın seçimleri olduğu gözlemlenmiştir. Çocukların grup aktiviteleri ile ilgili yaptıkları değerlendirmelerde ise ahlaki değerler, sosyal normlar ve grup işleyişini göz önünde bulundurdıkları, yaşın ve özgeci davranışların bu

değerlendirmelerde etkili olduđu bulunmuştur. Buna ek olarak, dezavantajlı gruplar ve saldırganlık temalarında, yaş ve özgeci davranışlardan bağımsız bir genel seçim yönelimi bulunmuştur. Bu konuda ilk defa kullanılan hikaye tamamlama çalışmasında, küçük çocukların daha çok dahil etme davranışı gösterdiği, buna rağmen, sadece saldırganlık temasını içeren hikayede daha çok dışlama yaptıkları bulunmuştur. Çalışmanın teorik ve pratik katkıları, eksiklikler ve ileriki çalışmalar için öneriler ile birlikte tartışılmıştır.

Anahtar kelimeler: Dışlama/dahil etme yargılamaları, yaş, olumlu sosyal davranış

To my dearest parents & my little sister Ezgi

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CHAPTER 1

INTRODUCTION

1.1. Overview

One of the widely accepted views in developmental psychology is the role of social context on human development, and it is mainly addressed by Vygotsky (1978). He proposed that development does not happen in a vacuum and children are the products of the cultural context they grew up in. With emerging social environments, especially with increasing peer interaction throughout school years, children learn how to manage and maintain social relationships. In those social relationships, children are either predominantly accepted or rejected by their peer groups. In the related literature, the phenomenon of acceptance and rejection by peer groups is often studied under the topic of social inclusion and exclusion.

There are many factors affecting the course of social inclusion and exclusion, such as child's gender, race, ethnicity, and personality (Richardson, Hitti, Mulvey & Killen 2013; Rutland, Cameron, Milne, & McGeorge, 2005; Rutland, 1999). For instance, developmental researchers specifically focused on factors, such as the *gender*, ethnic or geographical background *-disadvantaged groups-*, or personality traits like *aggressiveness*, of the included/excluded child in tune with a given activity. These factors are influential on children's judgments about whether to include or exclude another child in a peer group (Park & Killen, 2010). For example, there are many studies examining under which conditions elementary school aged children include or exclude a new child into a gender stereotypic activity, depending on the gender of the newcomer (Killen & Stangor, 2001). In these kinds of studies, children are given a hypothetical scenario (vignette) and asked to evaluate whether it is acceptable to

exclude or include a child into a specific group. Similar to gender, other topics stated above are also studied mainly with the same methodology.

When studying factors affecting the social inclusion and exclusion judgments, the context presented in methodology is very important. While some studies examine children's judgments in the context of daily interactions, such as whether to invite a child to a lunch table or other social activity (Killen, Henning, Kelly, Crystal & Ruck, 2007; Edmonds & Killen, 2008); other studies use peer group activities by stating the context they evaluate, saliently (Killen & Stangor, 2001).

Even though the features of the target are significant in affecting the judgments of children, children's individual differences also have a considerable influence on their judgments and decisions in these terms. Chronological point in children's developmental course is one of the most important factors affecting the nature of their decisions and judgments about social inclusion and exclusion. There is an extensive literature showing that regardless of the characteristics of children who are mostly excluded by their peer groups, age is one of the prominent factors shaping the judgment schema of children, who either include or exclude a newcomer (Killen, Kelly, Richardson, Crystal, & Ruck, 2010; Horn, 2003).

Another factor affecting children's judgments and decisions is prosocial understanding and behavior. Prosocial behaviors are highly related to both individual and group level processes. Even though there are studies examining the effects of prosocial behavior on social standing of children in peer relations and peer preferences (Gülay, 2009); how children's prosocial behaviors affect their social exclusion and inclusion judgments, is a novel topic of research that has not been widely explored, to the best of our knowledge.

Overall, this study aims to examine the decisions and justifications of Turkish children about hypothetical scenarios, concerning gender, disadvantaged groups and aggressiveness in relation to their age and prosocial behavior frequencies. In the next

sections, major topics stated above are introduced with a detailed literature review. In the end, specific hypotheses of the study are provided.

1.2. Definition and Types of Social Exclusion/Inclusion

Exclusion is a multi-dimensional issue, and it has different meanings according to the field, in which it is defined and studied (Sen, 2000). In terms of social exclusion, the definition focuses on social interactions, in which there is a group of people participating in an activity or gathering for a mutual purpose. Burchardt, Le Grand and Piachaud (2002) suggest that if a person is not attending to a certain activity or a gathering regardless of her or his choice, even though she or he would like to be a part of it, then we can assume that this person is socially excluded. Social exclusion mostly occurs when there is a power imbalance and social disadvantage between people or groups.

Social exclusion has various types depending on the viewpoint, such as the characteristics of the excluded individuals, or the motivations of excluders. Examining different types of social exclusion is important, since it may shed a light on which factors lead to social exclusion, and which are accepted or rejected socially.

1.2.1. Intergroup Exclusion

In social psychology, in-group and out-group dynamics have been extensively studied (Levy & Killen, 2008). When someone identifies himself with a group membership depending on ethnic group, gender, nationality, or such, he/she develops an emotional and instrumental identification with the members of the in-group. On the other hand, emotional attachment to an in-group mostly comes as a pack, which also includes not identifying the self with the out-group members based on the individual differences, if not disliking the members of the out-group (Gaertner et al., 2008). In the literature related to the social exclusion, the associated term is given as intergroup exclusion. Since in this type of exclusion, the decision about whom to include and exclude is

based upon the group membership that the child or adult identifies himself, it is highly related to in- and out-group biases, prejudice and stereotypes (Killen & Rutland, 2011).

In the current study, gender and disadvantaged group themes were examined as intergroup factors. The nature and effects of those themes on children's evaluation about social exclusion and inclusion are evaluated in detail, in Chapter 2.

1.2.2. Interpersonal Exclusion

Interpersonal exclusion, different from the intergroup exclusion, simply taps onto the personality characteristics leading to be excluded and/or excluder status (Killen, Mulvey, & Hitti, 2013). *Aggressiveness* is one of the salient research themes from the target's features under the term of interpersonal factors. Studies showed that while aggressive children experience peer rejection, they are also under the risk of maladjustment to social contexts (Schwartz, 2000; Ladd & Burgess, 1999). The nature and effects of aggressiveness on the children's evaluation of social exclusion and inclusion are evaluated in detail, in Chapter 2.

1.3. Theories and Developmental Perspectives on Social Exclusion/Inclusion Judgments

In the past, the idea that moral and social judgments are internalized only through family relationships, was highly supported by the pioneering theories of Piaget (1956) and Kohlberg (1969), (as cited in Smetana, 1999). The role of family through this process is major; however, the nature of this relationship is more hierarchically oriented. In other words, parents have the authority in terms of governing and maintenance of parent-child interactions. On the other hand, most of the peer relationships have a 'horizontal nature', which means that there is less of a hierarchical order in peer relationships compared to family relationships. This nature makes it possible for children to learn a vast amount of moral and social reasoning concepts, such as fairness and equality (Smetana, 1999). It can be said that families and peers

generate a complementary system affecting the social and moral judgments of children.

In that respect, in the rest of the chapter, basic theories and developmental perspectives in the field of social and moral judgments of children, with a focus on peer relations, are reviewed.

1.3.1. Domain General & Domain Specific Approaches

Domain General Approaches examine how children make moral and social judgments. Bigler and Liben's 'Developmental Intergroup Theory (DIT) is one of the well-known representatives of the domain general approaches (2007). According to this model, for a child to be able to judge and justify social behaviors, she or he needs to perform basic classifications, perceptual discrimination, group size evaluations and perspective taking skills, as prerequisite requirements. Then the child can understand and make sense of the social categorizations, and evaluate and/or judge social behaviors with the information gained from multiple sources.

Similar to the Domain General Approaches, Domain Specific Approaches have their roots from socio-cognitive development research, as well. However; in contrast to Domain General Approaches, Domain Specific Approaches state that social reasoning skills of children neither follow a stage-like process, nor those skills have a unitary pattern requiring children to learn new judgment-related strategies, step by step (Grusec & Davidov, 2010). Rather, Domain Specific Approaches suggest that children are able to make their own evaluations by considering personal, group and moral domains simultaneously, beginning from very early ages.

1.3.2. An Integration of Social and Cognitive Approaches

In light of the literature, new perspectives emerged examining children's capability of making moral and social judgments on the basis of Domain Specific Approaches. One

of those perspectives is called Social Reasoning Developmental Perspective, which was introduced by Rutland, Killen and Abrams (2010). As constituting the research paradigm of this study, in the next section, the theories on which Social Reasoning Developmental Perspective is constructed by, are explained briefly.

1.3.2.1. Social Domain Theory

One of the theories that Social Reasoning Developmental Perspective is based on, is the Social Domain Theory. This theory was introduced in 1980s, by Turiel (Rutland et al., 2010). Turiel gives the deserved credit to the pioneering study of Kohlberg in the moral development field, when he explains the points of origin of Social Domain Theory, primarily (1998). According to Kohlberg, the stages that a child goes through are the reconstructed versions of the past stages, free from the effect of culture and social interactions. For this reason, a child is only able to use moral and socio-conventional values simultaneously at later years of life (Turiel & Rothman, 1972). The classifications of Kohlberg motivated Turiel to examine deeply on which domains children make their judgments. Is moral judgment really following a stage-like pattern? In light of the related literature, Turiel proposed that children are able to combine multiple domains, which are moral, socio-conventional and psychological (or personal), while they are making social reasoning from the early years of life. In that sense, while moral domain refers to the ‘evaluations on the basis of fairness, equality and justice’, socio-conventional domain refers to the ‘evaluations concerning a smooth group functioning’. Third domain as psychological; taps onto the personal and individual choices (Turiel, 2002, p.111).

There has been a substantial amount of research examining the applicability of those domains and premises derived from the Social Domain Theory, and they are supported robustly in various social contexts and cultures across former and contemporary research (Smetana et. al, 2012; Verkuyten & Steenhuis, 2005; Park, Lee-Kim, Killen, Park, & Kim, 2012; Theimer, Killen, & Stangor, 2001).

1.3.2.2. Social Identity Theory

The second theory, which Social Reasoning Developmental Perspective gave rise to is Social Identity Theory (SIT). According to the theory developed by Tajfel and Turner (1979), being a part of a social group -when developing a sense of self- is very important. In addition, emotional attachment and giving meaning to being a member of that group is essential when forming both self and group identities. This theory also underlies the difference between social and personal identities. While the former concept was mostly about the individual's group membership such as gender, ethnicity, nationality; the latter concept refers to the personal characteristics, such as personality and physical appearance. Since social identities are salient in social interactions; they have the role of giving a social standing and a place of status to people in social life. This role motivates people to protect their identities and also explains the nature of group norms, which exist for providing a cohesive group functioning (Rutland et al., 2010).

As an extension to the SIT, Developmental Subjective Group Dynamics Model makes a unique contribution to the developmental field, about the judgments and attitudes of children. According to this model, children are not only able to make intergroup evaluations, but they also do intragroup evaluations; evaluations about their in-groups (Abrams & Rutland, 2008). Other research show that, as children get older, they become more capable of making complex attributions; not only on the basis of in- and out-group distinctions, but also on individual characteristics of the group members, simultaneously (Abrams, Rutland & Cameron, 2003). As suggested by the theory, forming in- and out-group attitudes is a multilevel process. This process is influenced by diverse range of social dynamics and environmental factors.

1.3.3. Social Reasoning Developmental Perspective

In light of the aforementioned theories, Rutland and his colleagues (2010) proposed a research paradigm called as Social Reasoning Developmental Perspective. Realizing

the interaction between moral values, socio-conventional norms and the importance of group identity, they formed a comprehensive perspective by combining Social Domain Theory and Developmental Subjective Group Dynamics model under the theory of SIT.

They argued that formation of groups is unavoidable in social exchanges. This nature comes with the decisions whom to include and whom to exclude from groups. As any social and moral judgment, making choices about exclusion and inclusion is complicated (Rutland et al., 2010). When deciding, children need to organize the information coming from different sources, and evaluate different kinds of values, such as fairness, rightness, group harmony and norms, and personal choices (Killen, 2007). A number of studies replicated the premises of the Social Reasoning Developmental Perspective. For example, in a research conducted by Killen and Stangor (2001), children decided on whom to exclude based on gender and race, solely according to the moral values about fairness. However, when there is a group activity aiming to accomplish a certain task, the judgments were made on the basis of group functioning and individual abilities, promoting the group harmony. In addition, while children make judgments of exclusion, their choices are affected by the norms of the in-group (Killen, Rutland, Abrams, Mulvey, & Hitti, 2013). In other words, if the group has a norm as behaving equal towards its members, children mostly make moral judgments by referring to being equal and fair. Similarly, when the group norm is to be competitive, then children make their social exclusion and inclusion judgments more frequently on the basis of socio-conventional values (Richardson et al., 2013).

The next chapter is addressing the specific factors influencing children's decisions and justifications about social exclusion/inclusion.

CHAPTER 2

FACTORS AFFECTING THE JUDGMENTS ABOUT BEING EXCLUDED/INCLUDED

As reviewed in Chapter 1, when children make social exclusion judgments, they are capable of combining information that is gathered by using multiple sources. Furthermore, they carry a multi-level process, evaluating information about several different domains. Among the factors influencing children's decisions and judgments, features of the target (individuals, who are excluded) and social context are highly salient. On some of the domains, children find excluding acceptable, while on others they do not perceive the domains as a legitimate reason to exclude someone (Park et al., 2012). Studies also showed that even if some children are excluded from their peer groups on the basis of their personality characteristics, being a member of a specific group is another possible reason for being socially excluded.

Factors presented above have a predominant role in formation and management of social relationships. When children make judgments about social exclusion and inclusion, they use the schemas they have constructed very early in life, throughout daily socialization process (Mallory & New, 1994). Within this socialization process, gender, being a member of a disadvantaged group (in relation to an ethnic background or being from another geographical region), and personality traits like aggressiveness, are shown as some of the most predominant factors (e.g. Killen & Smetana, 2010; Dodge, 2003), which are: a) learned through socialization, b) affecting people's judgments, decisions, and the related justifications, starting from very early ages. These factors and their roles on social exclusion and inclusion judgments are presented below in detail.

2.1. Gender

When we look at the initial starting point of gender socialization, one may argue that it starts very early in life. It is a socially-constructed concept, which is mainly learned through cultural practices (Andersen, Ertac, Gneezy, List, & Maximiano, 2013). What makes gender-related behaviors and cognitions so salient are three folds (Fagot, Rodgers, Leinbach, 2000); a) the predominant cultural patterns shape how a female or male should behave and/or think like b) there is variation in conceptualization of gender roles across cultural groups, and c) these socially constructed values and concepts are learned very early in life, and mostly occurs via cultural learning through observation and experience/practice.

Without knowing the route of direction, gender roles and inequalities exist within and between cultures at varying degrees. World Economic Forum published an extensive database showing the gender gap ratio of 134 worldwide countries, by comparing the access of women and men to economic, educational, health and political opportunities (2013). While this ratio is found as 0.85 in countries like Iceland and Norway, Turkey has a ratio of equality as 0.58 with a ranking of 126. These findings show the unequal access of women and men to basic rights as health, education, economic and political opportunities in Turkey. Gender inequality is not a newly emerging phenomenon in Turkey (Global Gender Gap report, 2012, 2011, 2010); so when children take the necessary steps to be members of the social life, they are under the influence of this dominant socialization pattern. For this reason, gender is a salient topic in Turkish cultural context, which in turn influence how Turkish children are reared, and which values they adopt.

Children, starting from preschool years, are aware of gender stereotypes in their society, and those stereotypes are influential in their social decisions (Albert & Porter, 1983). In a study conducted by Theimer et al. (2001), preschool children were told stories about excluding a boy or a girl from gender stereotypic activities. In those

stories, there were different conditions, such as equal experience (e.g. the boy had played with dolls before), and unequal experience (e.g. the boy had not played with dolls before). After examining children's judgments on those scenarios, they found that children mostly evaluate gender-based exclusion as wrong or unfair. Additionally, when a boy or a girl in the vignettes had an unequal prior playing experience with toys, children positively discriminated the non-stereotypic gender to activities, accordingly. Surprisingly, when the boy and girl in the stories had equal experience, the child in the scenario is assigned to that certain activity based on the gender-stereotypic nature of that activity. Moreover, they make their justifications for their decisions by using both moral and socio-conventional values. Findings of this study suggested that children are capable of evaluating different conditions when they make decisions about gender-based exclusion. In another study, in a similar way, adolescents evaluated excluding peers only on the basis of gender as morally wrong, when the boy and girl has equal qualifications (Killen & Stangor, 2001). When the child in the scenario who fits the gender stereotype of the activity had superior qualifications, adolescents evaluated exclusion as more acceptable, and justified their decisions by considering group functioning. Children's tendency to evaluate exclusion on the basis of gender was also found with a Korean sample (Park et al., 2012). Korean children similarly evaluated exclusion from peer groups as acceptable, by referring to the importance of group functioning.

As can be seen in the related literature, even though children evaluate exclusion by using gender category as unfair or wrong; when the social situation becomes more complex, their decisions and justification vary as well. One suggestion accounting for those findings is that stereotypes may be used more frequently, when the nature of the situation is complex and vague (Killen & Rutland, 2011). Both 13 and 17 year old youngsters evaluated exclusion from stereotypic peer activities as acceptable, if the group activity had a competitive nature (Richardson et al., 2013).

Research shows that even though gender is a salient intergroup factor affecting the social exclusion criteria of children, their decisions are not under the complete dominance of the cultural gender stereotypes. They also evaluate moral and socio-conventional values and stereotypic expectations, depending on the contextual variables. This nature makes it valuable to understand how gender affects children's exclusion and inclusion criteria in peer groups for different samples.

2.2. Disadvantaged Groups

The second intergroup factor affecting the judgments of social exclusion/inclusion is ethnicity, or geographical regions (depending on the context of social exclusion/inclusion, regarding disadvantaged group), and perceived social status of the members of those specific groups. There is a comprehensive literature examining how disadvantaged groups and their social underpinnings affect social decisions in different fields such as sociology, education and psychology (Graham, Taylor & Ho, 2009).

When studying ethnicity, the focal point of research is very important, because the definition of race and ethnicity are controversial in the literature. Theoretically, the term race refers to a category of people sharing common genetic and physical traits, mostly occurring as a result of a hierarchical system in relation to biological features (Grosfoguel, 2004). However, the term ethnicity refers to a category, whose members define themselves with other people sharing a common history, culture, nationality, geography, religion or language (Graham, et. al, 2009). It is possible to find various studies using the terms of race, nationality and ethnicity interchangeably (Killen, Henning, Kelly, Crystal, & Ruck, 2007). In this study, even though the research factor is named as disadvantaged groups, it is evaluated under the term of geographical region (in within-culture context), by referring to the definition stated above.

When children grow under the influence of the culture, their processing and application of knowledge, and preferences are shaped by the predominant cultural practices. This understanding is not only a product of individual differences, but also

a product of social context. Naturally, they develop their self-identity in relation with their sense of belongingness to a specific ethnic group (Verkuyten, Kinket, & Van der Wielen, 1997). When children start to identify themselves with an ethnic group, they develop in-group and out-group judgments (Nesdale, Durkin, Maass, & Griffiths, 2004). Those judgments have an effect on their perceptions, ways of thinking, emotions and actions about people -and as a result their decisions- who are the members of the in-group and out-group. Additionally if the social environment a child grows up in puts a specific emphasis on being a part of the in-group, then children tend to internalize in-group norms (Ojala & Nesdale, 2004).

The dynamics behind the effects of ethnicity on social decisions are complex in nature. Mainly, children are highly exposed to social dynamics, in which they grew up lived in. This nature makes ethnicity a major factor affecting children's judgments in peer groups when they need to decide whom to include or exclude. A number of studies were conducted addressing this issue from different viewpoints. In a study, Anglo-Australian primary school children were randomly assigned to hypothetical groups, having lower or higher drawing abilities compared to a competitor group (Nesdale, et. al, 2004). Children were informed about the competitor team as constituted by, either Anglo-Australians referring to the majority status in Australia, or Pacific Islanders as minority children. Results showed that liking ratings' of children were lower if the participants of the drawing group were from another ethnic group than their own. Additionally, when children were asked whether they would wish to change their drawing groups; children made their evaluations and decisions on the basis of the competency of the drawing group (high or low); not on the basis of out-group ethnicity. These findings show that children do not base their judgments only on ethnic backgrounds, but they also consider other contextual and personal factors (such as success as in this study), some of which are status and competency.

In their study, Killen and Stangor provided children with stories about hypothetical groups deciding new candidates to accept in ethnically stereotypic (math for European-

Americans and basketball for African-Americans) peer activities (2001). Children evaluated to exclude a child from an activity as unfair, on the basis of race. When they were asked to decide whom to include to their groups; if the two children had equal qualifications, they tended to choose the non-stereotypical child (here, stereotypical is used as the predominant pattern in relation to the nature of the given activity) by making moral judgments. On another note, they evaluated excluding a non-stereotypical child from an activity as acceptable, when the child from stereotypic group had superior qualifications by addressing to group functioning. In a different study children evaluated exclusion from an activity at home on the basis of ethnicity as more acceptable compared to the activities that took place in school settings (Killen et al., 2010). This finding shows how different contexts trigger differential judgments.

There are many people predominantly belonging to various ethnic backgrounds, such as Arabs, Armenians, Kurds, Lazes and Romans in contemporary Turkey (Sağlam, 2012). Among those ethnic minorities, Kurds constitute the biggest ethnic minority (Çağaptay, 2006). The historical roots of the Turkish and Kurdish people living together in Anatolia can be traced back to the Battle of Manzikert in 1071. Until the Ottoman Empire's policies in 19th century, Kurds lived in a tribal system with an autonomous control in their territories (Yeğen, 1999). After the collapse of Ottoman Empire and with the formation of the new Republic of Turkey, various strategies had started to be employed to be able to bond people together by trying to eliminate the effect of religion. In that nation-building process, the term being 'Turk' defined as 'The people of Turkey regardless of their religion and race would, in terms of citizenship, be called Turkish' by the 1924 Constitution (as cited in Yeğen, 2004, p. 44). Even though the Turkish national identity defined by citizenship, Kurds have experienced a vast amount of problems for many years in various fields, such as being forced to leave their territories, language ban and, have to face with harsh economic and physical conditions of Southern and Eastern part of Turkey (Kirişçi, 2000; Yeğen,

2004). Those problematic conditions lead to a long-lasting conflict between Turks and Kurds over the years (Marcus, 2007).

This conflict has deep roots in historical instances. It led many ethnic and cultural struggles in Turkey for many years; and still continues to be an important issue in Turkey. Saraçoğlu showed in his study that this conflict constitutes an ethno-politic dynamic affecting people's everyday perceptions towards each other (2009). By interviewing people from middle socioeconomic status with a Turkish ethnic background, a significant amount of people evaluated Kurds as poor, uneducated, rude, disruptive, and unjust. Those perceptions are highly influential on people's everyday decisions and judgments regarding their relationships with Kurds. In that sense, even though children do not always find the opportunity to contact with children from different ethnic backgrounds in Turkey, through daily socialization both they are exposed to discriminatory and labeling expressions about people from different ethnic backgrounds (Çelenk, 2010). By considering this fact, to eliminate a possible conceptual ambiguity, the research theme is defined as disadvantaged groups in the study. However; as explained above, what makes people in a disadvantaged condition is the fact that their exposure to unequal treatments in various fields.

Not only Kurds, but also several different minority groups, such as Armenians, Cherkeses, Tatars, have existed in Anatolia, and mainly in the east and southern east regions of Turkey. In terms of city and rural life styles, one of the most predominant stereotypes is about being an 'Eastern', referring to the living, religious, and cultural practices, use of Turkish (with some minority groups, having a specific dialect or way of speaking the language), and adaptation to more modern ways of living that are more predominant in the western Turkey, especially in big cities. Some studies about acculturation of immigrants from the East to West Turkey, showed that a) immigrants life styles and cultural practices are very different from the Turkish people living in the Western and more developed cities, b) people from developed cities have a view about these immigrants, who came to the big cities from the Eastern

and Southern Eastern parts of Turkey, that they constitute disadvantaged groups (Gün & Bayraktar, 2008; Saraçoğlu, 2009; Aker, Ayata, Özeren, Buran & Bay, 2002). Among the various cities from the Southern Eastern and Eastern parts of Turkey, Van is one of the cities the people of which cannot be directly tied to a specific ethnic group, but having the qualities of the predominant 'Eastern' identity that exists in contemporary Turkey. Van was chosen after having an unstructured interview with approximately fifteen children. Reports of the children showed that they have a perception about people living there that was different from 'themselves' (these 15 children are from big and Western cities in Turkey), and children from Van in the hypothetical scenarios in the pilot study were perceived as in disadvantaged conditions. Despite of the existing stereotypes towards people from the Eastern and Southern Eastern regions of Turkey, to the best of our knowledge, no research has focused on the social exclusion/inclusion before, regarding these disadvantaged groups in Turkish cultural context. Therefore, it is worthwhile to explore whether Turkish children use the criteria of being a member of a disadvantaged group (in relation to the 'Eastern' stereotype) as a factor affecting their judgments, decisions, and the justifications regarding social exclusion/inclusion.

2.3. Aggressiveness

Aggressiveness and its influence on peer relationships have been examined in many studies related to the effects of personality traits on children's decisions, and it is defined as one of the major factors leading to social exclusion. Most of the research in the topic of aggression focuses on rejection and acceptance status of aggressive children to peer groups (e.g. Rabiner & Gordon, 1992). Additionally, other research tap onto the social information processing of aggressive children, such as their hostile biases, social cue detection and accuracy of those cues, and interpretation of outcomes in social relationships (Crick & Dodge, 1994).

Regardless of the research area, aggression is a salient trait affecting social relationships of children. However; the causal route of the dimensions is not completely known; does it aggression which makes children rejected, or do they act aggressively as a response to aggression? While some of the researchers argue that children enter the social world with aggressive predispositions; some other researchers suggest that social environment lead them to act aggressively (Ladd, Kochenderfer-Ladd, & Rydell, 2011). For this reason, it is possible to find evidence supporting both views. Rabiner and Gordon found that aggressive-rejected children experience problems in coordinating personal and relationship goals, when they evaluate social dilemmas (1992). In addition, school aged children with higher levels of aggression were observed to have difficulties with emotion depicting (Bohnert, Crnic, & Lim, 2003). These difficulties might lead them to act more aggressively in order to cope with the complex nature of social relationships. As a result, aggressive children mostly experience peer rejection (Schwartz, 2000); and, rejected children show more aggressive behaviors (Dodge, 2003).

As presented in the literature, social influences of aggression constitute a problem. However, this doesn't necessarily mean that all aggressive children are socially maladjusted; in other words, being aggressive and socially adjusted are not the two edges of one continuum (Pellegrini, 2008). It is important to note that aggression is a multi-layered and multi-dimensional problem affecting social relationships in many different ways. Naturally, this trait is highly influential on the decisions of children when they form and maintain relationships in peer groups. In the context of social inclusion and exclusion, aggression is conceptualized under the term of interpersonal rejection. In other words, rejecting a person on the basis of individual traits and personal differences is different from the two intergroup factors mentioned above, as gender and disadvantaged groups (Killen et al., 2013).

There are studies examining whether aggressiveness is an influential factor on social exclusion and inclusion decisions. Malti, Killen and Gasser (2012) conducted a study

with Swiss preadolescents and adolescents, by providing them with hypothetical stories about peer activities. Compared to other intergroup themes, children evaluated exclusion-based on personality traits- as more acceptable. They justified their decisions by referring to both socio-conventional and psychological domains. In another study with Korean and American children, the same pattern was observed; across both groups, children evaluated rejection of aggressive children as more acceptable compared to group membership criteria (Park & Killen, 2010). Differently, American children reported excluding an aggressive child to be more legitimate than Korean children did. In the study, rejecting an aggressive child as a friend (on individual basis) was seen as more acceptable by children, than it is viewed for group exclusion and peer victimization. Judgments of the children varied as well depending on the context; however, the most frequent judgment in terms of the wrongness of excluding an aggressive child was referring to being fair. In friendship condition, even though some children reported their decisions as their personal decision; none of the children reported that their choice is personal when it comes to peer victimization. This finding shows that children make their evaluations depending on the severity of the social condition. In a similar fashion, another study examined whether having a competitive or non-competitive group goal affects exclusion and inclusion criteria about an aggressive child. Researchers conducted that study by telling hypothetical scenarios to adolescents and asking them how acceptable it would be to exclude a child from peer group on various dimensions (Richardson et al., 2013). Regardless of the group goal, participants evaluated excluding the aggressive child, as acceptable. They justified their decisions by referring to the socio-conventional values, such as group harmony and group functioning.

As reviewed above, aggressiveness constitutes a complex dynamic with its highly influential nature on social relationships and decisions. In light of the literature, aggression is another important factor affecting social exclusion and inclusion judgments and decisions under the term of interpersonal exclusion.

In this chapter, we provided a detailed literature on the group and individual based factors affecting exclusion or inclusion of the newcomers to the existing in-groups, both from the perspectives of in-group and out-group members. The next chapter addresses the individual factors, which might affect the decisions of the members of the in-group –children who decide to include or exclude a newcomer.

CHAPTER 3

INDIVIDUAL FACTORS AFFECTING THE DECISIONS AND JUSTIFICATIONS OF SOCIAL EXCLUSION/INCLUSION

The criteria upon which children decide to exclude and include peers into their social environment is a widely studied, yet multi-leveled topic. As reviewed above, features of the target have an important role when examining this complex dynamic. In addition to the features of the target, there are also individual factors affecting judgments and decisions of children. It is essential to examine factors from both evaluator's and the evaluated child's perspectives to gain a complementary understanding in exclusion and inclusion judgments of children. In the rest of the section, the related literature about the two individual factors - age and prosocial behavior- are discussed in detail.

3.1. Developmental findings: Age

While examining developmental pathways, chronological age holds a special role, since cognitive maturation is one of the most important factors in the development of certain abilities. Naturally, age has been widely studied as a predictive factor in developmental psychology research (e.g. Potharst, et. al, 2013; Wang, Fu, Zimmer, Umla-Runge & Aschersleben, 2013; Kehn & Ruthig, 2013; DeMarie, Norman, & Abshier, 2000). Similarly, most of the studies conducted in the field of social and moral development examined age-related trajectories.

There are multiple theories throughout the years addressing how children make sense of their social environment across different ages. According to the Cognitive Developmental Stage Models, children form their structure of thinking from one stage to another as they get older, and they are only able to evaluate abstract concepts in adolescence. Additionally, stage theories suggest that children are unable to evaluate

multiple features, simultaneously, before age of 7-8 (Killen & Rutland, 2011). However; as reviewed broadly in the prior sections, recent theories and studies showed that children use various types of reasoning, attributions and judgments from early ages; not only explicitly, but also implicitly. Even though, findings show children's understanding of different values; understanding how children differ in their usage of those values as they get older; require a multi-level examination. Especially when judgments include intergroup and interpersonal dynamics, it is hard to determine clear-cut social evaluation patterns. According to some views, as children get older, they become more aware of the traits of other people or groups have, and develop an advanced sense about it. For this reason, they are more flexible in their evaluations about other people and groups (Helwig, 2006). In contrast, some cultural theorists state that as children get older, they are under the influence of cultural expectations of their community. Their culture affects their cognitive and behavioral development (Shweder et al., 2006). This premise does not necessarily mean that culture is not the only determining factor in terms of explaining social judgments and decisions. Rather, even individuals who have similar set of cultural values show within-culture differences (Turiel & Wainryb, 2000).

As literature suggests, it is difficult to reach a single concluding pattern related to age differences. To further investigate this issue, many research had been conducted in terms of age-related changes within scope of gender, disadvantaged groups and aggressiveness.

3.1.1. Age & Gender

Most of the research concerning gender addresses the question of whether children conceptualize certain activities or characteristics as stable, or they are flexible in their evaluations. With this aim, Conry-Murray and Turiel (2012) conducted a study by providing 4-, 6- and 8-year old children with hypothetical scenarios about a parent, who had to let either the son or daughter to attend a gender-stereotypic activity

(doll/truck playing). Older children were more flexible in their choices compared to younger children. Also, 6- and 8-year olds evaluated conforming gender norms as a personal choice.

In another study, both 5th and 8th graders evaluated exclusion from peer activities on the basis of gender by referring moral values, such as fairness. However depending on the research conditions, older children evaluated gender exclusion as more acceptable (Park & Killen, 2010). These findings are replicated by 12- and 15-year old adolescents, and the findings revealed that older adolescents evaluated 'exclusion based on gender' as more legitimate. They justified their decisions by referring to socio-conventional values (Malti et al., 2012). In their study, Richardson et al. (2013) found that even though 7th and 11th graders evaluated exclusion on the basis of gender as unfair; when they had to choose, older students accepted excluding a girl from a soccer team more frequently, and by referring to socio-conventional values.

When the situations include multi-level messages through which children have to evaluate more than one aspect at a time, evaluations of the children differ, as well. With this understanding, Killen and Stangor (2001) told hypothetical stories to 1st, 4th and 7th graders. When children are straightforwardly asked, regardless of age, they evaluated gender exclusion as unfair. However, when group functioning was under threat, 11th graders accepted exclusion more frequently compared to 1st graders, by focusing on socio-conventional values.

As seen in the examples above, it is possible to find results in the related literature in both directions. However, most of the research shows that when the social situation becomes more complex, older children tend to choose by considering group functioning, and accept excluding peers on the basis of gender more frequently, compared to younger children.

3.1.2. Age & Disadvantaged Groups

As reviewed in the previous sections above, ethnic background and its implications by being in a disadvantaged status in society plays an important role in social relationships. Most of the research in the related literature is conceptualized as ethnic background information rather than referring to a disadvantaged status in society. In those studies the role of age on the judgments and decision processes of children was also investigated. Killen, Clark Kelly, Richardson and Jampol (2010) conducted a study with 8th and 11th graders, and asked them to evaluate hypothetical scenarios. In those scenarios, there were inter-racial encounters (African-American and White-American) and the intentions of the main characters in stories were ambiguous. While older children made more positive intentional attributes to the out-group ethnic identities in the stories, they justified their decisions on the basis of fairness. Similarly, Griffiths and Nesdale (2006) found in Australian sample, compared to 8-year olds, 10-year olds evaluated out-group members as more positively, regardless of their ethnic background (Anglo-Australian or Pacific-Australian, as the latter refers to the minority group in Australia). They also reported that they can prefer living close to the out-group members more than younger children would prefer.

In other research examining age-related decisions about excluding and including a peer, different patterns were found across different studies. What makes this difference might be a result of the study rationale regarding social exclusion and inclusion. In most of the research, children are asked to evaluate a group who are about to accept or exclude a peer into or from the group; thus, group functioning becomes a salient factor. Most of the findings in the related literature showed that both younger and older children evaluate excluding a child, solely on the basis of ethnicity, as wrong (Richardson et al., 2013; Malti et al., 2012). When they need to consider requirements of the groups presented, older children tap onto group cohesiveness and accept exclusion on the basis of ethnicity. In their study, Park and Killen (2010) found that 13 year-old children less frequently accepted to exclude a child from a different

nationality, compared to 10 year olds. However, when their justifications about their decisions were analyzed on the basis of different values, older children referred more to the group functioning, as the basis of social inclusion.

As seen in the literature, regardless of the chronological age, children realize that excluding a peer solely on the basis of ethnic status is morally wrong. However, as stated by Nasdale (2000), as they grow older, they start to evaluate different conditions simultaneously, and make their decisions according to the conditions they are presented with, rather than focusing on a single aspect. This was shown as the factor leading a differentiation of judgments and decisions of older and younger children.

3.1.3. Age & Aggressiveness

Compared to the intergroup factors, as gender and disadvantaged groups, interpersonal factors also constitute a different set of dynamics into exclusion/inclusion decisions. In most of the studies, aggressiveness was examined as an interpersonal factor. These studies examined how aggressiveness affects children's judgments and decisions across different age groups, yet these are limited in number compared to studies mainly focusing on gender and disadvantaged group factors. In a study conducted by Park and Killen (2010), assessing children's judgments on various intergroup and interpersonal features, in overall, both 5th and 8th graders evaluated excluding an aggressive child as more acceptable compared to other features. Interestingly, shyness emerged as a less legitimate personal trait that leads to exclusion, compared to aggressiveness, showing that aggressive behaviors were mostly not tolerated in peer groups. When age difference was examined, older children reported excluding an aggressive peer from in-group as more acceptable. In both ages, children justified their decisions by concerning group functioning. Similarly, Malti et al. (2012) found that 14-15 year old adolescents evaluated exclusion on the basis of aggressive traits as more acceptable, compared to 11-12 year old adolescents. While older group was justifying their

decisions referring to group functioning, younger group focused on the values of fairness.

In order to examine whether group goals change the decisions of children, Richardson et al. (2013) assessed the decisions of 7th and 11th graders with providing hypothetical stories. Different from the previous studies, they did not find any age differences. However, older children made more socio-conventional justifications compared to younger children. Results were not affected by the competitiveness of the peer activities, either.

Overall, literature showed that older children evaluate exclusion of aggressive peers to be more legitimate, by considering group functioning. However; studies examining interpersonal rejection, by looking at age-related judgment patterns, are limited. In that sense, further studies need to be conducted in order to gain a consistent insight related to the role of aggression on children's inclusion and exclusion criteria.

3.2. Prosocial Behavior

Another factor which might be affecting children's decisions about exclusion/inclusion is prosocial understanding and behavior. The study of prosocial behavior has a long history in various disciplines, such as philosophy, sociology and psychology. Stürmer and Snyder (2010) summarized what makes the topic so important in various fields, by focusing on two basic perspectives. Mainly, prosocial behaviors capture one of the core investigations of human nature; by asking questions of whether humans are bad or good, or they have the capability to act by thinking others' welfare or whether they act egoistically. Additionally, prosocial acts have practical implications when understanding how people live together in societies.

At this point, how prosocial behavior is defined holds a special importance. It is possible to find multiple definitions of prosocial behaviors regarding different perspectives. Batson and Powell (2003) defined prosocial behavior as a diverse range

of actions in the benefit of one individual or a group of people such as sharing, helping, cooperating and volunteerism. Also they stated that it is very important to differentiate positive social skills or personality characteristics from prosocial behaviors. For this reason, we want to clarify that the main focus about prosocial behavior in the current study does not concern positive social skills, but the prosocial behavior itself.

In the field of psychology, Psychoanalytic Theory and Social Learning Theories tap onto the development of prosocial behaviors (Eisenberg, Fabes, & Spinrad, 2007). In developmental psychology, prosocial behaviors are mostly studied under the field of moral development (Carlo, 2006). Piaget and Kohlberg mentioned about prosocial behaviors in their pioneering theories, having a stage-wise pattern. According to them, because of children's limited capability in perspective-taking, until preschool years children cannot show prosocial behavioral patterns effectively. Contrary to the traditional stage theories, Eisenberg suggested that prosocial reasoning does not follow a universal stage-pattern. Rather, she stated that environmental factors play an important role in the prosocial reasoning development of the child, in addition to the role of socio-cognitive maturation (Eisenberg et al., 2007).

Studies focusing on prosocial behaviors showed that, contrary to the stage theories, even infants show signs of prosocial understanding -especially in terms of helping behavior and intention awareness (Dunfield & Kuhlmeier, 2010). As children grow older, their social and cognitive developments lead to the development of prosocial understanding, and related concepts such as emotion understanding, empathy, planning and decision making skills, comprehending moral and societal standards (Grusec, Hastings & Almas, 2011). This developmental process is shaped by the environmental factors within socialization process of children, as well. In the early years of life, parents are the main models of prosocial behaviors, and their guidance is very important in terms of the development of prosocial behaviors. Later in life, especially when children start to form peer relationships, peer interactions constitute an important setting for learning prosocial behaviors. Different from the parental

relationships, the less hierarchical nature of peer relationships also sets a convenient environment for the acquisition of prosocial behaviors, such as sharing.

Throughout the history of the studies about prosocial behavior, the focus of research was mostly on the individual contexts. Researchers tried to understand why, when and how individuals show prosocial behaviors. However, the role of groups is underestimated in that area. With this understanding, social sciences have started to investigate how group relationships affect individual's prosocial behaviors. Stürmer and Snyder (2010) reviewed in- and out-group dynamics and argued that these dynamics play a significant role on people's decisions, in terms of showing prosocial behaviors; such as helping, sharing and empathic understanding. Depending on the context, members of different groups may both show empathic understanding to each other or may act based on their stereotypes (Stürmer & Snyder, 2010).

A new line of research examines how groups perceive and influence prosocial behaviors. However, studies examining the role of prosocial behaviors on people's decisions are limited in number. In their study, Laible, McGinley, Carlo, Augustine and Murphy (2013) investigated whether there is a relation between prosocial behavior and social information processing of children. They found that children who show prosocial behaviors were more optimistic in their attitudes towards peers around them. Two years later, the findings showed a circular pattern between prosocial behaviors and positive social information processing. Researchers interpreted the results by stating that children's higher levels of moral and prosocial reasoning led them to manage with social conflicts successfully and comment on other's intentions more positively in turn.

In another study, Nesdale et al. (2005) examined the predictive role of empathy on in- and out-group evaluations of children. They found that empathy was unrelated to liking an in-group member. However, results showed that when liking an out-group member, empathy was a predictive factor. Additionally, findings showed that,

empathic understanding could have a buffering affect regarding in- and out-group attitudes.

There are some studies showing that perception of being rejected from a social group decreases prosocial behavior (Twenge, Baumeister, DeWall, Ciarocco & Bartels, 2007), yet to the best of our knowledge, there is no study that examined how prosocial behavior affects the decisions and justifications about social exclusion and inclusion, especially regarding children. As reviewed above, prosocial behaviors have their roots both from individual and group layers. When excluding or including a peer from or into an in-group, children are able to evaluate multiple domains such as moral, socio-conventional and personal values. By referring to the overlap of the two related literature in those terms, one of the main aims of the current study is to investigate whether prosocial behavior has a role in predicting children's decisions and justifications about social exclusion and inclusion.

3.3. The Aim and Hypotheses of the Study

Children's decisions to include and exclude peers from social activities are shown to be a multi-dimensional process. They make their decisions by considering multiple factors, as reviewed in the previous sections. Moreover, when they justify their decisions, they focus on different value domains, such as morality, group functioning and personal choice.

In light of the previous literature, the main aim of the current study is to explore children's decision and justification patterns on social exclusion and inclusion, in terms of: a) gender, b) disadvantaged groups, and c) aggressiveness. In order to have a complementary insight about the issue, the predictive role of individual factors as age and prosocial behavior were also investigated.

Specifically, the current study includes three different tasks examining children's decisions and justifications about social exclusion and inclusion, as 1) daily

interactions task, 2) group activities task, and 3) the story completion task. The specific hypotheses are as follows:

Task 1 & 2: Gender, Disadvantaged Groups, and Aggressiveness in Daily Interactions and Group Activities Tasks

1a. In the *daily interactions* task, we expected to find a dominant preference pattern in children's decisions and justifications in all conditions of the task, as favored and disfavored scenarios.

1b. Difference between the decisions and justifications of 4th and 7th graders was expected in the *daily interactions* task, regardless of the nature of the hypothetical social situation -as favored and disfavored. Since the content of the hypothetical scenarios was used for the first time in literature, we aimed to explore the nature of children's decisions and justifications instead of any particular hypothesis.

1c. In the *group activities* task, when the children in the stories have equal qualifications to be included in the group activities, compared to 7th graders, 4th grade children were expected to choose the child in the scenario, who fits to the stereotype of the activity more frequently. Also, children were expected to justify their decisions by referring to social norms more frequently.

1d. In the *group activities* task; when the child in the scenario, who does not fit the stereotype of the group has superior qualifications, 7th graders would tend to choose that non-stereotypical child for including in the activities, by considering group-functioning more frequently compared to 4th graders.

1e. Additionally, by taking Social Reasoning Developmental Perspective as the underlying model for the current research, children would make social judgments a) considering different forms of values, and b) simultaneously;. In other words, we

expected to replicate the findings in to literature with the Turkish sample, for all three tasks.

1f. In terms of the effects of prosocial behaviors on the previously mentioned tasks, no specific predictions were made regarding the route of the direction. There is almost no studies looking at the effects of prosocial behavior on children's decisions and judgments, neither in national nor in the international literature. However, since the domains of prosocial behaviors and social exclusion and inclusion decisions and judgments are conceptually related; we expected to find a relation between decisions and justifications of children and prosocial behaviors.

Task 3: Story Completion

2a. The final task; *story completion* was conducted as an exploratory part. We expected to find the effects of age and prosocial behaviors on children's usage of inclusion and exclusion-related schemes. However; since the task is a novel one in the related literature, no specific hypotheses were defined.

Overall, the current study has a unique contribution for assessing intergroup (gender, disadvantaged groups) and interpersonal (aggressiveness) factors, by using both naturalistic and more structured methods. In addition, in the current study, it was possible to examine the pattern of children's decisions and justifications in various social contexts. To the best of our knowledge, the current study was the first one by considering age and prosocial-related factors in various social contexts; thus, should make a unique contribution to the existing literature.

CHAPTER 4

METHOD

4.1. Participants

In total 150 students, their parents and teachers participated in this study. Among those students, 75 of them were 4th graders and the rest 75 was 7th grade students. Students were selected from the middle and upper-middle socio-economic status, and participants were recruited from four primary and two secondary local schools in Çankaya, Ankara. In addition, teachers and mothers of those students filled out a questionnaire.

Age range of the 4th graders was between 9.4 years to 11.3 years with an average of 10 year ($SD = 4.17$). There were 41 girls ($M = 10.03$ years, $SD = 4.38$) and 34 boys ($M = 10$ years, $SD = .30$). Average age of mothers was $M = 38.87$ ($SD = 5.69$), and the fathers' was $M = 43.32$ years ($SD = 5.76$). 49% of the mothers were high school graduates and 51 % of them were college graduates. Additionally, 4% of the fathers were primary school, 13% was secondary school, 33% was high school and 49% of them were college graduates. In terms of the household characteristics, the mean number of the family members living together was 4.1 ($SD = 1.08$) with a range of 2 to 7. The mean number of siblings that the children have was 2 ($SD = .74$) with a range of 1 to 4.

Age range of the 7th graders were between 12.4 years to 13.6 ($M = 13.06$ years, $SD = 0.31$). 43 girls ($M = 156.48$, $SD = 3.89$) and 32 boys ($M = 13.09$ years, $SD = .31$) attended to the study. Average age of mothers was $M = 41.72$, $SD = 6.23$) while the father's was $M = 45.82$, $SD = 5.82$). 37% of the mothers were high school graduates

and 63% of them were university graduates. 7% of the fathers was secondary school, 24% was high school and 69% of them were college graduates. In terms of the household characteristics, the mean number of the family members living together was 4 ($SD = 0.87$) with a range of 2 to 6. The mean number of siblings that the children have was 2 ($SD = .75$) with a range of 1 to 4 (for additional family demographics see Table 1). Finally, none of the children who participated had a developmental and/or physical disability or a serious problem in terms of medical history.

Table 1

Family Demographics of Children in Relation to Age Groups

	4th Graders		7th Graders	
	N	%	N	%
Mother working status				
Employed	31	45	26	35
Not working	38	55	48	65
Father working status				
Employed	62	90	69	95
Not working	7	10	4	5
Marital status of mother and father				
Married	59	89	65	88
Divorced	6	9	7	9
Other	1	1	2	3
Family Income (Monthly)				
less than 1000 TL	3	5	1	1
1000-1500 TL	9	14	1	1
1500-2000 TL	6	9	4	6
2000-2500 TL	13	20	9	13
2500-3000 TL	5	8	10	14
3000-3500 TL	7	11	11	16
3500-4000 TL	7	11	7	10
4000 TL and above	15	23	26	38

An exploratory pilot study was conducted, in order to see, a) whether the vignettes work, and b) whether our independent and dependent variables seem to be related. We collected data from 10 children in the pilot study. However, we did not analyze the pilot data, instead we eyeballed the data in order to detect predominant patterns. In light of the previous studies and the answers that children provided in the pilot study, we constructed the measures presented below.

4.2.2. Daily Interactions Vignettes

Vignettes that were presented to children, were developed by considering the former studies in the literature and the pilot study. Previous research used the vignette method frequently, especially with child and adolescent samples (e.g. Malti et al., 2012, Nasdale, 2000, Richardson et al., 2013, Killen et al., 2010). In the previous studies, vignettes were developed on the basis of the cultural context of the participants. In tune with the existing literature, vignettes were either adopted from, or developed in tune with the previous research.

In the current study, vignettes were categorized on the basis of two domains; daily interactions and group activities. In the *daily interactions* part, we aim to investigate the choices and justifications of children in socially neutral conditions, before presenting them group level vignettes. Children were presented and asked to evaluate 6 vignettes in total (see Appendix B). For each theme (gender, disadvantaged groups, and aggressiveness, respectively), there were *favored* and *disfavored* conditions. In a *favored* condition, children were asked to choose a peer for a favorable condition. For example, for the gender theme, children were asked to choose between a female and a male peer for giving priority when entering into a building. In the *disfavored* condition, children were asked to choose a peer for a disfavored condition. For example, for the gender theme, children were asked to choose who should give up (a female or male peer) the privilege for watching a movie in cinema, because there was a problem with

the arrangement of the tickets. In both conditions, the order of choices presented to children (i.e. Who should give up?: A female or male peer) was counterbalanced.

In literature, there are studies examining children's decisions on daily social interactions. For instance, Killen et al. (2007) presented children with different social contexts, as having lunch, attending a dance party and a sleepover in cross-racial conditions. Similarly, Edmonds and Killen (2009) included different friendship and dating conditions in their vignettes. After children reported their decision; they were also asked to report the reason and justifications about their decisions. Justifications of children were also coded according to the schema used by Killen and Stangor in their study (2001).

4.2.3. Group Activity Vignettes

In the *group activity* vignettes, the main aim is to identify children's decisions and justifications of social exclusion and inclusion in the group context. This methodology is widely used by researches (Richardson et al., 2013; Fitzroy & Rutland, 2010; Killen et al., 2013; Malti et al., 2012; Killen et al., 2010). In this part of the study, the vignette methodology conducted by Killen and Stangor (2001) was adopted. In this section, children evaluated 6 vignettes in total (see Appendix B). In each theme (gender, disadvantaged groups, and aggressiveness, respectively), two conditions were presented. In the first condition, '*equal qualifications*'; there were two candidates with equal qualifications, who both want to be a part of a peer activity. Between those two candidates, while one of them fits the stereotype of the group activity, the other candidate does not fit in. For example, in aggressiveness theme, there are two children who want to join a basketball team. One of them is more aggressive and the other one is more easy-going, and both have equal level of ability in playing basketball. In the '*unequal qualifications*' condition, the child who does not fit into the stereotype of the group (e.g. aggressive child in this example) has superior qualifications in terms of playing basketball. In both equal and unequal qualifications conditions, after children

reported their decisions; they were also asked to report the reason and justifications about their decisions. In both conditions, the order of choices presented to children (i.e. Whom to choose?: The aggressive child or the easy-going child) was counterbalanced.

4.2.3.1. Coding Schema of Justifications for Daily Interaction & Group Decisions Vignettes

The justifications given by children for their decisions in each vignette were coded by the main researcher, according to the schema used by Killen and Stangor in the original study (2001).

Moral Justifications

This category refers to the judgments of children when they talk about ‘fairness, equal access to the opportunities and equal treatment’ of individuals in a society. For example, when a child justifies her/his decision as ‘Onu oyuna almamak haksızlık olur.’ it was coded under the category of moral justification.

Social-Conventional Justifications

This justification category refers to two sub-categories as a) stereotypes/social norms and b) group functioning (cohesiveness). For the analyses, a meta-category was formed by collapsing those two sub-categories, as suggested in the original study due to their common focus on group dynamics. For example, a statement as ‘Grubun başarısı için onu seçtim.’ coded under the category of social-conventional justifications.

Psychological Justifications

This category concerns the justifications tapping onto individual choices and preferences. For example, if a student justifies her/his answer as a personal choice,

such as ‘Ben istedim, Bu benim seçimim.’ that would be counted as a psychological justification.

Other

Other category refers to the justifications, which do not fit into any of the categories given above. This category was not included in the data analyses, since there were only a few answers under this one (less than 5%).

Inter-rater Reliabilities

Twenty percent of the data ($N = 30$) was coded by a hypothesis-blind second-coder in order to assess inter-rater reliability. For the daily interaction vignettes, Cohen’s κ values were found as .84, .85, .75, .75, .80, and .83 for the two themes of gender, two themes of the disadvantaged groups and two themes of aggressiveness, respectively. In terms of the group activity vignettes, Cohen’s κ values were .78, .79, .75, .83, .75, and .80 for the paired-themes of gender, disadvantaged groups and aggressiveness, respectively.

4.2.4. Story Completion Task

Story completion task was developed by the researchers, through considering the main aims of the current study, the age appropriateness of the hypothetical scenarios, and the pilot study. Using qualitative methods, such as the attempt to elicit children’s judgments through story completion, was stated to be very necessary and viewed as a gap in the literature by Park and Killen (2013). Previous studies argued that it is essential to use structures that allow children more freely reflect their choices and judgments of social exclusion and inclusion, in addition to explicit choice methods. To the best of our knowledge, story completion task was used for the first time for examining children’s view on social inclusion and exclusion-related judgments and decisions. In the story completion task, children were asked to complete three stories

about the main themes of this thesis, which are gender, disadvantaged groups and aggressiveness (see Appendix B).

4.2.4.1. Coding Schemes for Story Completion

Coding schemes of this task were formed after careful examination of pilot data. All stories were coded by the main researcher. An additional twenty percent of the stories ($N = 30$) were coded by a hypothesis-blind second-coder in order to assess inter-rater reliability.

Emotion content words - positive

Total number of positive emotion words in the content were counted in order to assess the overall positive emotional tone of the stories. This coding scheme was adopted from Sahin & Duman (2013). For example, in a sentence like ‘Birlikte mutlu mutlu oynadılar.’, the words ‘mutlu mutlu’ coded as positive emotion words. Inter-rater reliability coefficients for the positive emotion content words were found as .93, .94 and .80 for the themes of gender, disadvantaged groups and aggressiveness respectively.

Emotion content words - negative

Total number of negative emotion words in the content were counted in order to assess the overall negative emotional tone of the stories. This coding scheme was adopted from Sahin & Duman (2013). For example, in a sentence like ‘Dışlanan çocuk çok üzüldü.’, the word ‘üzüldü’ coded as a negative emotion word. Inter-rater reliability coefficients for the negative content words were found as .95, .73 and .91 for the themes of gender, disadvantaged groups and aggressiveness respectively.

Stereotyping-related words

Total number of stereotypic words was coded for the themes (gender/disadvantaged groups/aggressiveness) of the stories. We developed this new coding scheme in light of the pilot study and the related literature. For example, in a sentence like ‘Sen kızsın, nasıl futbol oynarsın?’ the word ‘kızsın’ coded as a gender stereotypic word referring to the gender stereotypes. Inter-rater reliability coefficients for stereotyping-related words were found as .94, .71 and .92 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Compensation

Whether children complete their stories by referring to compensatory actions (e.g. accepting a new child into a group, after and by changing their minds) were coded by summing up the acts showing change of mind-switching from one decision to another. For instance, in a sentence like ‘Sınıftaki birbirini tanıyan çocuklar önce düşündüler. Belki tanırsak iyi arkadaş oluruz dediler, arkadaş oldular.’, children in the group first hesitate to include the new child (exclusion); but later they change their mind after thinking (inclusion), so there is one compensation -in number- that is present in this sentence. We developed this new coding scheme in light of the pilot study and the related literature, and the total number of compensatory actions were counted. Inter-rater reliability coefficients for compensation schema were found as .86, .81 and .93 for the themes of gender, disadvantaged groups and aggressiveness respectively.

Active effort of the actor - positive

We developed another coding scheme, which concerns counting the total number of the active effort of the main character in the narrative they provided. If the main actor in the story does something positive which may lead the group members to include the main actor into their group (ie. ‘Kız, erkeklerle bir daha konuşup kendini anlattı.’), those acts were counted and a total number is calculated. Inter-rater reliability

coefficients for the positive active effort of the actor schema were found as .85, .82 and .75 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Active effort of the actor - negative

We developed a complementary coding scheme with the one presented above, which concerns counting the total number of the negative attitude that the main character presents toward the group members. If the main actor in the story does something negative, which may lead the group members to exclude the main actor from their group (ie. ‘Onlara bağıp, grubu bozdu.’). Inter-rater reliability coefficients for the negative active effort of the actor schema were found as 1.00, .94 and .76 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Active effort of the group - positive

We developed a group-version coding scheme, regarding the incidents in the stories including a positive active effort presented by the group. If the group does something positive to make the main character a part of their group or include her/him into their in-group (ie. ‘Van’dan gelen çocuğu çağırp, kendilerini tanıttılar.’), those acts were counted as positive active effort of the group. Inter-rater reliability coefficients for the positive active effort of the group schema were found as .89, .94 and .91 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Active effort of the group - negative

Similar to the previous schema, if the members of group act negatively towards the main actor, which may lead social exclusion (ie. ‘Onu aralarına almamak için öğretmene şikayet ettiler.’), those acts were coded as negative active effort of the group. This is also a newly developed coding scheme, concerning the total number of negative active effort of the group. Inter-rater reliability coefficients for the negative

active effort of the group schema were found as .80, .78 and .92 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Inclusion-related words

Total number of words and phrases related to the inclusion concept was counted. For example, in a sentence like ‘Onu aralarına aldılar ve mutlu mutlu oynadılar.’ the words ‘aldılar’ and ‘oynadılar’ coded as inclusion words. This new coding scheme aims to measure inclusion-related words, but not only explicit ones, but also implicit ones that are more related to the semantic of the context. Inter-rater reliability coefficients for the inclusion-related words schema were found as .94, .94 and .95 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Exclusion-related words

Total number of words and phrases related to the exclusion concept was also counted. For example, in a sentence like ‘Onlarla dalga geçip onları oyunlarından attılar.’, there are two exclusion-related words (‘dalga geçip’ and ‘attılar’). As in inclusion-related words coding scheme, the coding mostly depends on the context provided in the story. It means that both explicit exclusion-related words, and implicit words referring to exclusion were coded. Inter-rater reliability coefficients for exclusion-related words schema were found as .94, .92 and .96 for the themes of gender, disadvantaged groups and aggressiveness respectively.

In-/out-group emphasis

Words and phrases referring to both in-group and out-group dynamics were collapsed and coded as in-/out-group emphasis. For instance in a sentence like; ‘Onu da bizim aramıza aldık ama o bizden biri değildi.’ the words ‘bizim’ and ‘bizden değildi’ was coded as in-group-emphasizing words. This is also a new coding scheme that we developed in light of the pilot study and the related literature. Inter-rater reliability

coefficients for the in-/out-group emphasis schema were found as .87, .87 and .96 for the themes of gender, disadvantaged groups and aggressiveness, respectively.

Ending theme

In order to assess the ending theme of children's stories, we developed the ending theme coding scheme and coded the ending theme either as an inclusion or exclusion. For the ending themes of gender, disadvantaged groups and aggressiveness stories, Cohen's κ values were found as .86, .90 and .86, respectively.

4.2.4.2. Transformations for Coding Schemes

In this study, before computing the analyses, composite scores from the coding schemes were constructed. This construction was done by separating the coding schemas into two categories. In the first category, named as the '*overall inclusion composite*' variable; scores of the inclusion-related schemes, which are emotion positive words, positive active effort of the actor, positive active effort of the group and inclusion-related words, were summed for all themes together (gender, disadvantaged groups, aggressiveness), respectively. In the second category named as '*overall exclusion composite*' variable; scores of the exclusion-related schemas, which are emotion negative words, stereotypic-related words (in that specific theme), negative active effort of the actor, negative active effort of the group, exclusion-related words and in-/out-group emphasis, were summed for all themes together (gender, disadvantaged groups, aggressiveness), respectively.

4.2.5. Child Behavior Scale – Prosocial Behaviors Subscale

The original version of the scale was developed by Ladd and Profilet in 1996. The scale is a teacher-report measure that aims to examine children's behavior with peers in the school context. It is consisted of 6 sub-scales as; aggressive with peers (7 items), prosocial with peers (7 items), excluded by peers (7 items), asocial with peers (6 items), hyperactive-distractable (4 items), and anxious-fearful (4 items).

In the current study, only ‘prosocial with peers’ subscale (PBS) was used, in tune with the specific aims of the study. It focuses on empathic understanding, helping behavior, cooperation and emotion understanding of children. The scale consists of seven items with a 3-point Likert type (0= not true, 1= sometimes true, 2= often true). Scale was originally developed to use with young children. The reliability coefficient of the subscale was found as .92 in pre-school sample in a previous study (Ladd & Profilet, 1996). Vandell et al. (2006) used the same scale with elementary and middle-aged children. They used the scale in their after-school programs on the cognitive, academic, and socioemotional development of children and adolescents in high-poverty communities (Vandell et al., 2006). In that study, Cronbach’s alpha was found as .92 to .93.

The scale was adapted to Turkish by Gülay (2009). Internal consistency of the scale in the original adaptation study was found as .81 and .88 for the ‘prosocial with peers’ subscale. Similarly, sub-scale is a 3-point Likert type (0= not true/ uygun değil, 1= sometimes true/ bazen uygun, 2= often true/ kesinlikle uygun). The example items from the scale can be given as; ‘*Diğer çocuklara yardım eder.*’ and ‘*Başkalarının duygularını anladığını gösterir. Empatiktir.*’ (see Appendix C). In this current study, reliability coefficient of the sub-scale was found as .91.

For the 4th graders, class teacher (sınıf öğretmeni) filled out the scale. For the 7th graders, the teacher who was responsible as a class teacher filled out the scales. All teachers ($N = 16$) were teaching the students at least for six months.

4.3. Procedure

All necessary permissions were maintained from the Human Subjects Ethical Review Board at METU, and the Ministry of Education. Parents were contacted by the help of the school, and demographic information form -along with the parental consent forms- were sent to them via students. Once the permissions were collected, classes were

visited and students was informed about the nature of the study by the researcher (see Appendix D, E, F for informed consents).

Once volunteering students with the signed parental consent forms were detected, students were taken from their classrooms during the school hours to a pre-scheduled classroom in their schools to keep the privacy and reliability. Before handing them the vignettes, an example was given in order to make sure that they understood what they would do in the study. Later, the paper-and-pen formatted vignettes were handed in to the students. The questionnaire was, consisted of three parts as explained above (daily interactions vignettes, group activities vignettes, and story completion task) and it took approximately 50-60 minutes for children to complete. The main researcher and five undergraduate students, who were trained before recruiting participants, completed the whole data collection process. None of the children dropped out from participation.

Later, teachers were asked to fill out the 'Child Behavior Scale – Prosocial Behaviors subscale. Teachers filled out questionnaires, for maximum of 10 students. There were only two classes, in which more than 10 students attended to the study. In those cases, to avoid possible exhaustion, teachers only filled the scale for 10 students, per day.

CHAPTER 5

RESULTS

In the following section, the results of the statistical analyses are presented according to the study design. Firstly, information on the data screening and cleaning procedure are provided. Later, findings of the hypotheses testing of the daily interactions, group activities and story completion tasks are presented.

5.1. Data Analyses

All of the statistical analyses were performed via using SPSS. For the first two tasks, daily interactions and group activities, the role of age and PBS on the decisions and justification of children were measured by using mixed-design ANOVAs and t-tests analyses. In the last task, the effects of age and PBS were regressed on the composite inclusion, exclusion, compensation and ending theme variables derived from ‘story completion task’, and analyzed by using hierarchical regression analyses.

5.1.2. Transformations Prior to the Hypotheses Testing

Before moving to hypotheses testing, some transformations were computed for the variables. First of all, the variables including decisions of the children transformed into continuous variables by scoring the decisions dichotomously, with a score of “1” indicating that the category was used, and “0” indicating that the category was not used (for each category and each participant). Similarly, justifications of children (which has three categories as moral, socio-conventional and psychological justifications) were transformed into continuous variables by using the same method. This methodology is widely used by previous studies, and is proven to be robust to use

it in ANOVA-based statistical analyses rather than log-linear methods used with categorical data (Wainryb, Shaw, Laupa, & Smith, 2001; Nucci & Smetana, 1996).

Additionally, Prosocial Behaviors Scale was transformed into a categorical variable, by using median-split method in order to perform ANOVA analyses. PBS scores of the children were divided into two categories (median value for the scale was 16). An independent samples t-test was computed to examine whether the two groups had significantly different mean scores in terms of PBS. Results showed that high scored group ($M = 19.82$, $SD = .39$) had significantly higher mean scores than low-scored group ($M = 14.21$, $SD = 3.36$), $t(147) = 12.52$, $p < .001$).

5.2. Data Screening

The data screened before testing the hypotheses. There were no univariate outliers and one multivariate outlier was removed from the dataset. In addition, for the missing values of the Child Behavior Scale ($N = 2$) mean replacement method was used.

5.3. Daily Interactions Task

In the daily interactions task, children were asked to choose between two characters in the stories representing usual social interactions of children given to them depending on the scenario condition. In the *favored scenario*, children needed to choose a character for an advantaged position. In the *disfavored scenario*, children needed to choose a character for a disadvantaged position. They were also asked their justifications for their decisions.

For all of the conditions mentioned above, separate mixed design 2 (age: 10-13) \times 2 (PBS: low-high) \times 2 (decisions of the children) ANOVAs with repeated measures on the last factor were conducted for the decisions of children. For the justifications, mixed design 2 (age: 10-13) \times 2 (PBS: low-high) \times 3 (justifications of the children) ANOVAs with repeated measures on the last factor were computed. Also, as

exploratory analyses, ‘the role of decisions on the justifications of children’ were analyzed by using independent samples t-test analyses.

5.3.1. Gender Theme

Favored scenario

When children were asked to choose between a girl and a boy for a *favored* situation, ANOVA analysis showed that neither age $F(1,139) = .86, p = .36$, nor PBS effect was significant, $F(1,139) = .28, p = .60$; however, the main effect of the within subjects factor was significant; $F(1,139) = 85.97, p < .001, \eta^2 = .57$. For this reason, a paired samples t-test was computed to see the dominant decision of children. Results showed that, children chose the girl ($M = .87, SD = .33$) for a *favored* position significantly more frequently compared to the boy ($M = .12, SD = .32$) regardless of age (see Figure 1).

In terms of the justifications made by children, the effect of age $F(2,278) = .08, p = .86$ and PBS were not significant, $F(2,278) = .62, p = .53$; however, the main effect of the within subjects factor was significant; $F(2,278) = 98.77, p < .001, \eta^2 = .44$. Paired samples t-tests showed that, children attributed their justifications to socio-conventional norms ($M = .85, SD = .34$) significantly more frequently compared to moral ($M = .16, SD = .02$) and psychological domains ($M = .19, SD = .04$), $t(148) = 23.02, p < .001, t(148) = 20.82, p < .001$, respectively (see Figure 2).

Children who chose the boy ($M = .38, SD = .46$) justified their decisions by using moral domain compared to the children who choose the girl ($M = .098, SD = .07$), $t(17.25) = 1.75, p < .001$. On the other hand, children who chose the girl ($M = .93, SD = .24$), justified their decision by using socio-conventional domain more, compared to the children who chose the boy ($M = .38, SD = .25$), $t(18.12) = 4.57, p < .001$.

Disfavored scenario

When children decide to choose between a girl and a boy to a *disfavored* situation, ANOVA results showed that neither age $F(1,139) = 1.58, p = .21$ nor PBS factors were significant, $F(1,139) = .28, p = .46$; however, the main effect of the within subjects factor was significant; $F(1,139) = 28.37, p < .001, \eta^2 = .17$. Results showed that, children chose the boy ($M = .67, SD = .44$) for a *disfavored* position significantly more frequently compared to the girl ($M = .26, SD = .47$) (see Figure 1).

In terms of the justifications made by children, age $F(2,278) = .69, p = .50$ and PBS were not predictive factors, $F(2,278) = 1.24, p = .28$; however, the main effect of the between subjects factor was again significant; $F(2,278) = 9.78, p < .001, \eta^2 = .07$. Paired samples t-test showed that, children attributed their justifications significantly more frequently to socio-conventional ($M = .35, SD = .48$) and psychological domain ($M = .25, SD = .15$) more, compared to the moral domain $t(148) = 5.16, p < .001, t(148) = 3.44, p = .001$, respectively (see Figure 2).

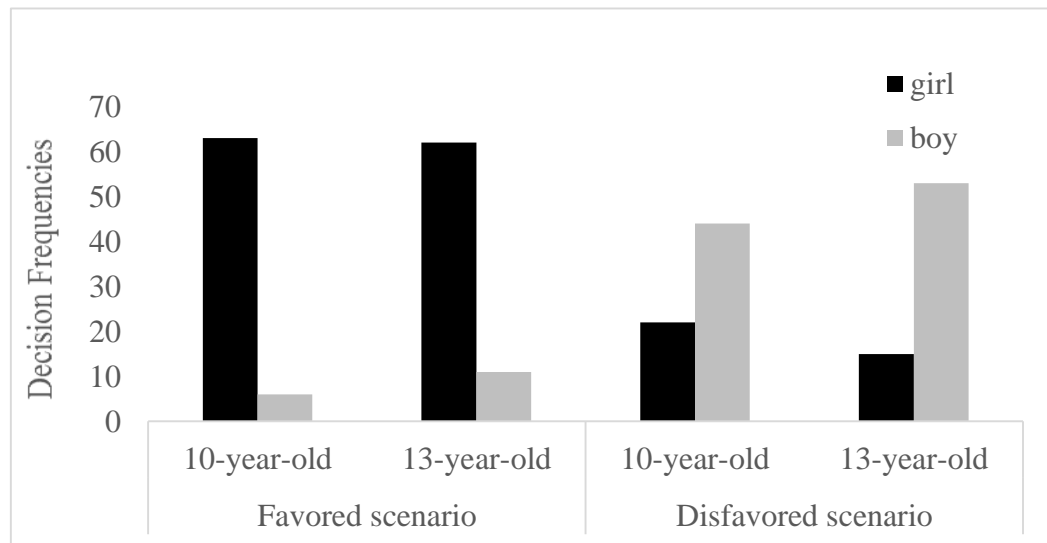


Figure 1. Decisions of children in daily interactions task - gender theme

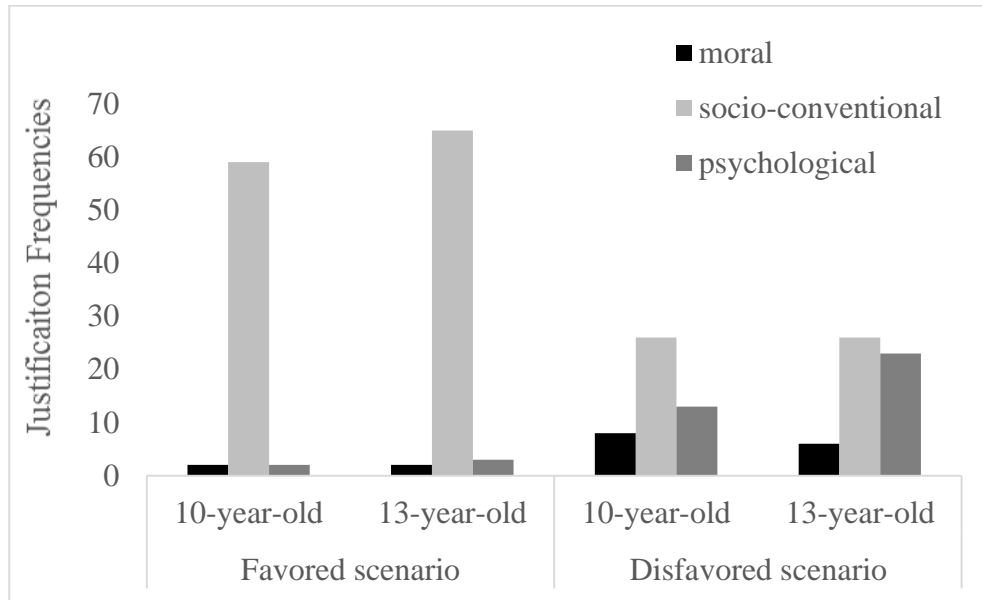


Figure 2. Justifications of children in daily interactions task - gender theme

Children who chose the girl ($M = .30$, $SD = .46$) justified their decisions by using moral domain, the children who choose the boy ($M = .10$, $SD = .14$), $t(40.71) = 3.76$, $p < .001$). Additionally, children who chose the boy ($M = .48$, $SD = .50$) justified their decision by using socio-conventional domain more, compared to the children who chose the girl ($M = .13$, $SD = .23$), $t(102) = 4.76$, $p < .001$), $t(130) = 2.78$, $p < .001$.

5.3.2. Disadvantaged Groups Theme

Favored scenario

When children were asked to choose between a new peer coming from İstanbul and Van, result showed that neither age $F(1,139) = .46$, $p = .50$ nor PBS was significant, $F(1,139) = 1.87$, $p = .17$. Additionally, the effect of the within factor was not significant, $F(1,139) = 1.67$, $p = .20$ (see Figure 3).

In terms of the justifications, effects of age ($F(2,278) = 1.50, p = .23$) and PBS was not significant, $F(2,278) = .18, p = .84$. A significant within subjects factor revealed that regardless of age, children based their justifications on a certain domain more frequently, $F(2,278) = 4.90, p = .008, \eta^2 = .03$. Paired samples t-tests showed that, children attributed their justifications significantly more frequently on socio-conventional ($M = .34, SD = .17$) and moral norms ($M = .36, SD = .18$), compared to psychological domain norms ($M = .16, SD = .07$), $t(148) = 3.52, p = .002, t(148) = 3.24, p = .001$, respectively (see Figure 4).

Children who chose the new peer coming from Van ($M = .70, SD = .46$) justified their decisions by using moral domain, compared to the children who choose the peer coming from Istanbul ($M = .0, SD = .0$), $t(76) = 13.36, p < .001$. However; children who chose the peer coming from Istanbul ($M = .69, SD = .46$), justified their decisions by using socio-conventional domain more, compared to the children who chose the peer coming from Van ($M = .09, SD = .28$), $t(99.7) = 9.1, p < .001$.

Disfavored scenario

When children were asked to choose between a new peer coming from Istanbul and Van, results showed that neither age $F(1,139) = .62, p = .43$ nor PBS was significant factors, $F(1,139) = .56, p = .46$ (see Figure 3). Additionally, the effect of the within factor was not significant, $F(1,139) = 2.16, p = .15$. In terms of the justifications, effects of age ($F(2,278) = 1.58, p = .15$) and PBS also was not significant ($F(2,278) = .29, p = .75$) (see Figure 4).

Children who chose the new peer coming from Istanbul ($M = .44, SD = .49$) justified their decisions by using moral domain, compared to the children who choose the peer coming from Van ($M = .06, SD = .24$), $t(115.3) = 5.53, p < .001$. Also, children who chose the peer coming from Van ($M = .55, SD = .50$), justified their decisions by using

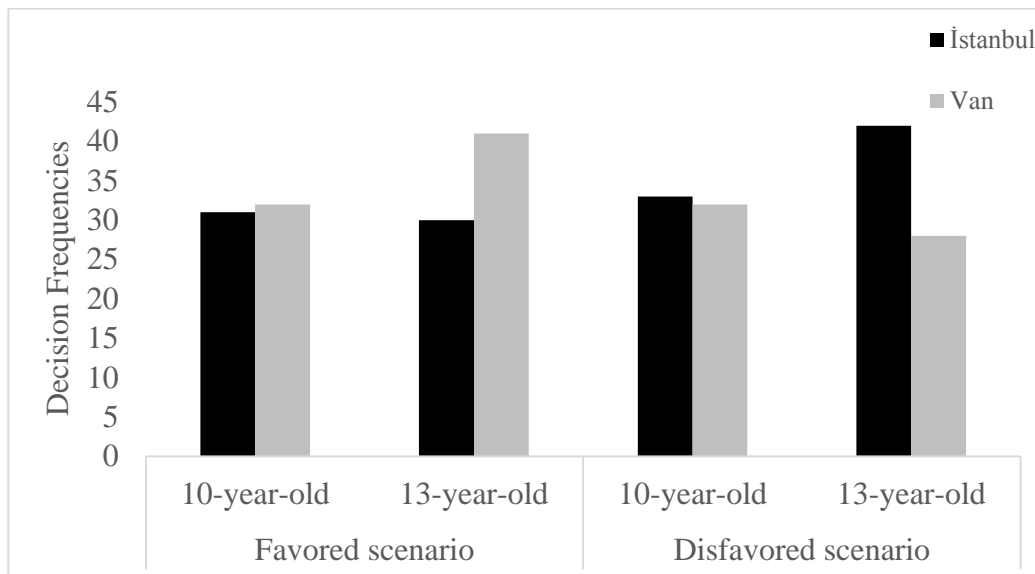


Figure 3. Decisions of children in daily interactions task - disadvantaged groups theme

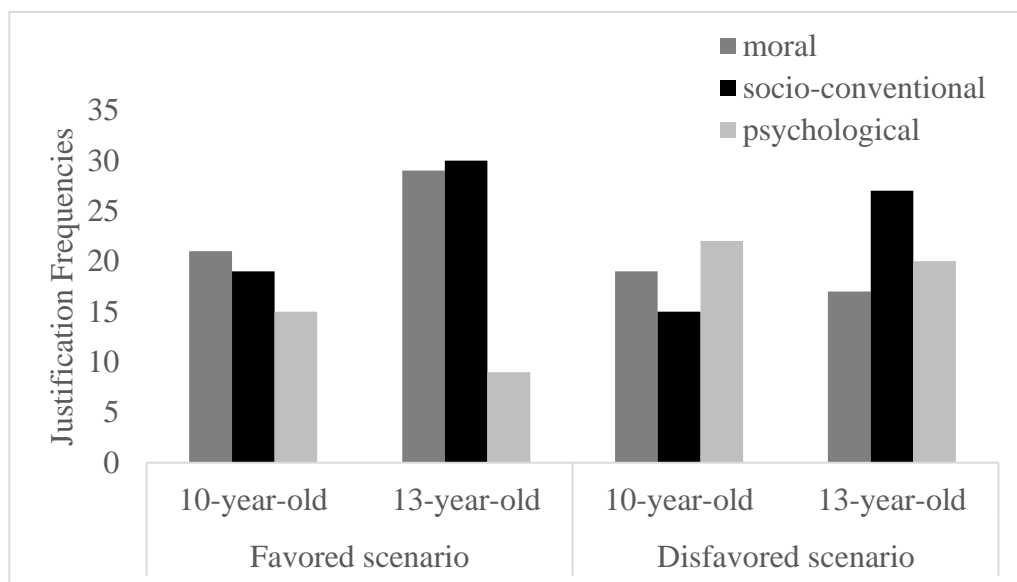


Figure 4. Justifications of children in daily interactions task - disadvantaged groups theme

socio-conventional domain more, compared to the children who chose the peer coming from İstanbul ($M = .11$, $SD = .32$), $t(101.84) = 6$, $p < .001$.

5.3.3. Aggressiveness Theme

Favored scenario

When children decided to choose between a more easy-going and an aggressive child for a *favored* situation, ANOVA result showed that neither age $F(1,139) = 2.54$, $p = .11$ nor PBS was a predictive factor, $F(1,139) = .08$, $p = .37$; however, the main effect of the within subjects factor was significant; $F(1,139) = 58.37$, $p < .001$, $\eta^2 = .53$. Results showed that, children chose the easy-going child ($M = .89$, $SD = .30$) for a *favored position* significantly more frequently, compared to the aggressive one ($M = .09$, $SD = .29$) (see Figure 5).

In terms of the justifications made by children, age $F(2,278) = 1.48$, $p = .23$ and PBS were not predictive factors alone, $F(2,278) = 1.72$, $p = .18$; however, a marginally significant three-way interaction was observed between justifications, age and PBS, $F(2,278) = 2.77$, $p = .06$, $\eta^2 = .03$. Post-hoc analysis showed that 13-year old/low prosocial group of children significantly used more psychological justifications (personal choice) ($M = .63$, $SD = .48$) than socio-conventional justifications ($M = .35$, $SD = .48$), $t(46) = 3$, $p < .001$ (see Figure 6).

Disfavored scenario

Similar to the favored scenario, neither age $F(1,139) = .16$, $p = .69$ nor PBS $F(1,139) = .004$, $p = .95$ was significant between-subjects factors. The main effect of the within subjects factor was significant; $F(1,139) = 7.20$, $p = .017$, $\eta^2 = .05$. Results showed that, children chose the aggressive child ($M = .61$, $SD = .30$) for a disfavored position significantly more frequently, compared to the easy-going one ($M = .38$, $SD = .29$) (see Figure 5).

In terms of the justifications made by children, the effects of age $F(2,278) = 1.77, p = .17$ and PBS were not significant, $F(2,278) = 2.21, p = .11$; however, the main effect of the within subjects factor was significant; $F(2,278) = 144.15, p < .001, \eta^2 = .51$. Paired samples t-tests showed that, children attributed their justifications significantly more frequently to socio-conventional norms ($M = .73, SD = .44$), compared to moral ($M = .01, SD = .08$) and psychological justifications ($M = .16, SD = .37$), $t(148) = 19.43, t(148) = 9.11, p < .001$, (see Figure 7).

For aggressiveness theme both for advantaged and disadvantaged scenarios, there is no significant effect of decision on justifications, $F(2,292) = 1.27, p = .28$; $F(2,294) = .17, p = .71$, respectively.

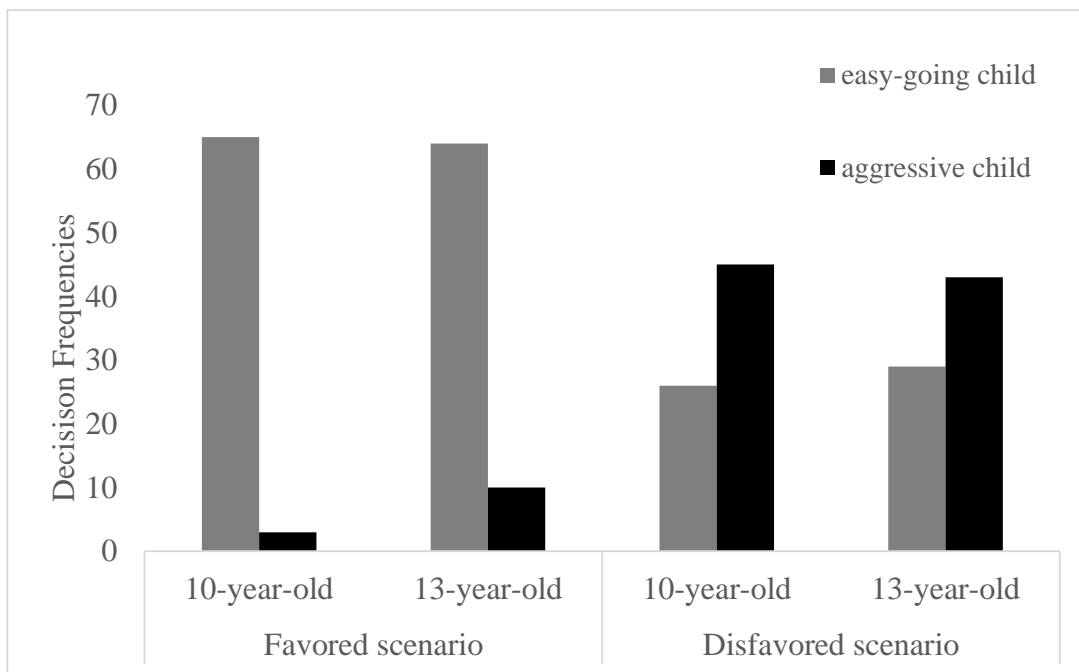


Figure 5. Decisions of children in daily interactions task - aggressiveness theme

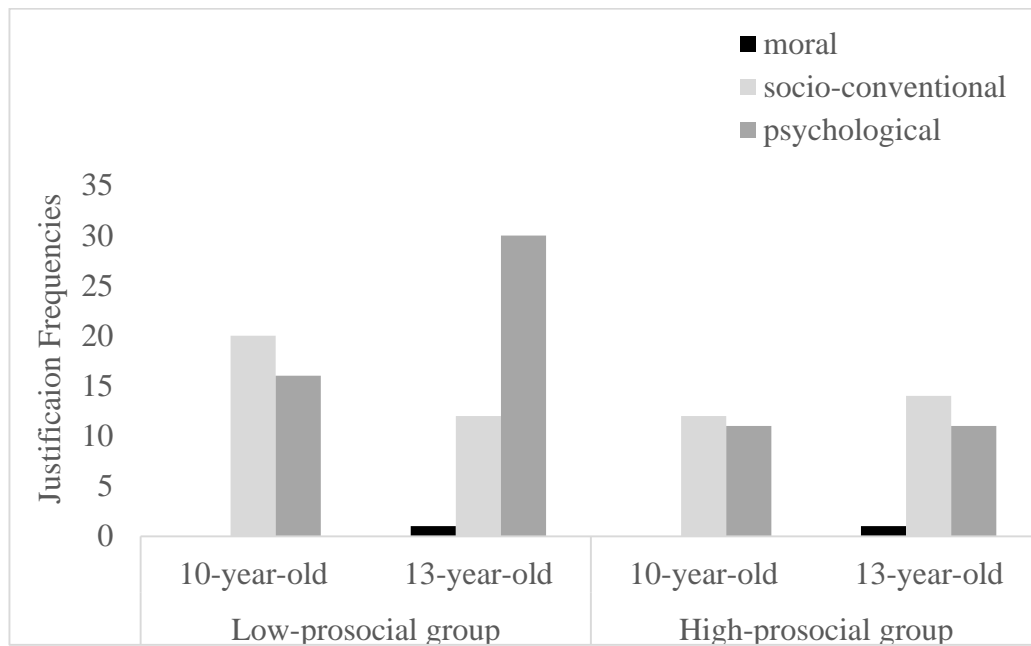


Figure 6. Justifications of children in daily interactions task - aggressiveness theme in relation to PBS

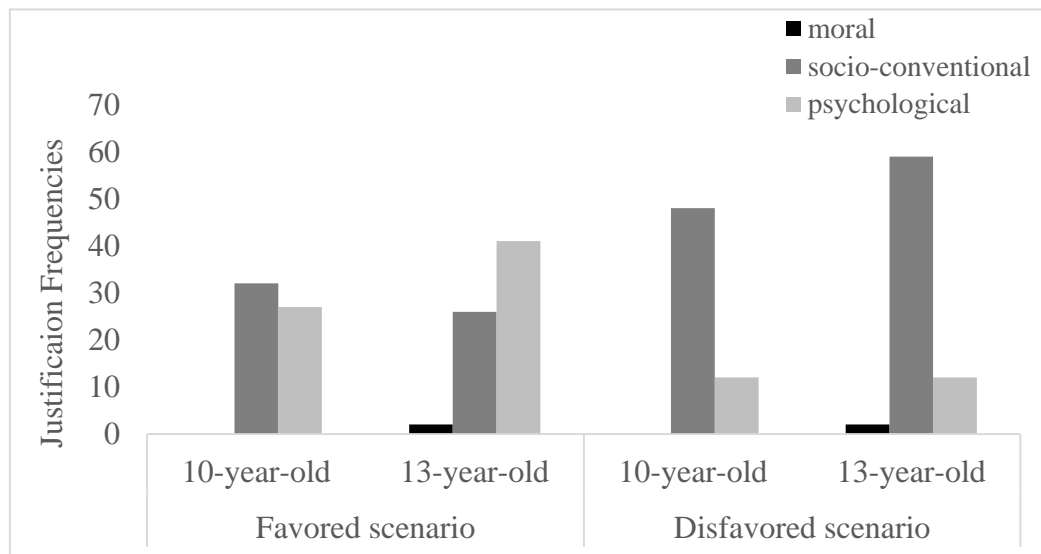


Figure 7. Justifications of children in daily interactions task - aggressiveness theme

5.4. Group Activities Task

In the group activities task, children were asked to choose between two characters in the stories including group activities of children given to them. There were two conditions in each theme. In the *equal qualifications* scenario, children needed to choose between two characters, who had the same qualifications. In the *unequal qualifications* scenario, children needed to choose between two characters; but this time the character who did not fit into the stereotype of the group, had superior qualifications compared to other character. Children were also asked their justifications for their decisions.

For all of the conditions mentioned above, separate mixed design 2 (age: 10-13) \times 2 (PBS: low-high) \times 2 (decisions of the children) ANOVAs with repeated measures on the last factor were conducted for the decisions of children. For the justifications made by children, mixed design 2 (age: 10-13) \times 2 (PBS: low-high) \times 3 (justifications of the children) ANOVAs with repeated measures on the last factor were computed. Also, as exploratory analyses, ‘the role of decisions on the justifications of children’ were analyzed by using independent samples t-test analyses.

5.4.1. Gender Theme

Equal qualifications scenario

For the equal qualifications scenario, ANOVA results showed that age is a significant factor affecting children’s decisions, $F(1,139) = 9.48, p = .003, \eta^2 = .06$; however, PBS was not, $F(1,139) = .18, p = .67$. Independent samples t-test analyses showed that 10-year-olds ($M = .81, SD = .39$) chose the girl significantly more frequently, compared to 13-year-olds ($M = .59, SD = .49$). In addition, 13-year olds ($M = .40, SD = .49$) chose the boy more frequently than 10-year-olds ($M = .14, SD = .35$), $t(137.71) = 2.91, p = .004, t(132.49) = 3.64, p < .001$ (see Figure 8).

In terms of the justifications made by children, age effect was also significant $F(2,278) = 8.15, p = .01, \eta^2 = .06$, whereas PBS was not $F(2,278) = .1.25, p = .27$. Independent samples t-test showed that, while 10-year-olds justified their decisions by referring to socio-conventional domain ($M = .79, SD = .40$) more frequently, compared to moral values ($M = .60, SD = .49$); 13-year-olds attributed their justifications significantly more to moral domain ($M = .47, SD = .33$), compared to socio-conventional domain ($M = .28, SD = .08$), $t(148) = 19.43, t(134) = 2.51, p = .033, t(120) = 3.86, p < .001$, respectively (see Figure 10).

Children who chose the boy ($M = .77, SD = .42$) justified their decisions by using moral domain, compared to the children who chose the girl ($M = .09, SD = .08$), $t(40.56) = 11.34, p < .001$. On the other hand, children who chose the girl ($M = .96, SD = .19$), justified their decision by using socio-conventional domain more, compared to the children who chose the boy ($M = .07, SD = .26$), $t(144) = 22.29, p < .001$.

Unequal qualifications scenario

For the unequal qualifications scenario, ANOVA results showed that even though age effect was not significant, $F(1,139) = .86, p = .37$; PBS found as a significant factor, $F(1,139) = 7.53, p = .007, \eta^2 = .05$. Independent samples t-test analysis showed that low-prosocial group ($M = .43, SD = .49$) chose the girl significantly more frequently, compared to high-prosocial group ($M = .22, SD = .42$), whereas high-prosocial group ($M = .75, SD = .43$) chose the boy more frequently than the low-prosocial group ($M = .55, SD = .49$), $t(133) = 2.70, p = .008, t(131.23) = 2.57, p = .011$ (see Figure 8).

In terms of the justifications made by children, age $F(2,278) = .59, p = .46$ and PBS were not predictive factors, $F(2,278) = .07, p = .82$; however, the main effect of the within subjects factor was significant; $F(2,278) = 166.41, p < .001, \eta^2 = .54$. Paired samples t-test showed that in overall, children referred to socio-conventional domain ($M = .79, SD = .40$) significantly more frequently than the moral ($M = .14, SD = .35$),

and psychological domains ($M = .06$, $SD = .08$), $t(148) = 10.95$, $p < .001$, $t(120) = 22.82$, $p < .001$, respectively (see figure 9).¹

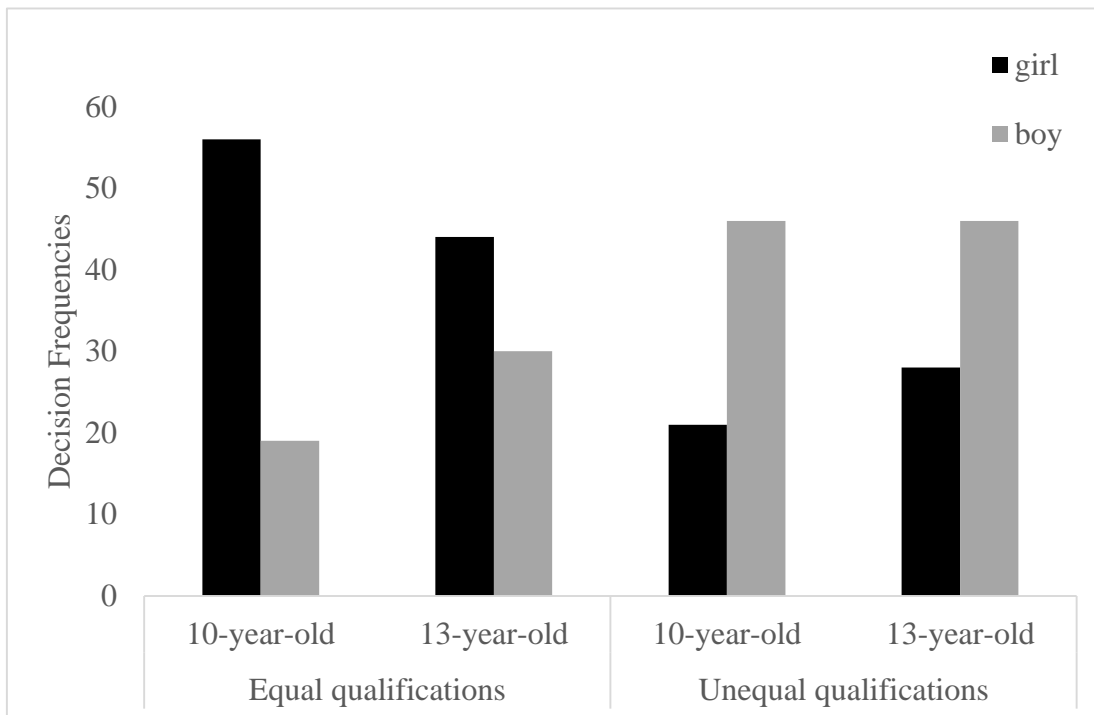


Figure 8. Decisions of children in group activities task - gender theme

¹ When the justification analysis was conducted with sub-categories of socio-conventional justification domain, PBS found as a significant factor, $F(2,274) = 3.52$, $p = .035$, $\eta^2 = .03$. Post-hoc analysis showed that while low prosocial group justified their decisions by using social-norm domain ($M = .25$, $SD = .42$); children who belong to the high-prosocial group justified their decisions by using group cohesiveness domain ($M = .69$, $SD = .46$), $t(122.62) = 1.97$, $p = .051$, $t(135.71) = 2.08$, $p = .042$ respectively.

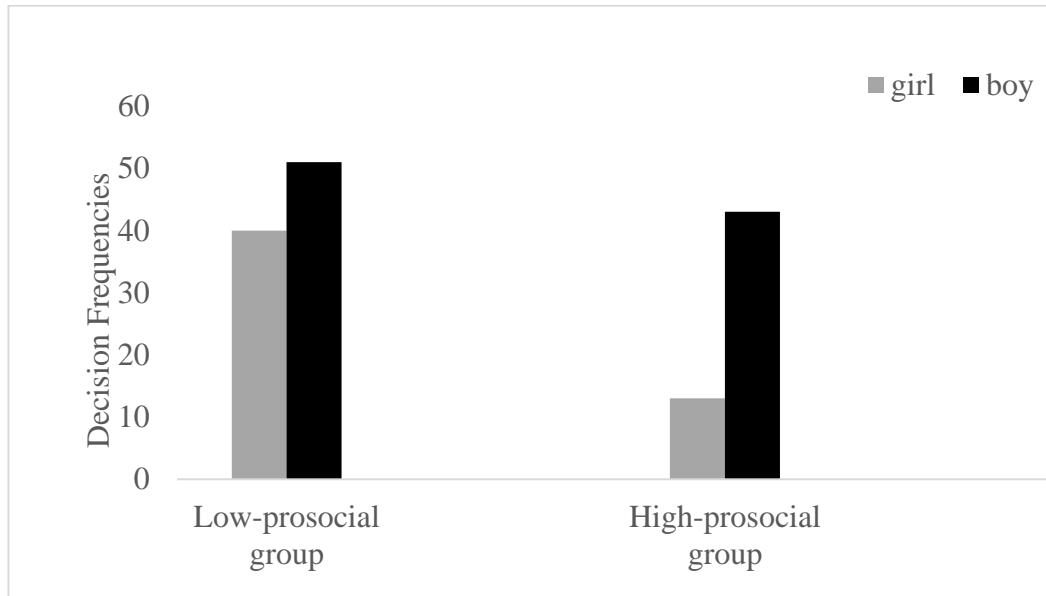


Figure 9. Decisions of children in gender theme in relation to PBS

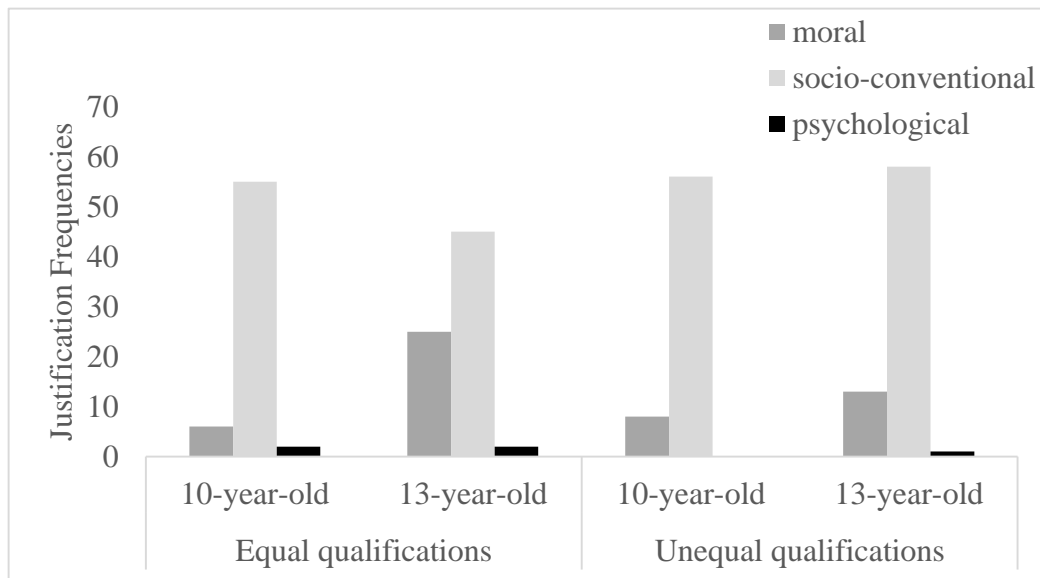


Figure 10. Justifications of children in group activities task - gender theme

5.4.2. Disadvantaged Groups Theme

Equal qualifications scenario

In terms of the decisions of children, age, $F(1,139) = 0$, $p = .98$ and PBS were not significant factors, $F(1,139) = .001$, $p = .98$; however, a three-way interaction was observed between decisions, age and prosocial behaviors $F(1,139) = 4.71$, $p = .032$, $\eta^2 = .03$. Post-hoc analysis showed that 10-year old/low prosocial group ($M = .57$, $SD = .50$) of children chose the child from İstanbul significantly more frequently, compared to the child coming from Van ($M = .35$, $SD = .48$), $t(138) = 1.91$, $p = .06$, $t(138) = 2.35$, $p = .045$, respectively (see Figure 11).

In terms of the justifications, similar to the decisions, also a three way interaction was observed between justifications, age and prosocial behaviors, $F(2,278) = 3.81$, $p = .036$, $\eta^2 = .03$. Post-hoc analyses showed that 10-year old children, who are in the low prosocial group, made more psychological justifications ($M = .30$, $SD = .32$) more frequently, compared to the socio-conventional ($M = .23$, $SD = .27$) and moral justifications ($M = .23$, $SD = .25$), $t(41) = 1.92$, $p = .045$, $t(41) = 1.95$, $p = .043$ (see Figure 12).

Children who chose the new peer coming from Van ($M = .65$, $SD = .47$) justified their decisions by using the moral domain more frequently, compared to the children who chose the peer coming from İstanbul ($M = .05$, $SD = .22$), $t(92.54) = 9.58$, $p < .001$. However; children who chose the peer coming from İstanbul ($M = .58$, $SD = .49$), justified their decisions by using socio-conventional and psychological domains more frequently ($M = .46$, $SD = .29$), compared to the children who chose the peer coming from Van ($M = .05$, $SD = .23$), $t(105) = 8.17$, $p < .001$.

Unequal qualifications scenario

When children were asked to choose between a new peer coming from İstanbul and Van, results showed that neither age, $F(1,139) = .46, p = .50$, nor PBS effect was significant, $F(1,139) = 1.87, p = .17$. The significant within subject factor results ($F(1,139) = 70.70, p < .001, \eta^2 = .34$) showed that children significantly more frequently chose the child from Van ($M = .78, SD = .45$), compared to the child from İstanbul ($M = .19, SD = .40$).

In terms of the justifications, neither age $F(2,278) = 1.52, p = .22$, nor PBS was a significant factor, $F(2,278) = .16, p = .85$. The significant within subjects factor results ($F(2,278) = 94.53, p < .001, \eta^2 = .45$) showed that children significantly referred to the socio-conventional domain ($M = .75, SD = .40$) more frequently than the moral ($M = .08, SD = .28$) and psychological domains ($M = .03, SD = .18$), $t(148) = 13.86, p < .001, t(148) = 18.44, p < .001$, respectively.

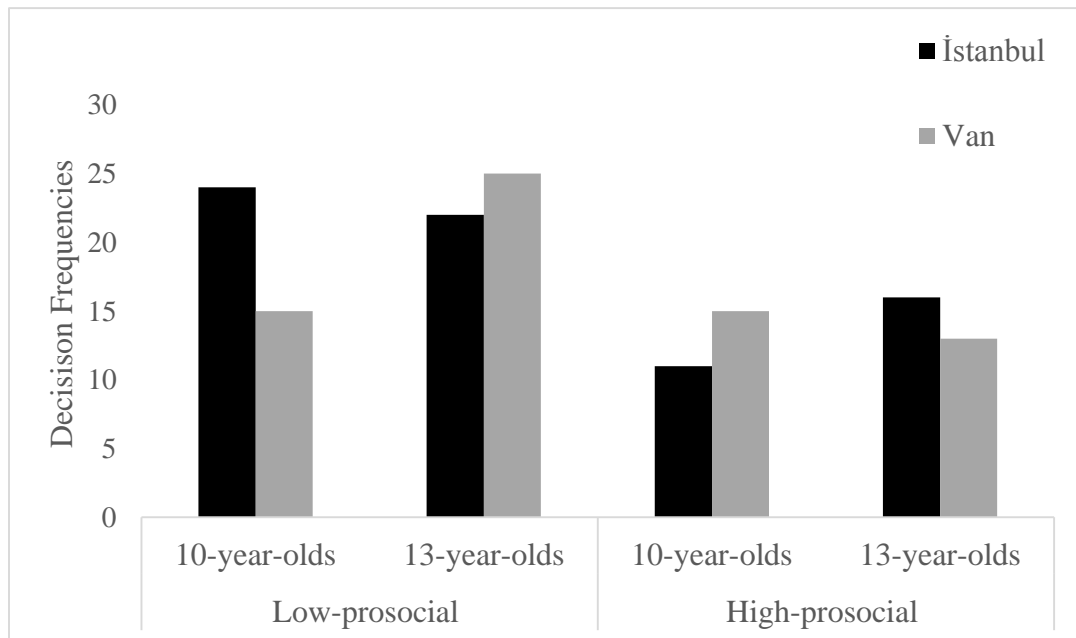


Figure 11. Decisions of children in group activities task - disadvantaged groups theme

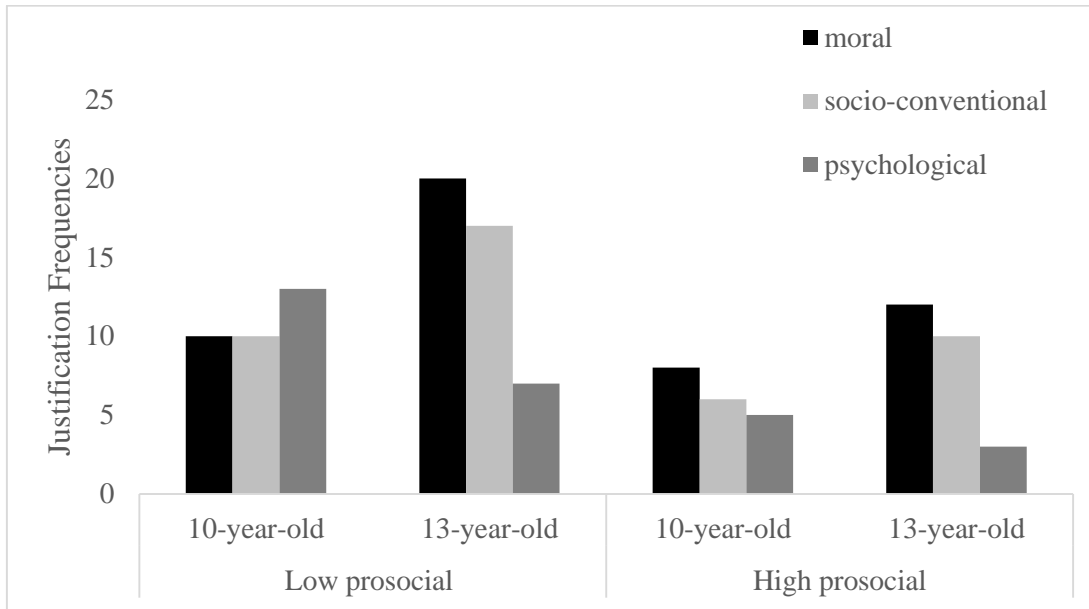


Figure 12. Justifications of children in group activities task - disadvantaged groups theme

5.4.3. Aggressiveness Theme

Equal qualifications scenario

Age ($F(1,139) = .37, p = .54$) and PBS ($F(1,139) = .02, p = .89$) did not predict the decisions of the children. The main effect of the within subjects factor was significant; $F(1,139) = 158.56, p < .001, \eta^2 = .53$. Children chose the easy-going child ($M = .86, SD = .34$) significantly more frequently, compared to the aggressive one ($M = .12, SD = .32$) (see Figure 13).

In terms of the justifications made by children, the effects of age $F(2,278) = .39, p = .61$ and PBS were not significant, $F(2,278) = .53, p = .63$; however, the main effect of the within subjects factor was significant; $F(2,278) = 115.15, p < .001, \eta^2 = .64$.

Paired samples t-test showed that, children attributed their justifications significantly more frequently to socio-conventional norms ($M = .87$, $SD = .32$), compared to moral ($M = .02$, $SD = .16$) and psychological justifications ($M = .03$, $SD = .18$) in overall $t(148) = 24.47$, $t(148) = 23.10$, $p < .001$, respectively (see Figure 14).

Children who chose the aggressive child ($M = .22$, $SD = .42$) justified their decision by using moral domain more frequently, compared to the children who chose the easy-going child ($M = .07$, $SD = .04$), $t(17) = 2.20$, $p = .042$. Also, children who chose the easy-going child ($M = .55$, $SD = .51$), justified their decision by using socio-conventional domain more frequently, compared to children who chose the aggressive child ($M = .54$, $SD = .52$), $t(17.97) = 3.19$, $p = .005$.

Unequal qualifications scenario

In the last scenario, neither age ($F(1,139) = .01$, $p = .98$), nor PBS ($F(1,139) = .31$, $p = .58$) did not predict the decisions of the children. The main effect of the within subjects factor was significant, $F(1,139) = 58.3$, $p < .001$, $\eta^2 = .30$. Children chose the easy-going child ($M = .77$, $SD = .43$) significantly more frequently, compared to the aggressive one ($M = .22$, $SD = .42$) regardless of age (see Figure 13).

In terms of the justifications made by children, age $F(2,278) = .73$, $p = .48$ and PBS were not significant factors, $F(2,278) = .12$, $p = .94$; however, the main effect of the within subjects factor was significant; $F(2,278) = 101.56$, $p < .001$, $\eta^2 = .68$. Paired samples t-test showed that, children attributed their justifications significantly more frequently to socio-conventional norms ($M = .73$, $SD = .44$), compared to the moral ($M = .06$, $SD = .08$) and psychological justifications ($M = .16$, $SD = .37$) in overall $t(148) = 19.43$, $p < .001$, $t(148) = 9.11$, $p < .001$, respectively. Additionally, compared to moral justifications ($M = .06$, $SD = .08$), psychological domain ($M = .16$, $SD = .37$) was reported more frequently, $t(148) = 5.08$, $p < .001$ (see Figure 14).

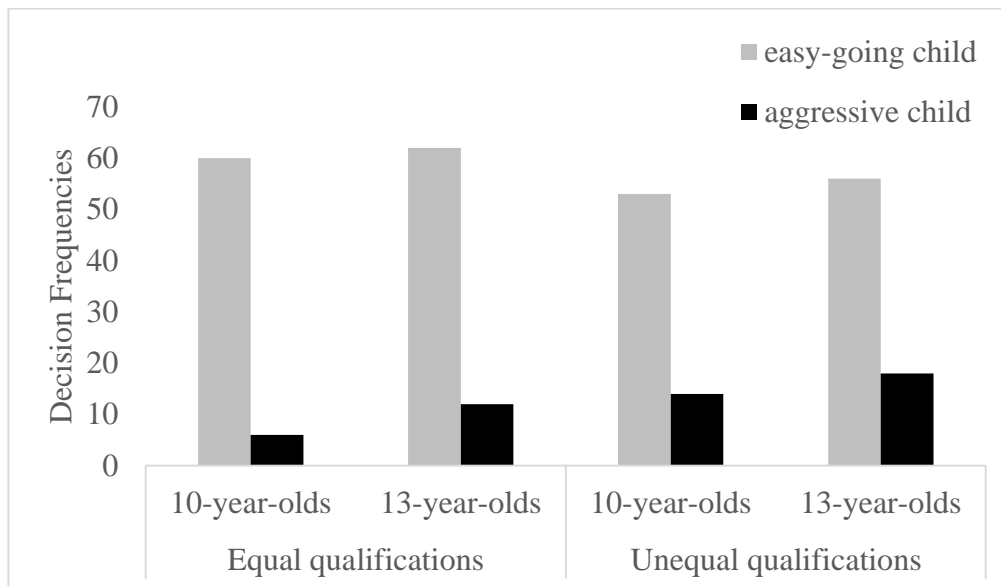


Figure 13. Decisions of children in group activities task - aggressiveness theme

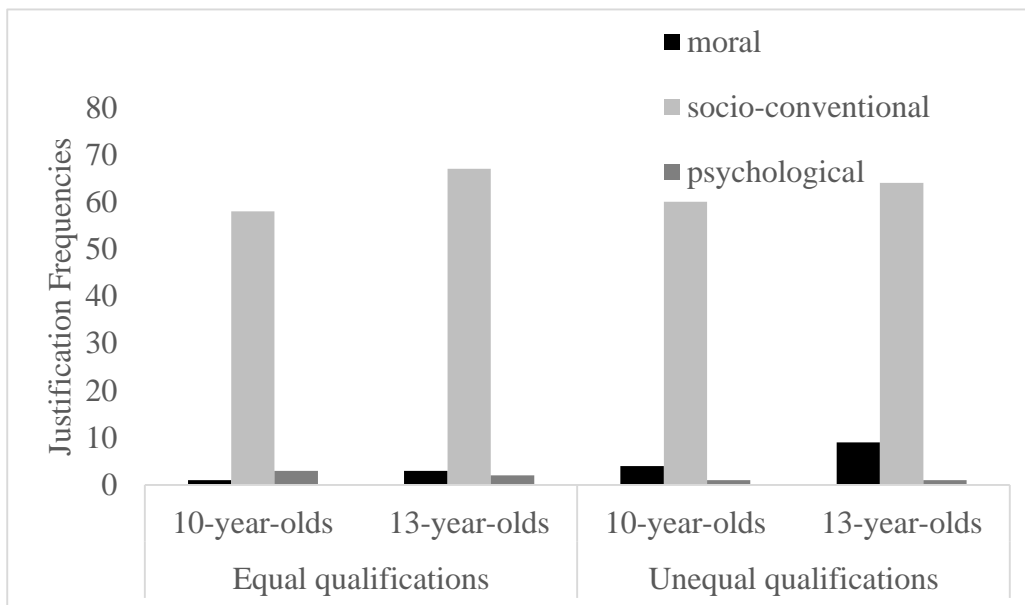


Figure 14. Justifications of children in group activities task - aggressiveness theme

5.5. Story Completion Task

To see the predictive role of age and PBS on the story completion coding schemas of children, composite scores and the two schemes as ‘compensation’ and ‘ending theme’ were analyzed by using hierarchical regression analyses (see Table 3 for descriptive statistics and bivariate correlations of coding variables).

5.5.1. Analysis of the Overall Inclusion Composite Scores

Results of the hierarchical regression analysis showed that age was a significant factor on overall inclusion composite scores explaining 11% of the total variance, $R^2 = .11$, $F(1,143) = 16.97$, $p < .001$. However, PBS did not account any variance beyond age effect, $\Delta R^2 = .00$, $F_{inc}(1,142) = 4.53$, $p = .98$. In terms of the unique effects, as the children’s age decreases ($\beta = -.13$), children’s scores in overall inclusion-related schemas were increasing, $p < .001$ ² (see Table 2).

Table 2

Results of the Analysis of the Overall Inclusion Composite Scores

	β	T	$Sig.$	R^2	R^2 Change	$Sig. R^2$ Change	F
Step 1				.11	.11	.000	16.97***
Child’s Age	-.33	-4.12	.000				
Step 2				.11	.00	.99	8.42
PBS	.00	.004	.99				

Note 1. Dependent Variable is Overall Inclusion Composite Scores

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

² When the themes constructing the composite variables were analyzed separately for gender, disadvantaged groups and aggressiveness scores, significant effect of age was also observed, $R^2 = .10$, $F(1,144) = 15.46$, $p < .001$; $R^2 = .03$, $F(1,145) = 4.28$, $p = .04$; , $R^2 = .06$, $F(1,145) = 7.72$, $p = .006$, respectively.

Table 3

Descriptive Statistics and Correlations of Coding Variables

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Overall Inclusion Composite Scores	6.59	3.9	1										
2. Gender Theme Inclusion Composite Scores	2.23	1.9	.78**	1									
3. Disadvantaged Groups Theme Inclusion Composite Scores	2.67	1.73	.77**	.38**	1								
4. Aggressiveness Theme Inclusion Composite Scores	1.68	1.58	.72**	.38	.38**	1							
5. Overall Exclusion Composite Scores	6.07	3.87	-.05	-.15	-.11	-.06	1						
6. Gender Theme Exclusion Composite Scores	2.37	2.22	-.13	-.28*	-.00	.01	.72**	1					
7. Disadvantaged Groups Theme Exclusion Composite Scores	1.12	1.49	-.08	-.03	.19*	.00	.63**	.29**	1				
8. Aggressiveness Theme Exclusion Composite Scores	2.61	2.05	-.11	-.03	.34**	-.13	.64**	.08	.16*	1			
9. Overall Composite Compensation Scores	1.06	1.18	.37**	.33**	.25**	.25**	.38**	.19*	.31**	.26**	1		
10. Overall Inclusion Ending Theme Scores	2.11	.96	.69**	.58**	.40**	.56**	-.23	.31**	-.20*	.03	.33**	1	
11. Overall Exclusion Ending Theme Scores	.26	.44	.42**	.29**	-.11	.58**	.25**	.19*	-.02	.29**	-.11	.53**	1

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

5.5.2. Analysis of the Overall Exclusion Composite Scores

For the overall exclusion composite scores, neither age ($R^2 = .005$, $F(1,143) = .65$, $p = .42$) nor PBS ($R^2 = .03$, $F(1,142) = .58$, $p = .50$) was significant. For this reason, themes were analyzed separately in order to examine in more detail. Results showed that for the aggressiveness theme, age was a significant factor explaining 3% of the total variance on exclusion composite scores, $R^2 = .03$, $F(1,143) = 4.75$, $p = .03$; whereas prosocial behaviors did not account additional variance beyond age effect, $\Delta R^2 = .005$, $F_{inc}(1,142) = .69$, $p = .40$.³ Unique effects showed that, as the children's age decreases ($\beta = -.18$), children's scores in overall exclusion-related schemas were increasing, $p = .001$ (see Table 4).

Table 4

Results of the Analysis of the Aggressiveness Theme Exclusion Composite Scores

	β	T	$Sig.$	R^2	R^2 Change	$Sig. R^2$ Change	F
Step 1				.03	.03	.03	4.75*
Child's Age	-.18	-2.18	.03				
Step 2				.04	.005	2.71	8.42
PBS	-.07	-.83	.41				

Note 1. Dependent Variable is Aggressiveness Theme Exclusion Composite Scores

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

³ Effects of age and prosocial behaviors for gender theme ($R^2 = .03$, $F(2,145) = .77$, $p = .47$) and disadvantaged groups theme ($R^2 = .03$, $F(2,146) = 1.31$, $p = .27$) were not significant.

5.5.3. Compensation

Similar to the previous sections, compensation schema scores of the three themes (gender, disadvantaged groups, and aggressiveness) were counted to form a composite score. Results showed that age was a significant factor explaining 8% of the total variance, $R^2 = .08$, $F(1,143) = 11.52$, $p = .001$. However, PBS did not explain any variance accounted by age, $\Delta R^2 = .001$, $F_{inc}(1,142) = .19$, $p = .67$. Unique effects showed that, as the children's age decreases ($\beta = -.27$), children's usage of overall compensation schema was increasing, $p = .001$ ⁴ (see Table 5).

Table 5

Results of the Analysis of the Overall Composite Compensation Scores

	β	T	$Sig.$	R^2	R^2 Change	$Sig. R^2$ Change	F
Step 1				.08	.08	.001	11.52**
Child's Age	-.27	3.38	.001				
Step 2				.08	.001	.19	5.82
PBS	-.03	-.43	.67				

Note 1. Dependent Variable is Overall Composite Compensation Scores

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

⁴ When the compensation schema was analyzed separately for gender ($R^2 = .03$, $F(1,143) = 8.93$, $p = .001$), disadvantaged groups ($R^2 = .03$, $F(1,142) = 5.85$, $p = .042$) and aggressiveness ($R^2 = .03$, $F(1,144) = 4.30$, $p = .041$) composite scores, the same results were observed for age.

5.5.4. Ending Theme

Ending themes of the stories were counted and transformed into continuous variables. The effects of age and PBS on the ending themes were analyzed by using an overall composite ending theme schema.

Results showed that age was a significant factor on overall inclusion ending theme schema explaining 11% of the total variance, $R^2 = .11$, $F(1,143) = 16.97$, $p < .001$.⁵ However, PBS did not account any additional variance beyond age effect, $\Delta R^2 = .00$, $F_{inc}(1,142) = .00$, $p = .99$ (see Table 6). As age decreases ($\beta = -.33$) children ended their stories with inclusion more (see Figure 13).

In terms of the overall exclusion composite schema, age was significant explaining 11% of the total variance, $R^2 = .11$, $F(1,143) = 13.44$, $p < .001$.⁶ However, PBS did not account any additional variance beyond age effect, $\Delta R^2 = .004$, $F_{inc}(1,142) = .5$, $p = .48$ (see Table 7). As age increases ($\beta = .34$) children ended their stories with exclusion more (see Figure 13).

⁵ When ending schema for inclusion was analyzed separately for gender ($R^2 = .05$, $F(1,145) = 7.50$, $p = .007$), disadvantaged groups ($R^2 = .05$, $F(1,145) = 7.40$, $p = .006$) and aggressiveness ($R^2 = .05$, $F(1,145) = 7.40$, $p = .024$) scores, significant results also were obtained for age.

⁶ When ending schema for exclusion was analyzed separately for gender ($R^2 = .05$, $F(1,145) = 4.34$, $p = .05$), disadvantaged groups ($R^2 = .02$, $F(1,145) = 3.35$, $p = .06$) and aggressiveness ($R^2 = .02$, $F(1,145) = 3.35$, $p = .06$) scores, they were all significant for age.

Table 6

Results of the Analysis of the Overall Inclusion Ending Theme Scores

	β	T	$Sig.$	R^2	R^2 Change	$Sig. R^2$ Change	F
Step 1				.12	.12	.000	19.00***
Child's Age	-.34	-4.36	.000				
Step 2				.13	.006	.33	9.96
PBS	-.08	-.97	.33				

Note 1. Dependent Variable is Overall Inclusion Ending Theme Scores

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

Table 7

Results of the Analysis of the Overall Exclusion Ending Theme Scores

	β	T	$Sig.$	R^2	R^2 Change	$Sig. R^2$ Change	F
Step 1				.11	.11	.000	178.75***
Child's Age	.34	4.31	.000				
Step 2				.13	.001	.73	9.38
PBS	-.03	-.36	.72				

Note 1. Dependent Variable is Overall Exclusion Ending Theme Scores

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

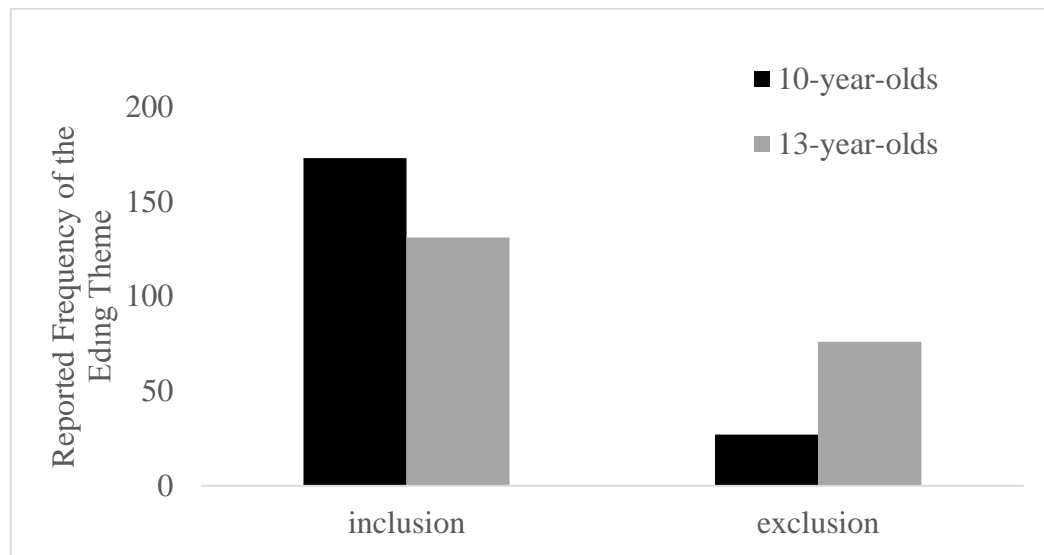


Figure 15. Ending theme decisions of children in relation to age

CHAPTER 6

DISCUSSION

The overarching aim of the current study is to explore Turkish children's decision and judgment patterns about social exclusion/inclusion in the themes of gender, disadvantaged groups and aggressiveness, and to the best of our knowledge, this multi-layered study is the first attempt to explore the relation of the main phenomena provided above. First of all, children's capacity to make social judgments considering different forms of values and contexts, as given in the existing literature, was aimed to be replicated in the Turkish sample. In addition, the predictive role of the children's individual characteristics, such as age and prosocial behavior, on their *decision and justification patterns* was also examined. While exploring these patterns, various peer interaction styles, such as daily interactions, group activities and the story completion task, in order to see the change across different social contexts, and have a complementary insight on the issue. Finally, for the justifications about their decisions, this is the first attempt examining how children would justify their decisions in favored (deciding to include) and disfavored (deciding to exclude) conditions.

Our findings show that children showed a converging pattern, especially for group activities in terms of their decisions and justifications, whereas there is a higher level of individual differences when it comes to daily activities. When we examined our results for the prepared vignettes about group activities, we found again a converging pattern showing that younger children provided more stereotypic decisions for the questions they were asked. However, when children were given more degree of freedom in terms of constructing their own stories via story completion task, we observed more inclusion-related decisions by provided younger children. To the best

of our knowledge, story completion task was used for the first time in terms of examining social exclusion-inclusion related decisions. In those terms, this study made a unique contribution to the existing literature.

In the rest of the chapter, firstly the findings of the tasks with theoretical and practical implications are discussed. Later, limitations of the study with the suggestions for further research is presented.

6.1. Evaluation of the Findings of Daily Interactions Tasks

In the daily interactions task, children were presented stories asking them to report their decisions and justifications in themes of gender, disadvantaged groups and aggressiveness. In each theme, there were two conditions as *avored* and *disavored*. For the *avored condition*, children decided to include one of the two characters given to them for a favored condition. On the other hand, for the *disavored condition*, children decided whom to exclude from the two characters given to them for a disfavored condition. The aim of the daily interactions task was to look at decision and justification patterns of children in relation to age and prosocial behaviors in more daily social interactions before presenting them group level activities.

6.1.1. Gender Theme

In gender theme, age and prosocial behaviors did not predict decisions of children in both *avored* and *disavored conditions*. However, when the overall data is analyzed, results showed that children choose the girl for the *avored* position. As a complementary finding, they chose the boy for the *disavored* position. Even though the expected age and prosocial behavior effect was not observed, those findings support the literature showing that gender stereotypes give females and males predominant social roles and these are effective even in children's simple everyday decisions (Bosak, Sczesny, & Eagly, 2008). Children's decision to choose the girl for the favored position can be interpreted as an act of positive discrimination, by favoring

individuals belonging to groups, which suffer from discrimination. Previous studies on gender schemas and related stereotypes, females are perceived as a more disadvantaged group and many research showed that this view is learned very early in life. This social dynamic was also replicated in this study showing that children - regardless of age groups in the current study- have a certain understanding and already constructed gender schemas about this discrimination. They decided to give the advantage to the discriminated group, even when the context presented to them includes daily peer interactions. In an extensive review looking at practices, perceptions and policies regarding positive discrimination for women in Turkey, Akbaş and Şen reported a vast amount of evidence regarding unequal treatment of women in various fields such as work-settings, social life and legal policies. Yet, to the best of our knowledge, there are no studies examining children's exclusion/inclusion related judgments in the Turkish cultural context; therefore this study also provides insight for the related phenomena in a Turkish sample.

For the justifications similarly, age and prosocial behaviors were not predictive factors in gender vignettes about daily activities. When the overall justifications were analyzed, in *the favored condition*, children justified their decisions about whom to include, by referring to socio-conventional domain more frequently (i.e. *Kızlara her zaman öncelik verilir.*). For the *disfavored condition*, on the other hand, children justified their decisions about whom to exclude, by referring to both socio-conventional (i.e. *Erkek bir kıza sırasını vermelidir.*) and psychological domains (i.e. *Bence erkek hakından vazgeçmeli.*). When the situation requires children to evaluate the situation more (as putting the boy to a disfavored condition), children use multiple judgment domains rather than relying on a single domain (Killen, et. al, 2007). This pattern in findings is consistent across gender and aggressiveness themes in daily activities, showing that children justify their inclusion related decisions mostly depending on social norms (socio-conventional), whereas when they justify why they excluded someone from the group, in addition to social norms, they also put emphasis

on their personal choices (psychological). Previous studies showed that children justify their exclusion-related decisions regarding aggressiveness both according to socio-conventional and psychological categories; however, to the best of our knowledge, a) this is the first attempt to look at the nuanced conditions (favored and disfavored) for exclusion/inclusion related decisions, and b) this study is also the first one to show that in vignettes about gender, children justify their decisions of exclusion based on personal choice as well as social norms, both for general and also for conditions (in accordance with our findings, disfavored condition). In light of our findings, one may argue that children prefer to add another layer to their justifications, other than social norm (socio-conventional), especially when it comes to exclusion-related decisions. Excluding someone from an advantaged situation, such as being included as a newcomer, or being given a privilege, is mostly perceived as a decision, which requires detailed justification in social relationships. The premises of the Social Domain Theory argue that children are able to use various judgment domains depending on the context (Rutland, et. al, 2001). Our findings might be explained by this theory, and be due to the internalization of this understanding by children; when they were forced to choose someone to exclude and then justify their decisions, they provide a more personal basis for their justifications.

In the exploratory analyses examining what kind of justifications are provided for what kind of decisions about daily interactions, a complementary pattern between *favored* and *disfavored conditions* was found. Children who chose the boy for a *favored* position (also chose the girl for a *disfavored* position) justified their decisions by referring to moral domain and focusing on equal treatment to individuals, fairness and equal rights (i.e. *Kızlara her zaman öncelik veriliyor, bu defa da erkeğe öncelik veirlmeli.*). Whereas, children who chose the girl for a *favored* position (also chose the boy for a *disfavored* position) referred to socio-conventional domain. These findings show that gender roles and expectations are not stable, and children have the ability to

modify their social judgments depending on the target's salient features as stated in the literature (Fagot et. al, 2000).

6.1.2. Disadvantaged Groups Theme

In the disadvantaged groups theme, age and prosocial behaviors did not predict decisions of children neither for *avored* nor for *disfavored* conditions. When the overall data is analyzed, a dominant choice was not provided for the children in the vignettes, coming from İstanbul and Van, in either conditions. In terms of the justifications, again age and prosocial behaviors were not predictive factors in both conditions. When overall justifications were analyzed, only for the *avored* condition children justified their decisions by referring to socio-conventional and moral domain more frequently, compared to the psychological domain.

Findings of this part of the study are in tune with the existing literature; however, the theme is studied under the concept of ethnicity and/or race generally, with a slightly different conceptual framework, compared to the current study. Edmonds and Killen (2009) reported no age effect when they asked 9th and 12th grade students about their decisions regarding cross-racial friendships in various social contexts (i.e. dating, having a sleepover, and having lunch together). Similarly, in a different study conducted by Killen et. al, (2007), neither the participants' ethnic membership nor age predicted the decisions of children about daily interactions for having a sleepover party, eating lunch and dancing together. In the current study, we looked at the effect of a specific 'Eastern' identity, which might not have been conceptual equivalent of ethnicity, yet we found the same results as given in the literature.

When previous research and the current findings were evaluated together, one may argue that ethnic background information and its social underpinnings may not be a strong factor affecting children's decisions and justifications in straightforward daily interactions. In the study mentioned above, the only factor affecting children's decisions was their intergroup contact with the minority groups (Killen et. al, (2007).

Children in Ankara do not usually find the opportunity to come into contact with peers from Van. For this reason, they might not have any stereotypes regarding people from Van or they might be simply choose not to use those stereotypes as a valid information in straightforward daily interactions. Even if they cannot find an opportunity to come into contact with children from İstanbul, there is a mass amount of information that is provided by general media and participants in this study might have heard about İstanbul way more frequently compared to Van.

Despite of these findings, when decisions and justifications were evaluated together, the nature of the findings changed. Results showed that children who chose the child coming from Van for a *favored position* (and they chose the child coming from İstanbul for a *disfavored position*) justified their decisions by using moral domain (i.e. *Van'da bu imkanları bulamamış olabilir, bu defa da ona şans verilmeli.*), whereas, children who chose the child coming from İstanbul for a *favored position* (and they chose the child coming from Van for a *disfavored position*) justified their decisions by using socio-conventional domain (i.e. *İstanbul'dan gelen daha eğitilidir, daha iyi başkan olur.*). In light of further analyses, one can conclude that children regardless of the two age groups have developed a schema about the disadvantaged nature of Van, and the related stereotype. The only difference is that children favoring the child coming from Van are aware of the disadvantaged position and justify their decision by favoring this child (moral category); and children favoring the child coming from İstanbul are also aware of the disadvantaged position of this child, but they chose to favor the child from İstanbul and justify their decisions by the existence of the stereotype (socio-conventional category). Even though there were no significant patterns for decisions and justifications independently, the interplay of the two parts showed that children have an understanding about the disadvantaged status of the children coming from Van and they stated that an equal chance should be given to them. This set of findings made a unique contribution to the related literature by, a) showing that children of both age groups have an existing schema about the

disadvantaged position about the ‘Eastern’ identity, and b) to the best of our knowledge, this is the first study to show the existing stereotypes about disadvantaged groups, and the interplay of decisions and justifications about disadvantaged groups, together and empirically.

6.1.3. Aggressiveness Theme

Aggressiveness theme sets up a different dynamic compared to the previous intergroup factors by tapping onto a personality characteristic affecting people’s social decisions and justifications. The influence of aggressive traits on social relationships was studied by different perspectives, such as social information processing perspectives (Crick & Dodge, 1994) and domain theorists (Nucci, 2001). The common point of the two main perspectives is that representations and cognitions about aggressive traits have a major effect on everyday social decisions. Results showed that even though age did not predict decisions of children in both *avored* and *disavored* conditions, overall pattern showed that children chose the easy-going child for the *avored* position, which means they chose that child to include. In a complementary manner, they chose the aggressive child for the *disavored position*, or to exclude. Those findings were also reported by other studies showing that children evaluate excluding an aggressive child as acceptable regardless of age (Richardson et. al, 2013; Malti, et. al, 2003).

For the *avored condition*, a three way interaction effect between age, prosocial behaviors and child’s justification was found. Post-hoc analyses showed that older children who belong to the low-prosocial group justified their decisions by referring to psychological domain (i.e. *Kendi rahatım için o çocuğu seçtim.*) more frequently compared to the other two domains. In the *disavored condition*, overall analysis showed that socio-conventional (i.e. *O çocuk huzuru bozar, o yüzden onu seçtim.*) and psychological domains were the most frequently referred ones. The justification pattern for the *avored condition* was only observed in the aggressiveness theme and may be related to its inherent conceptual framework. While intergroup features are

evaluated as independent from the target's choice, especially for gender and ethnicity cases, personality characteristics are perceived as more subjective to control. For this reason in many research, exclusion on the basis of personal traits was evaluated as more acceptable compared to intergroup factors, due to disruption in social cohesiveness and functioning (Richardson et. al, 2013; Malti, et. al, 2003; Park & Killen, 2010). In those studies, children used psychological domain as a legitimate factor when they make friendship decisions in a similar fashion with the findings of the current study. In terms of the interaction between prosocial behaviors and age, literature provides a vast amount of support. As children grow older, they are more capable of evaluating the benefit of others and themselves and show more empathic understanding (Bigler & Liben, 2006). At the same time, older children are also more developmentally prepared to interpret and indicate their own feelings and wishes (Leflot, Onghena & Colpin, 2010). By considering those two developmental paths, this finding is a novel one showing that a low prosocial understanding and high ability to focus on own wishes and feelings can lead an increase in psychological (personal choice-related) justifications.

For the aggressiveness theme, both for the *favored* and *disfavored* scenarios, there is no overlap in terms of which decisions are paired with which justifications. This nature can be related to dominant personal choice factor when explaining the effects of decisions on justifications. As we found for the gender theme, when children decide to exclude someone they do not only rely on stereotypes (socio-conventional), but they also justify their decisions by referring to their personal choice. In tune with the existing literature about aggressiveness and our findings about the exclusion decisions on gender theme, this finding constitutes a meaningful piece.

6.1.4. Overall Evaluation of the Daily Interactions Task

When the overall results are evaluated, regardless of the condition (*favored or disfavored*) age and prosocial behaviors did not have an effect on the decisions of

children. In terms of the overall choices, children's decisions were parallel to social norms and stereotypes, showing that they have a constructed schema about gender, disadvantaged groups and aggressiveness. Only for the disadvantaged groups theme, children did not report a dominant choice for the overall pattern, however, they showed a distinctive pattern when the interplay of their decisions and justifications were laid out.

In terms of the justifications, a prosocial behavior effect was observed only in aggressiveness theme, but not in gender and disadvantaged groups themes. In literature, most of the studies about prosocial behavior takes this variable as an outcome of the social judgments and cognitions, not as a predictor of them (Stümer & Snyder, 2010). In addition, the role of prosocial behavior is more salient when one needs to consider both the benefit of the group and the self (Twenge, et. al, 2007). Since the content of the daily interactions task refers to daily peer interactions (without a minimum reference to the group dynamics) a possible prosocial behavior effect might not be revealed.

As a last notion, the effects of decisions on children's justifications showed that they are capable of combining different judgment domains according to the salient social factors, by supporting the premises of Social Domain Theory.

6.2. Evaluation of the Findings of Group Activities Task

Group activities task was adapted by the original study conducted by Killen and Stangor (2001). In the task, children were presented with stories asking them to report their decisions and justifications about themes of gender, disadvantaged groups and aggressiveness, and the same steps and scenarios are used as the same way, as the previous task. The only difference is that we used *equal* and *unequal qualification* conditions, instead of favored and disfavored ones. The aim of the group activities task was to look at decision and justification patterns of children in relation to age and prosocial behaviors in activities where they need to consider group dynamics. The

logic behind this task is to be able to understand the importance of qualifications to children over stereotypical expectations.

6.2.1. Gender Theme

In the scenario presented to children, there were two children; a boy and a girl with equal talents, who both want to be a member of a ballet group. When children were asked to choose one of the children to be a member of that group, reports of the children showed that age is a predictive factor affecting children's decisions. 10-year-olds chose the girl significantly more frequently, whereas, 13-year olds chose the boy more frequently than 10-year-olds did. In terms of their justifications, age effect was also significant similarly showing that 10-year-olds justified their decisions by referring to socio-conventional domain more frequently (i.e. *Kızlar bale yapmaya daha uygundur.*). On the other hand, 13-year-olds attributed their justifications to moral domain more frequently (i.e. *Zaten baleyi hep kızlar yapıyor, bu defa erkeğe şans veriyorum.*). In this condition, prosocial behaviors were not effective neither decisions nor justifications of children.

Findings of this part of the task clearly shows that social reasoning style develops as a function of age; older children show more flexible decision patterns, not solely based on stereotypes. Also stated by Helwig (2002), as children have more complex understandings in social groups and their dynamics, they become more able and willing to merge the equal treatment to others with group goals. In terms of the role of age, there are various findings depending on the methodology presented to children. Despite this, most of the studies conducted in the literature regarding the role of gender in social exclusion/inclusion decisions, younger children evaluated girls' attendance to gender stereotypic activities as more acceptable, by referring to socio-conventional practices (Bigler & Liben, 2006; Killen, Pisacane, Lee-Kim, & Ardila-Rey, 2001). Also, older children were found as considering prior opportunities to attend an activity as a salient factor in their decisions and justifications (Theimer, Killen & Stangor,

2001). In their study, Killen and Stangor found similar findings (2001), as in the current study. According to their findings; 7th graders used more moral justifications in equal qualification scenario compared to 4th graders. However, in terms of the decisions of children they didn't find an age effect; children reported excluding a non-stereotypical child as wrong by using a different methodology. This finding may be interpreted as, even though awareness of group norms is increasing with age, sensitivity to equality and fairness issues also increases as a factor of age, which has also been shown in our findings.

In *unequal qualifications scenario*, the boy who did not fit the stereotype of the ballet group had superior qualifications compared to the girl. Results showed that while prosocial behaviors found as a predictive factor; no age effect was observed. Children in low prosocial group chose the girl in the story more frequently; however, children who belong to the high-prosocial group chose the boy more frequently. In terms of the justification analyses conducted with meta-domains, no effect of age and prosocial behaviors was observed. When the overall pattern is analyzed, all of the children chose the boy by referring to the socio-conventional domain regarding the success and harmony of the group. Justification analysis was also conducted with sub-categories to prevent an ambiguity in interpreting the results (see Footnote 1). A significant prosocial effect was also found in those domains in tune with the decisions. While low prosocial group justified their decisions by using social-norm domain (first section of socio-conventional domain); children who belong to the high-prosocial group justified their decisions by using group cohesiveness (second section of socio-conventional) domain.

This part of the task has unique implications regarding its methodology. In the original study conducted by Killen and Stangor (2001), they assigned superior qualifications to the child who fits the stereotype of the group activity in order to assess children's persistence in their choices across different social contexts. They found that while all of the children chose the stereotypical child to attend the activity, this effect was

stronger for older children compared to young's. However in the current study, we assigned superior qualifications to the non-stereotypical child in order to see the judgment patterns of children, when they need to consider both group harmony and social norms. To the best of our knowledge, Killen and her colleagues study was the first one to examine the role of qualifications of the newcomer (equal and unequal qualifications). We added another layer by assigning a superior qualification to the non-stereotypic child in the stories, and found that qualifications also play a role in children's decisions.

Importantly, our findings showed no age effect except prosocial behavior; it was a found as a predictor on both decisions and justifications. To the best of knowledge, there is no study looking at the effects of prosocial behavior on social judgments in the context of social exclusion/inclusion regarding gender theme. This study showed that children who are more prosocial chose a) the non-stereotypic child to include, b) they justify their decisions by referring to group cohesiveness. This pattern provides a conceptual relation between prosocial behaviors and group level dynamics, when children make decisions about social exclusion/inclusion.

Lastly, exploratory analyses examining the effect of children's decisions on their justifications in *equal qualifications* scenario showed that children, who chose the boy, justified their decisions by referring to moral domain (i.e. *Baleyi zaten kızlar yapıyor, erkeğe de şans verilmeli*). Whereas, children who chose the girl referred to socio-conventional domain more frequently. This finding is very important for understanding how children conceptualize the group activity and the related decisions and justifications.

6.2.2. Disadvantaged Groups Theme

In the scenario presented to children, there were two characters; one is coming from İstanbul and the other from Van who have the same level of reading talent to be a member of a reading competition group for the *equal qualifications* scenario. Even

though the main effects of age and prosocial behavior were not significant, a three-way interaction was observed between decision, age and prosocial behaviors of children. It was found that 10-year old children, who belong to the low prosocial group, chose the child from İstanbul significantly more compared to the child coming from Van. In terms of the justifications, like it was for decisions, this three-way interaction effect was also significant. Results showed that 10-year old children who belong to the low prosocial group made more psychological justifications (i.e. *Bu benim seçimim, bence o alınmalı.*) compared to socio-conventional and moral justifications.

To the best of our knowledge there is no study looking at the effects of prosocial behavior in the scope of disadvantaged groups topic. One study conducted by Nucci (2006) showed the predictive role of empathy on out-group perceptions but not on in-group evaluations. In terms of age differences, parallel findings were found in the issue of ethnic/national membership. In the literature there are studies showing that younger children evaluate excluding a child on the basis of nationality/ethnicity as more acceptable (Malti, Killen & Gasser, 2012; Park & Killen, 2010). The current study also showed the interplay between younger age and low prosocial behavior, which is another novel finding, showing that specific group's dominant tendency (10-year-old/low prosocial group) for choosing the stereotypical child in the scenario.

In the *unequal qualifications* scenario, age and prosocial behaviors did not predict decisions and justifications of children. When overall data is analyzed, results showed that children chose the child coming from Van rather than the child coming from İstanbul. In terms of the justifications, they justified their decisions by referring to the socio-conventional domain (mostly referring to success of group). We found that being a member of a disadvantaged group did not affect children's decisions in overall. Their main reference point in including a newcomer was the harmony of the group. This finding is also another novel one of this study.

When the interplay between decisions and justifications of children examined for the *equal qualifications* scenario, children who chose the child coming from Van justified their decisions by using moral domain (i.e. *O çocuk geldiği yerde iyi eğitim almamış, burada almaya hakkı var.*); whereas, children who choose the child coming from Istanbul justified their decisions by using socio-conventional (i.e. *Ne de olsa İstanbul'dakinin okuması daha iyi olur.*) and psychological domain more. Also showed by the previous research within the domain model (Killen & Stangor, 2001), those findings show that when children perceive a behavior under consideration as stereotypical for a group, they make social-conventional justifications for the stereotypical member. In a similar fashion, they make moral justifications for the non-stereotypical member.

6.2.3. Aggressiveness Theme

In the scenario presented to children for the *equal qualifications* scenario, there were two children, one is more aggressive and one is more easy-going, with equal qualifications to be a member of a basketball team. When children were asked which child to choose, age and prosocial behaviors did not predict decisions and also justifications of children. When overall data is analyzed, results showed that children chose the easy-going child and they justified their decisions by referring to the socio-conventional domain more frequently (i.e. *Uyumlu olan çocuk gruba daha çok katkı sağlar.*). Those findings are supported by many research showing that aggressiveness is a salient factor in exclusion criteria of children (Park & Killen, 2010; Killen & Stangor, 2001; Richardson, et. al, 2013). Also, in those studies regardless of age and social context, children justified their decisions by considering group functioning (social-conventional). As an important finding in the related literature, Malti et al. (2012) found that even though shyness also taps onto a personality characteristic, children evaluated exclusion based on shyness as less acceptable compared to aggressiveness. This pattern was also found in another research conducted by Richardson, et al (2013). Both 7th and 11th graders evaluated excluding a shy child as

unacceptable whether the group has a non-competitive or competitive nature. On the other hand, they evaluated excluding an aggressive child from those groups as acceptable. All of the findings show that aggressiveness leads stereotypic attributions and highly effective on social decisions and justifications of children.

In the *unequal qualifications* scenario, the aggressive child in the story, who does not fit the stereotype of the group, had superior qualifications in basketball. Results showed that age and prosocial behaviors did not predict either of the decisions or justifications of children. When overall data is analyzed, results showed that children chose the easy-going child by referring to the socio-conventional and psychological domain more frequently. This finding has a unique pattern compared to the findings in intergroup themes. In this condition, children dominantly chose the easy-going child at the expense of aggressive child's superior qualifications. They reasoned this choice as referring to the group functioning. (i.e. *Kavgacı çocuk daha iyi de olsa, grupta problem çıkmaması başarıyı daha çok artırır.*) Findings also provide an important evidence in terms of the role of aggressiveness trait in social judgments. As found by Levy and Dweck, (1999), when children evaluate aggressive traits as causes of some behaviors; they tend to have consistent conceptualization that does not change across situations. For this reason, regardless of the social context, children did not tolerate aggressiveness in the group context.

As a last notion, exploratory analyses examining the effect of children's decisions on their justifications revealed complementary findings with the previous themes. It was found that children who chose the aggressive child justified their decisions on the basis of moral domain (i.e. *Kavgacı çocuğa şans vermek gerek, o da iyi olabilir.*), whereas children who choose the easy-going child justified their decisions by relying on socio-conventional (i.e. *Grubun huzuru için uyumlu çocuk alınsın.*) and psychological domain (i.e. *Ben uyumlu çocuğu tercih ederdim.*)

6.2.4. Overall Evaluation of the Group Activities Task

When the overall results are evaluated, for the *equal qualifications* of gender theme, hypotheses regarding age differences were supported for both decisions and justifications of children; however, prosocial behavior had no effect. For the disadvantaged groups theme, hypotheses regarding age and prosocial behaviors were supported for both decisions and justifications of children. For the aggressiveness theme, children showed overall patterns in their decisions and justifications.

In the *unequal qualifications* condition for gender, only hypotheses regarding prosocial behaviors were supported in both decisions and justifications of children. For the disadvantaged groups and aggressiveness themes, hypotheses regarding the overall pattern were supported but no effect of age and prosocial behaviors was observed.

As the last notion, the effects of decisions on children's justifications showed that they are capable of combining different judgment domains according to the salient social factors by supporting the premises of the Social Domain Theory.

6.3. Evaluation of the Findings of Story Completion Task

To the best of our knowledge, the current study is the first one using story completion task in the literature of social exclusion/inclusion. In addition to the more structured methodologies, in which children are asked for their specific choices, it is very important to elicit children's judgments through semi-structured methodologies by allowing them to express their reasoning more freely. This gap in the literature was also stated by the pioneering researchers in the social exclusion/inclusion field (Park & Killen, 2013).

In the story completion task, children were asked to complete three distinct stories in the themes of gender, disadvantaged groups and aggressiveness. For the first group of

coding schemes, *overall inclusion composite score*, the scores of the three themes were summed together. Results showed that age was a significant factor on overall inclusion composite score; however, prosocial behavior did not explain any additional variance beyond age effect. We found a converging pattern in findings across different themes. Regardless of the theme, as children's age decreases, their usage of overall inclusion-related schemas increases. In a parallel manner, analyses showed that younger children end their stories with *inclusion* (ending-theme) more and use more *compensatory actions* (by changing the direction of the story while completing them). When all findings are evaluated together for younger children, we found that children have more positive tone in their stories, directing inclusion and happy endings. Their more frequent overall inclusion schema and compensatory action usage can be related to their tendency to end the stories with inclusion, as a part of the educational and story-related contexts that they had been exposed to. When we look at the kind of story books that ten year old read, we mostly observe stories ending with an emotionally positive theme. In addition, this has been a unique finding, showing that when children are left with their own choices in terms of exclusion/inclusion related topics, they show a different style by making more inclusion compared to yes-no questions that are widely used in the related literature. Actually, forced-choice questions are pretty much the only methodology that the researchers have used, and in those terms our findings make a unique contribution by showing when they are asked via open-ended hypothetical scenarios (story completion), younger children do include more. In those terms, further studies should also focus on story completion and replicate our findings.

When we look at the exclusion-related schema usage, as age decreases, exclusion related-schema usage of children increases only for the aggressiveness theme, but not for the gender or disadvantaged groups. This unique pattern of aggressiveness trait has a complementary nature with the findings of the two previous tasks. Even though younger children showed more positive attitudes in their stories in all themes (by ending their stories with inclusion more and making more compensatory actions);

aggressiveness emerged as a legitimate factor for social exclusion in tune with the literature (Park & Killen, 2013; Malti, et. al 2012). This finding also perpetuates the previous findings, showing that aggressiveness, as a personality trait, is one of the main reasons of exclusion, especially for younger children. In the story completion task, even if younger children end their stories more positively, do compensation more, and also show more inclusion related characteristics, they still decided to exclude the aggressive child, even when they construct their own stories. The importance of age in those evaluations might be due to the advanced ability to attribute importance to various values across different social contexts, with the increased age. For this reason, with age, adolescents understand the role of group cohesiveness, stability of the in-groups along with the balanced understanding in fairness and equal rights (Rutland et al., 2010).

6.4. Unique Contributions & Implications of the Current Study

The current study has various unique contributions to the literature. Firstly, to the best of our knowledge, it is the first study investigating social judgments of children in the themes of gender, disadvantaged groups and aggressiveness in relation to age and prosocial behavior in Turkish cultural context. Also, in the scope of international literature, current study is the first one examining this social dynamic by presenting children daily interactions (*favored and disfavored scenarios*) and group activities (*equal and unequal qualifications scenarios*) in the same study. In addition, even though story completion is a widely used method in other areas, in the context of social inclusion and exclusion, this was the first study using this methodology by giving children more space to express their ideas. The results were almost contradicting to the existing literature and our own findings in the task 1 and 2, showing that using story completion methodology should be used more frequently in this field. Lastly, in addition to the chronological age of the children, prosocial behavior of children was examined as an individual factor affecting children's social exclusion/inclusion judgments for the first time in the related literature.

The existing literature mostly focuses on the effect of age on social exclusion/inclusion decisions and justifications. Our study made another unique contribution, by asking the exclusion/inclusion questions, a) across different social situations, b) within those social situations, across different subject qualifications and situation favorability, c) by measuring their exclusion/inclusion judgments in an open-ended fashion, by asking them to complete stories on three distinct themes, and d) by laying out which decision is paired up with which justification.

All of the findings contributed to the literature by showing that children reason various domains, including a focus on the personal choice, social conventions and norms of the group, and principles of justice and fairness, in ways that were accounted for more by context than by age-sequential stages.

6.6. Limitations of the Study and Suggestions for Further Research

One of the possible limitations of the current study is the use of newly developed coding schemes and also the story completion task. Although, both of these techniques and coding schemes have worked famously, these results should be replicated by future studies.

Another limitation might be the stereotypic examples about the themes. For instance, a boy doing ballet example has been used extensively in the literature, and we also showed results in tune with the previous research. However, using different scenarios and examples might shed light onto the possible variance in terms of children's decisions and justifications.

In the first place, this study was designed as a personal interview, which would be conducted individually with each child. However, none of the related schools cooperated in terms of letting us to use voice-recording and calling each child individually out of the classroom. Thus, we had to change the design to a paper-pen version, which might have caused to lose some of the possible variance that we might

have caught by interviewing children individually. Future studies should also consider doing one-to-one interviews for eliciting children's decisions and justifications on the related matter.

We expected to find the effect of prosocial behavior more widely across different themes and situations, however we have only found this effect in some tasks of the group-level activities. The measure of prosocial behavior was developed for teachers to evaluate preschool children, but used with elementary kids' teachers before in previous studies. In the current study, especially considering the adolescent participants (7th graders), this measure might not have worked with teachers of 13 year-olds in terms of assessing students' actual prosocial behavior level. Future studies should also examine the effect of prosocial behavior on social exclusion/inclusion, with a more age-appropriate measure.

6.7. Conclusions

In sum, our findings demonstrated that children's answers showed a converging pattern, especially for group activities in terms of their decisions and justifications, whereas there is a higher level of individual differences when it comes to daily activities. When we examined our results for the prepared vignettes about group activities, we found again a converging pattern showing that younger children provided more stereotypic decisions for the questions they were asked. However, when children were given more degree of freedom in terms of constructing their own stories via story completion task, we observed more inclusion-related decisions provided by younger children. The developmental trajectories and their effects on development of stereotypes and the related judgments should be more closely examined in different areas of social sciences, which could shed light on understanding the developmental roots of in-group/out-group dynamics.

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APPENDICES

Appendix A: Demographic Information Sheet for Parents

Çocuğun cinsiyeti: ___Kız ___Erkek

Çocuğun doğum tarihi: _____

Çocuğunuzun bedensel, görme, işitme yetersizliği ya da gelişim geriliği gibi tanısı konmuş herhangi bir özürlü var mı? Evet/ Hayır

Cevabınız evet ise hangi tanının konduğunu yazınız: _____

Çocuğunuz, önemli bir kaza, zehirlenme, ağır ateşli bir hastalık geçirdi mi? :

Evet /Hayır

Cevabınız evet ise hastalığını yazınız: _____

Çocuğunuzun herhangi bir kronik hastalığı var mı? Evet /Hayır

Cevabınız evet ise hastalığını yazınız: _____

Çocuğun annesi sağ mı? Evet /Hayır

Çocuğun babası sağ mı? Evet /Hayır

Evdeki kişi sayısı: _____

Evdeki çocuk sayısı: _____

Annenin doğum tarihi: _____

Babanın doğum tarihi: _____

Annenin en son bitirdiđi okulu belirtiniz:

___Okur-yazar ___İlkokul ___Ortaokul ___Lise ___Üniversite

Babanın en son bitirdiđi okulu belirtiniz:

___Okuryazar ___İlkokul ___Ortaokul ___Lise ___Üniversite

Annenin çalışma durumu: ___Çalışmıyor ___Çalışıyor

Babanın çalışma durumu: ___Çalışmıyor ___Çalışıyor

Anne ve baba: ___Evli ___Boşanmış ___Ayrı yaşıyor ___Diđer

Ailenin yaklaşık aylık geliri: ___ 1.000 TL'den az ___1000-1500 TL

___1500-2000TL ___2000-2500 TL

___2500-300 TL ___3000-3500 TL

___3500-4000 TL ___4.000TL ve üzeri

Appendix B: Daily Interactions and Group Activities Stories and Story Completion Task for Children

Sevgili öğrenci,

Birazdan sana dağıtılan bu formda hikayeler okuyacaksın. Bu hikayelerde senin yaşında çocukların karşılaştıkları bazı durumlar anlatılıyor.

Daha sonra senden bu hikayelerle ilgili sorulan sorulara cevap vermeni istiyorum.

Bu yaptığım aktivite kesinlikle bir sınav değildir. Sorularda doğru ya da yanlış cevap yoktur. Bizim dışımızda hiçbir öğretmenin, arkadaşın, ya da ailen verdiğin cevapları okumayacak. Bu yüzden sorulara sana en doğru geldiği şekilde yanıt verebilirsin.



**Şimdi arka sayfaya
geçebilirsin.**

AKTİVİTE 1 ★

Aşağıda senin yaşlarında öğrencilerle ilgili üç tane hikaye okuyacaksın. Bu hikâyeleri okuyup verilen boşluklara hikayenin devamını yazmanı istiyorum. **Hikayeyi tamamlamada doğru ya da yanlış cevap yok.** O yüzden içinden geldiği gibi yazabilirsin. **BÜTÜN HİKAYELERİ TAMAMLAMAYI LÜTFEN UNUTMA.**

1) Ayşe yaz tatilinde mahalledeki erkek arkadaşlarıyla oynamayı çok sevmişti. Okullar açıldığında tenefüste bir grup erkek arkadaşının birlikte oyun oynadığını gördü. Yanlarına gitti ve onlara oyunlarına katılmak istediğini söyledi. Birlikte oynayan erkek öğrenciler _____

2) Bu dönem okula Van'dan yeni bir öğrenci gelmişti. Okula geldiği ilk gün öğle tenefüsünde sınıf arkadaşlarından bir grup çocuğa yaklaştı ve onlarla tanışmak istediğini söyledi. Sınıftaki birbirini tanıyan çocuklar _____

3) Öğretmen sınıfta bir aktivite yapmak üzere sınıfı farklı gruplara bölmüştü. Sınıftaki arkadaşlarıyla iyi geçinen öğrenciler aynı grupta toplanmıştı. Fakat sınıfın en kavgacı çocuğu da bu gruba düşmüştü. Gruptaki uyumlu öğrenciler _____

AKTİVİTE 2



Şimdi yine toplam 3 tane hikaye okuyacaksın. Her hikayede sana bir takım sorular soruluyor. LÜTFEN AŞAĞIDAKİ HİKAYELERİ DİKKATLİCE OKU VE BÜTÜN SORULARA CEVAP VER.

- 1) Diyelim ki üç arkadaş sinemaya gittiniz. Binanın önüne geldiniz fakat binanın kapısı çok dar ve sadece bir kişinin geçebileceği büyüklükte. **Senin önünde bir kız, bir de erkek arkadaşın geçmek için bekliyor.** Önce hangisi geçsin?

Sence kız mı önce geçsin, erkek mi önce geçsin? *(Lütfen yalnızca birini seç.)*

Cevabın:

Neden ?:.....

- 2) Sonra sinemayı izlemek için içeri girdiniz. Diyelim ki arkadaşlarına hediye olarak biletleri sen almışsın. Fakat yerinize gittiğinizde biletlerden birinin yanlışlıkla başkasına satıldığını gördünüz. **Yani biri kız biri erkek olan arkadaşından bir tanesi ne yazık ki sinemayı izleyemeyecek.** Hangisi sinemayı izlemekten vazgeçsin?

Sence kız mı sinemayı izlemekten vazgeçsin/ Erkek mi vazgeçsin? *(Lütfen yalnızca birini seç.)*

Cevabın:

Neden ?:.....

- 3) Diyelim ki sınıfınıza bir sınıf başkanı bir de başkan yardımcısı seçmeniz gerekmekte. **Başkanlığa aday olanlardan biri İstanbul'dan, diğeri de Van'dan sınıfa gelen iki arkadaşın var ve ikisinin de benzer özellikleri var.** Başkan olması için kime oy verirdin?

İstanbul'dan gelene mi oy verirdin? / Van'dan gelene mi oy verirdin?
(*Lütfen yalnızca birini seç.*)

Cevabın:

Neden ?:.....

- 4) Oy verdikten sonra öğretmeniniz oyları sayıyor ve bu iki arkadaşınızın da aynı sayıda oy aldığını söylüyor. **Eğer öğretmen öğrenci listesinden rastgele bir isim seçseydi ve sence bu iki kişiden sen kimi elerdin diye sana sorsaydı, hangisini elerdin?**


İstanbul'dan geleni mi elerdin? / Van'dan geleni mi elerdin?

(*Lütfen yalnızca birini seç.*)

Cevabın:

Neden:.....

Bu aşağıda gördüğün resimde yan yana 7 tane dolap var.


XXXXX X	BOŞ DOLAP	SENİN DOLABIN 	XXX XXX	XXXXX X	XXXX XX	BOŞ DOLAP
------------	--------------	---	------------	------------	------------	--------------

- 5) Diyelim ki yan yana ve birbirine bitişik yedi tane okul dolabı var ve eşyalarını koymak için bu dolaplar öğrencilere verilecek. Sana **üstteki resimde gösterilen dolap** veriliyor. **Bu diğer dolapların hepsi dolu yani hepsi bir öğrenciye ait, bir tek senin yanındaki dolap, bir de en uçtaki dolap boş.** Okulunuzda dolaba ihtiyacı olan iki öğrenci var. Bu çocuklardan biri kavgacı ve yaramaz bir çocuk, diğeri ise daha uyumlu bir çocuk. Sence senin tam yanındaki dolap hangisine verilsin?

Sence senin yanındaki dolap kavgacı ve yaramaz olana mı verilsin?/
Senin yanındaki dolap daha uyumlu olan çocuğa mı verilsin? *(Lütfen yalnızca birini seç.)*

Cevabın:

Neden?:

XXXX XX	BOŞ DOLAP	SENİN DOLABIN 	XXXX XX	XXXXX X	XXXX XX	BOŞ DOLAP
------------	--------------	---	------------	------------	------------	--------------

- 6) Yine bu dolaplardan **bu en uçtaki tam tuvalet kapısının yanında ve teneffüslerde çok kalabalık olunca rahat açılıp kapanamıyor. Bunu kullanacak öğrenci eşyalarını koyup çıkartmakta zorlanacak.** Sence bu dolap bu iki kişiden hangisine verilsin?

Sence rahat açılıp kapanmayan dolap kavgacı ve yaramaz olana mı verilsin? /
Daha uyumlu olan çocuğa mı verilsin? *(Lütfen yalnızca birini seç.)*

Cevabın:

Neden?:

AKTİVİTE 3



Şimdi sıra geldi son 3 hikayeye. Aşağıda yine bazı hikayeler okuyacaksın. **BİRAZ ÖNCE OLDUĞU GİBİ LÜTFEN BURADA DA YAZILAN SORULARA CEVAP VER.**

- 1) Diyelim ki bir bale grubu var ve bu grupta sadece bir kişilik yer kalmış. **Bu gruba girmek isteyen bir kız, bir de erkek var. İkisi de eşit seviyede iyi bale yapabiliyorlar.**

Sence grup **eşit seviyede** bale yapanlardan kızı mı seçmeli, erkeği mi seçmeli?
(*Lütfen yalnızca birini seç.*)

Cevabın:

Neden ?:

- 2) Diyelim yine biri kız, biri erkek iki kişi bu bale grubuna girmek istiyor ve yine sadece bir kişilik yer var. Ama bu sefer bir farklılık var; **gruba girmek isteyen erkek, kıza göre daha iyi bale yapıyor.**

Sence grup **daha iyi bale yapan** erkeği mi seçmeli, kıızı mı seçmeli?
(*Lütfen yalnızca birini seç.*)

Cevabın:

Neden ?:

- 3) Diyelim ki birkaç öğrenciden oluşan bir okuma grubu var ve okullarında düzenlenecek okuma yarışması için gruplarına bir kişi daha almak istiyorlar. Gruba katılmak isteyenlerden biri İstanbul'dan, biri de Van'dan gelen bir öğrenci. **İkisi de aynı hızda, her kelimeyi teker teker ve düzgün vurgulayarak okuyabiliyorlar.**

Sence grup aynı hızda, her kelimeyi teker teker ve düzgün vurgulayarak okuyabilen iki çocuk arasından İstanbul'dan geleni mi seçmeli, Van'dan geleni mi seçmeli?

(Lütfen yalnızca birini seç.)

Cevabın:

Neden ?:

- 4) Diyelim ki yine bir okuma grubu okullarında düzenlenecek olan okuma yarışmasına katılmak üzere gruplarına bir kişi daha almak istiyorlar. Yine gruba katılmak isteyen ve okula biri İstanbul'dan biri de Van'dan gelen iki öğrenci var. **Ama bu sefer bir farklılık var Van'dan gelen çocuk İstanbul'dan gelen çocuğa göre daha hızlı, her kelimeyi teker teker ve düzgün vurgulayarak okuyor.**

Sence grup daha hızlı, her kelimeyi teker teker ve düzgün vurgulayarak okuyan Van'dan gelen çocuğu mu seçmeli, İstanbul'dan geleni mi seçmeli?

(Lütfen yalnızca birini seç.)

Cevabın:

Neden ?:

- 5) Diyelim ki bir basketbol takımına bir oyuncu daha alınacak ancak başvuran iki kişi var. Başvuran çocuklardan biri kavgacı ve yaramaz bir çocuk, diğeri ise daha uyumlu bir çocuk. **Bu iki çocuk da aynı derecede iyi basket oynuyorlar.**

Sence grup başvuran ve **eşit derecede iyi basket oynayan** çocuklardan kavgacı ve yaramaz çocuğu mu seçmeli, daha uyumlu olan çocuğu mu seçmeli?

(Lütfen yalnızca birini seç.)

Cevabın:

Neden ? :

- 6) Diyelim ki yine bir basketbol takımına bir oyuncu daha alınacak ancak başvuran iki kişi var. Başvuran çocuklardan biri kavgacı ve yaramaz bir çocuk, diğeri ise daha uyumlu bir çocuk. **Fakat bu defa bir değişiklik var. Kavgacı ve yaramaz olan çocuk diğesine göre daha iyi basket oynuyor.**

Sence grup başvuran ve **daha iyi basket oynayan** kavgacı ve yaramaz çocuğu mu seçmeli, daha uyumlu bir çocuğu mu seçmeli?

(Lütfen yalnızca birini seç.)

Cevabın:

Neden ? :

**Aktivitemiz burada bitti.
Verdiğin cevaplar için çok
teşekkürler!**

Appendix C: Prosocial Behavior Scale

Çocuk Davranış Ölçeği - Öğretmen Formu

- Lütfen aşağıdaki her bir maddenin içerdiği tanımı göz önüne alarak, değerlendirilen çocuğa uygun olma derecesine göre puan veriniz.
- Örnek olarak, çocuk cümlede tanımlanan davranışı sık sık gösteriyorsa “**2- Kesinlikle Uygun**” u işaretleyiniz. Çocuk davranışı ara sıra gösteriyorsa “**1- Bazen Uygun**” u işaretleyiniz. Çocuk nadiren bu davranışı gösteriyorsa “**0- Uygun Değil**” i işaretleyiniz.
- Lütfen her madde için sadece bir rakamı işaretleyiniz.

0	1	2	Diğer çocuklara yardım eder.
0	1	2	Başkalarının duygularını anladığını gösterir. Empatiktir.
0	1	2	Diğer çocuklar sıkıntılı olduğunda onlarla ilgilenir.
0	1	2	Akranlarına karşı naziktir.
0	1	2	Güvenilir ve dürüştür.
0	1	2	Sınıf arkadaşlarını dinler.
0	1	2	Akranları ile anlaşmazlıklarında uzlaşmacıdır.
0	1	2	Akranları ile işbirliği yapar.
0	1	2	Ahlaki konulara (dürüstlük, başkalarının iyiliği) ilgi gösterir.
0	1	2	Diğer çocuklar üzgün olduklarında onları rahatlatır ya da yardım etmeyi teklif eder.

Appendix D: Parental Consent Form

Aile İzin Formu

Sayın Veli;

Bu çalışma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Gelişim Psikolojisi Anabilim Dalı Araştırma Görevlisi Buse Gönül'ün Yüksek Lisans tezi kapsamında Psikoloji Bölümü Öğretim Görevlisi Yrd. Doç. Dr. Başak Şahin danışmanlığında yürütülmektedir. Tez çalışmasının amacı çocukların okul ortamındaki arkadaşlık ilişkilerinde sahip oldukları tutumları incelemektir. Bu amacı gerçekleştirebilmek için çocuklarınızın çalışmamıza katılımına ihtiyaç duymaktayız.

- Katılmasına izin verdiğiniz takdirde çocuğunuz çalışmaya okulundaki uygun bir sınıfta ve ders saatinde katılacaktır.
- Çalışma bir aşamadan oluşmaktadır. Çocuğunuz araştırmacı tarafından dağıtılan hikaye formlarını sınıfta arkadaşları ile birlikte dolduracaktır. Bu aşama yaklaşık 60 dakika sürmektedir.
- Bu hikayelerde çocuklara oldukça basit düzeyde akran aktivitelerini içeren (takım olarak basketbol oynama, birlikte sinemaya gitmek vs.) durumlar anlatılacaktır. Hikayelerde çocuklara bu aktivitelerde karar vermeleri gereken durumlar sunulacaktır.
- Aile demografik formları ise size tarafımızdan ya da çocuğunuz aracılığıyla ulaştırılacaktır. Size gönderilen anketleri doldurmanız gerekmektedir.

Dünyada benzeri çalışmalar farklı ülkelerde sıklıkla yürütülmektedir. Bu çalışmanın da çocuğunuzun psikolojik gelişimine olumsuz etkisi olmayacağından emin olabilirsiniz. Sizin ve çocuğunuzun dolduracağı anketlerde verdiğiniz bilgiler kesinlikle gizli tutulacak ve bu bilgiler sadece bilimsel amaçlar için kullanılacaktır. Bu formu imzaladıktan sonra hem siz hem de çocuğunuz katılımcılıktan çekilme hakkına sahipsiniz. Çalışma sonuçlarının özeti istediğiniz takdirde size ulaştırılacaktır.

Bu çalışmaya çocuğunuzun katılmasına izin vermeniz ve sizin katılımınız araştırmamızı gerçekleştirmemiz açısından oldukça önemlidir. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adreslerini veya telefon numaralarını kullanarak bize yöneltebilirsiniz.

Saygılarımızla,

Buse Gönül

Psikoloji Bölümü/ Araştırma Görevlisi

buse.gonul@metu.edu.tr - (312) 210 3144

Yrd. Doç. Dr. Başak Şahin

Psikoloji Bölümü

basaks@metu.edu.tr – (312) 210 5968

- Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum’nın da katılımcı olmasına izin veriyorum. Çalışmayı istediğim zaman bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Veli Adı-Soyadı.....

İmza

- Bu araştırmaya katılmak istemiyorum ve çocuğumun katılmasına izin vermiyorum.

Veli Adı-Soyadı.....

İmza

Appendix E: Teacher Consent Form

Öğretmenler için Gönüllü Katılım Formu

Sayın katılımcı;

Bu çalışma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Gelişim Psikolojisi Araştırma Görevlisi Buse Gönül'ün Yüksek Lisans tezi kapsamında Psikoloji Bölümü Öğretim Görevlisi Dr. Başak Şahin danışmanlığında yürütülmektedir. Tez çalışmasının amacı çocukların okul ortamındaki arkadaşlık ilişkilerinde sahip oldukları tutumları incelemektir. Bu amacı gerçekleştirebilmek için katılımınıza ihtiyaç duymaktayız.

Katılma kararı verdiğiniz takdirde doldurmanız gereken ölçek size biz tarafından ulaştırılacaktır. Bu ölçeğin doldurulması yaklaşık 10 dakika almaktadır.

Dolduracağınız anketlerde cevaplarınız kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Bu formu imzaladıktan sonra katılımcılıktan ayrılma hakkına sahipsiniz. Araştırma sonuçlarının özeti istediğiniz üzerine tarafımızdan size ulaştırılacaktır.

Araştırmaya katılımınız amaçlarımızı gerçekleştirmemiz açısından oldukça önemlidir. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adreslerini veya telefon numaralarını kullanarak bize yöneltebilirsiniz.

Saygılarımızla,

Buse Gönül

Psikoloji Bölümü/ Araştırma Görevlisi

buse.gonul@metu.edu.tr - 312 210 3144

Yard. Doç. Dr. Başak Şahin

Psikoloji Bölümü

basaks@metu.edu.tr - 312 210 5968

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıya imzanızı atarak belirtiniz.

Bu araştırmaya tamamen gönüllü olarak katılıyorum. Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Adı-Soyadı.....

İmza

Bu araştırmaya katılmak istemiyorum.

Adı-Soyadı.....

İmza

Appendix F: Student Consent Form

Öğrenciler için Gönüllü Katılım Formu




Bu aktiviteye tamamen gönüllü olarak katılıyorum. Aktivitenin bir sınav olmadığını biliyorum.

Ad Soyad:

Sınıf:

**Appendix G: Middle East Technical University Human Subject Ethics
Committee Approval**

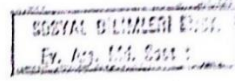
<p>UYGULAMALI ETİK ARAŞTIRMA MERKEZİ APPLIED ETHICS RESEARCH CENTER</p> <p>DUMLUPINAR BULVARI 06800 ÇANKAYA ANKARA/TURKEY T : +90 312 210 22 91 F : +90 312 210 79 59 ueam@metu.edu.tr www.ueam.metu.edu.tr</p>	 <p>ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY</p>
<p>Sayı: 28620816/342-1708</p> <p style="text-align: right;">31.12.2013</p>	
<p>Gönderilen : Dr. Başak Şahin Psikoloji</p> <p>Gönderen : Prof. Dr. Canan Özgen <i>Canan Özgen</i> IAK Başkanı</p> <p>İlgili : Etik Onayı</p>	
<p>Danışmanlığını yapmış olduğunuz Psikoloji Bölümü öğrencisi Buse Gönül'ün "Decisions and justifications of Turkish children about inclusion and exclusion concerning gender, ethnicity, and aggressiveness in relation to prosocial behavior" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.</p> <p>Bilgilerinize saygılarımla sunarım.</p>	
<p>Etik Komite Onayı</p> <p>Uygundur</p> <p>31/12/2013</p> <p><i>Canan Özgen</i> Prof.Dr. Canan Özgen Uygulamalı Etik Araştırma Merkezi (UEAM) Başkanı ODTÜ 06531 ANKARA</p>	

02.01.2014

Appendix H: Ministry of National Education Approval



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü



Sayı : 14588481/605.99/649267
Konu: Araştırma İzni
(Buse GÖNÜL)

13/02/2014

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Sosyal Bilimler Enstitüsü)

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 nolu genelgesi
b) 11/02/2014 tarih ve 162 sayılı yazınız.

Enstitünüz Gelişim Psikoloji Anabilim Dalı Yüksek Lisans Programı Buse GÖNÜL'ün "Çocukların Dahil Olma/Dışlama İçeren Durumlara Verdiği Yanıt ve Değerlendirmelerin Cinsiyet, Bölgesel Dezavantaj ve Saldırganlık Kavramları Açısından İncelenmesi" konulu tez önerisi kapsamında uygulama - yapma isteği Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Anketlerin uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD ortamında) Müdürlüğümüz Strateji Geliştirme-1 Şube Müdürlüğüne gönderilmesini arz ederim.

Hakan GÖNEN
Müdür a.
Şube Müdürü

17.02.2014 - 3110

Güvenli Elektronik İmza
Aslı ile Aynıdır.

14.02.2014

14.02.2014

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır. Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden 28ca-1c22-321a-8591-6cfc kodu ile yapılabilir.

Emniyet Mh. Atparşan Tü:keş Cd. No: 4/A Yenimahalle/ANKARA
www.ankara.meb.gov.tr
istatistik06@meb.gov.tr

Ayrıntılı bilgi için: Murat YILMAZER
Tel: (0 312) 212 36 00
Faks: (0 312) 212 02 16

Appendix I: Turkish Summary

Giriş

Sosyal Dışlamanın Tanımı ve Türleri

Gelişim psikolojisinde yaygın olarak kabul edilen sosyal bağlamın rolü Vygotsky (1978) tarafından ele alınmıştır. Gelişim bir vakum içinde olmaz ve çocuklar özellikle okul yılları boyunca akran etkileşimi ile gelişen sosyal ortamları sayesinde sosyal ilişkilerini nasıl kuracaklarını ve sürdüreceklerini öğrenirler. Bu sosyal ilişkilerde, çocukların ağırlıklı olarak ya kabul edilir ya da akran grupları tarafından reddedilir. İlgili literatürde, akran grupları tarafından kabul ve ret alma genellikle sosyal dahil etme ve dışlama başlığı altında incelenmiştir.

Genel tanımıyla sosyal dışlanma, bir faaliyet veya karşılıklı bir amaç için toplanan bir grup insan ve onların kurdukları sosyal etkileşimler üzerinden tanımlanır. Burchardt, Le Grand ve Piachaud (2002) sosyal dışlanmayı kişinin bir toplanmadan veya aktiviteden kendi isteği dışında katılmasının engellenmesi olarak tanımlamıştır. Sosyal dışlanmanın olduğu yerde bireyler ya da gruplar arasında bir güç dengesizliği ve/veya sosyal dezavantaj gözlenebilir. Sosyal dışlanma türleri dışlanan kişilerin özellikleri ve bireylerin motivasyonları gibi faktörlere bağlı olarak değişmektedir.

Bu türlerden ilki gruplar arası dışlanmadır. Gruplar arası dışlama bireylerin grup üyeliği üzerinden yapılır; cinsiyet, etnik grup, milliyet gibi. Grup içi ve grup dışı dinamikler, belirli gruplara üye olmaya atfedilen önem ve grup ile kurulan duygusal ve enstrümantal bağlar bu dışlama türündeki belirleyici dinamiklerdir (Levy & Killen, 2008; Gaertner ve ark., 2008). Bir diğer sosyal dışlanma türü ise bireysel karakteristik özelliklerin yol açtığı kişilerarası dışlamadır (Killen, Mulvey ve Hitti, 2013). Özellikle saldırganlık literatürde en çok çalışılmış kişilerarası faktörlerden biridir.

Çocukların Sosyal Dışlama/Dahil Etme Yargılamalarını Etkileyen Faktörler

Geçmişte, ahlaki ve toplumsal yargıların sadece aile ilişkileri yoluyla içselleştirmiş olduğu fikri, Piaget (1956) ve Kohlberg (1969) gibi öncü teorisyenler tarafından desteklenmiştir. Bu süreçte ailenin rolü gözardı edilemez. Ancak, ebeveyn çocuk ilişkilerindeki hiyerarşik sistem akran ilişkilerinden bazı özellikleriyle farklıdır. Akran ilişkileri çoğu aile ilişkilerine göre daha az hiyerarşik düzen içerir. Bu yapı çocukların adalet ve eşitlik gibi ahlaki ve sosyal yargılama kavramlarını öğrenmelerinde büyük bir önem taşır (Smetana, 1999).

Akran ilişkilerinin çocuklara birçok sosyal yargılama sistemini geliştirmeye yardımcı rolü, yukarıda da bahsedildiği üzere sosyal dışlanma ve dahil etme süreçlerini etkileyen faktörler ile birlikte komplike bir dinamik oluşturur. Bu faktörler arasında etkisi üzerinde en çok araştırılmış olanlarına cinsiyet, etnik kimlik ve karakter özellikleri verilebilir (Richardson, Hitti, Mulvey & Killen 2013; Rutland, Cameron, Milne, & McGeorge, 2005; Rutland, 1999). Bahsedilen temaların, çocukların yeni bir akranı aktivitelerine dahil edip etmeme kararları verirken etkili olduğu çalışmalar tarafından gösterilmiştir (Park & Killen, 2010). Örneğin, Killen ve Stangor (2001) ortaokul yaşlarındaki çocuklarda yeni gelen çocuğun cinsiyetinin, cinsiyetlere göre stereotipik aktivitelere dahil edilmede ne denli etkili olduğunu araştırmışlardır. Bu ve benzer çalışmalarda çocuklara varsayımsal hikayeler verilerek onlara belirli bir çocuğu hikayede verilen aktiviteden dışlamak ya da aktiviteye dahil etmek ne kadar doğrudur bazlı sorular sorulmaktadır. Cinsiyet temasına benzer olarak, yukarıda bahsedilen diğer faktörler de bu yöntemle incelenmektedir.

Çocukların sosyal dışlama ve dahil etme konusunda değerlendirmelerini çalışırken onlara sunulan sosyal bağlam oldukça önemlidir. Bazı çalışmalar çocukların günlük aktivitelerdeki yargılarını incelerken (bir çocuğu öğle yemeğine ya da bir sosyal aktiviteye davet etme gibi); bazı çalışmalarda da grup halinde yapılan akran aktiviteleri

üzerinde durulmuştur (Killen, Henning, Kelly, Crystal & Ruck, 2007; Edmonds & Killen, 2008; Killen & Stangor, 2001).

Hakkında değerlendirme yapılan çocuğun özellikleri kadar değerlendirmeyi yapan çocukların kişisel özellikleri de yaptıkları yargılamalar üzerinde oldukça etkilidir. Bu faktörlerin en önemlilerinden biri yaştır. Yaşın etkileri üzerine yapılan birçok çalışmada, hakkında değerlendirme yapılan çocuğun özelliklerinden bağımsız bir yaş etkisi gözlemlenmiştir. Bu konudaki bazı çalışmalarda artan yaş ile daha esnek yargılama süreçleri gözlemlenmişken, bazı çalışmalarda ise artan yaş ile sosyal normlara daha fazla uyum gösterildiği bulunmuştur (Killen, Kelly, Richardson, Crystal, & Ruck, 2010; Horn, 2003).

Çocukların karar ve doğrulamalarını etkileyen bir diğer faktör olumlu sosyal davranışlardır. Olumlu sosyal davranışlar, kavramsal olarak hem bireysel hem de grup düzeyindeki süreçlerde etkilenmektedirler. Bu bağlamda, olumlu sosyal davranışların akran ilişkilerindeki rolü çokça çalışılmış olmasına rağmen, olumlu sosyal davranışların sosyal dışlama/dahil etme yargıları üzerindeki etkisi daha önce araştırılmamış bir noktadır.

Çalışmanın Amacı ve Hipotezler

Çocukların akranlarını sosyal aktivitelerden dışlama veya dahil etme konusunda verdikleri kararlar ve bu kararların doğrulamaları oldukça karmaşık bir yapıya sahiptir. Bu süreçte karar verirken birçok faktörü bir arada değerlendirdikleri gibi, doğrulamalarını da ahlaki değerler, sosyal normlar ve kişisel seçimler gibi farklı sosyal yargı kavramlarına dayandırarak yaparlar.

Geçmiş literatürün ışığında, bu çalışmanın temel amacı çocukların karar ve doğrulama süreçlerini; a) cinsiyet, b) dezavantajlı gruplar ve c) saldırganlık temalarında incelemektir. Bütüncül bir öngörüye sahip olmak amacıyla da çocukların bireysel faktörleri olarak yaş ve olumlu sosyal davranışların etkisi de araştırılmıştır. Çalışmada

1) günlük ilişkiler, 2) grup aktiviteleri ve 3) hikaye tamamlama olmak üzere toplam üç alt çalışma bulunmaktadır. Çalışmaya dair hipotezler aşağıda belirtilmiştir:

Çalışma 1 & 2: Cinsiyet, Dezavantajlı Gruplar ve Saldırganlık Temalarında Günlük İlişkiler ve Grup Aktiviteleri Çalışmaları

Günlük ilişkiler çalışmasının her iki alt koşulunda da (avantajlı ve dezavantajlı durum koşulları) çocukların hem kararları hem de doğrulamalarında baskın seçimler yapmaları, bu seçimlerinde de yaşı etkisi beklenmiştir. Hikayelerin içerikleri özgün olduğundan ilişkinin yönü hakkında özel bir hipotezde bulunulmamıştır.

Grup aktiviteleri çalışmasının *eşit nitelikler* alt koşulunda da, 7. sınıflara oranla, 4. sınıfların daha fazla stereotipik seçimler yapmaları ve sosyal normlara dayalı doğrulamalar yapmaları beklenmiştir. Eşit olmayan niteliklerde ise, 7. sınıfların daha fazla grup stereotipine uymayan çocuğu seçmeleri ve bu kararlarını grubun başarısına atfetmeleri beklenmiştir.

Bahsedilen bütün koşullarda olumlu sosyal davranışların etkisi beklenmiştir. Fakat, gerek ulusal gerekse uluslararası literatürde olumlu sosyal davranışların etkisi sosyal dışlama/dahil etme bağlamında daha önce çalışılmadığı için, ilişkinin yönü hakkında özel hipotezlerde bulunulmamıştır.

Çalışma 3: Hikaye Tamamlama

Hikaye tamamlama çalışmasında çocukların dahil etme ve dışlama ile ilgili temalarda yaş ve olumlu sosyal davranışların etkisini hipotez edilmiştir.

Yöntem

Örnekleme

Çalışmaya 150 öğrenci ve bu öğrencilerin aileleri ile öğretmenleri katılmıştır. Bu öğrencilerden 75'i 4. sınıf, kalan 75'i ise 7. sınıf öğrencileridir. Öğrenciler orta ve

yüksek sosyo-ekonomik düzeyden seçilmiş olup, veri Çankaya ilçesindeki dört ilkokul ve iki ortaokuldan toplanmıştır. Buna ek olarak, aileler ve öğretmenler birer ölçek doldurmuşlardır.

4. sınıf öğrencilerinin yaşları 9,4 yıl ile 10 yıl arasında olup 41 kız ve 34 erkek öğrenci çalışmaya katılmıştır. Annelerin yaş ortalaması 38,87; babaların yaş ortalaması ise 43,32 yıldır. 7. sınıf öğrencilerinin yaşları ise 12,4 yıl ile 13,6 yıl arasında olup, 43 kız ve 32 erkek öğrenci çalışmaya katılmıştır. Annelerin yaş ortalaması 41,72, babaların yaş ortalaması ise 45,82 yıldır. Çalışmaya katılan hiçbir çocukta gelişimsel ve/veya fiziksel bir engel bulunmamaktadır.

Veri Toplama Araçları

Günlük İlişkiler ile İlgili Hikayeler

Çocuklara günlük ilişkiler ile ilgili sunulan hikayeler, geçmiş literatürü ve pilot çalışmayı dikkate alarak araştırmacılar tarafından geliştirilmiştir. Önceki araştırmalarda, özellikle çocuk ve ergen örneklemelerinde (örneğin Malti vd., 2012, Nasdale, 2000, Richardson ve ark., 2013, Killen ve ark., 2010) hikaye yöntemin sık sık kullanıldığı görülmüştür.

Günlük ilişkiler bölümünde, çocukların grup bağlamındaki hikayelere geçmeden önce, sosyal olarak daha tarafsız koşullarda ne tür seçimler ve doğrulamalar yaptıklarını araştırmak hedeflenmiştir (bkz. Ek B). Çocuklardan toplamda 6 hikaye değerlendirilmeleri istenmiştir. Her temada (sırasıyla cinsiyet, dezavantajlı gruplar ve saldırganlık), *avantajlı* ve *dezavantajlı* durumları içeren iki adet alt koşul bulunmaktadır. *Avantajlı* konumda, çocuklardan hikayelerde verilen iki çocuk arasından birini avantajlı bir konuma seçmelerini; *dezavantajlı* durumda ise bu iki childan birini dezavantajlı bir konum için seçmeleri istenmiştir. Bahsedilen bütün hikayelerde çocuklar önce seçimlerini daha sonra da seçimleri ardındaki doğrulamaları ifade etmişlerdir.

Grup Aktiviteleri ile İlgili Hikayeler

Grup aktiviteleri ile ilgili hikayelerde temel amaç çocukların sosyal dışlama ve dahil etme karar ve doğrulamalarını grup bağlamında tespit etmektir. Çalışmanın bu kısmı Killen ve Stangor (2001) tarafından yapılan araştırmadan adapte edilmiş olup, çocuklar toplamda 6 hikaye değerlendirmişlerdir. Her temada (sırasıyla cinsiyet, dezavantajlı gruplar ve saldırganlık) çocuklara iki alt koşul sunulmuştur. İlk koşul olan *eş niteliklerde*, bir grup aktivitesinin üyesi olmak isteyen iki çocuk bulunmaktadır. Bu iki çocuk bahsedilen aktivitede eşit niteliklere sahipken, biri grup stereotipine uyarken diğeri uymamaktadır. İkinci koşul olan *eş olmayan niteliklerde* ise grup stereotipine uymayan çocuk üstün niteliklerine sahiptir. Her iki koşulda da çocuklara önce kararları daha sonra da kararların ardındaki doğrulamaları sorulmuştur.

Doğrulamalar için Kodlama Şeması

Çocukların doğrulamaları Killen ve Stangor (2001) tarafından kullanılan kodlama şeması kullanılarak kategorize edilmiştir. Bu kodlama kategorileri; ahlaki doğrulamalar, sosyal uyumluluk ile ilgili doğrulamalar ve psikolojik doğrulamalar olmak üzere üç kategoriye ayrılmaktadır.

Hikaye Tamamlama

Hikaye tamamlama geçmiş literatür, pilot çalışma ve hikayelerin yaş uygunluğu göz önünde bulundurularak araştırmacılar tarafından geliştirilmiştir. Çocukların yargılamalarını daha özgür olarak aktarabilecekleri yöntemlerin kullanılmasına dair gereklilik literatürde de belirtilmiştir (Park ve Killen, 2013). Bildiğimiz kadarıyla, hikaye tamamlama yöntemi sosyal dışlama ve dahil etme literatüründe ilk defa kullanılmıştır. Çocuklar her bir temada ayrı olmak üzere toplamda 3 hikaye tamamlamışlardır (bkz. Ek B). Çocukların tamamladıkları hikayeler geliştirilen kodlama şemaları ile kodlanmıştır.

Hikaye Tamamlama için Kodlama Şeması

Bu çalışmada, analizlerden önce, kodlama şemalarından birleşik skorlar oluşturulmuştur. '*Genel dahil etme birleşik*' değişkeni olarak adlandırılan ilk kategoride; olumlu duygular, aktör-pozitif aktif çaba, grup-pozitif aktif çaba ve dahil etme şemalarının skorları tüm temalar için (cinsiyet, dezavantajlı gruplar, saldırganlık) için toplanmıştır. '*Genel dışlama birleşik*' değişkeni olarak adlandırılan ikinci kategoride ise; olumsuz duygular, stereotiplere atıfta bulunma, aktör-negatif aktif çaba, grup-negatif aktif çaba, dışlama şemaları ile ve iç-/dış-gruplara atıfta bulunma şemalarının skorları tüm temalar için (cinsiyet, dezavantajlı gruplar, saldırganlık) toplanmıştır. Bu şemalar dışında ek olarak *telaî içeren eylemler* ve *bitiş teması* şemaları da bulunmaktadır.

Çocuk Davranış Ölçeği – Başkalarına Yardımı Amaçlayan Sosyal Davranış Alt Ölçeği

Ölçeğin özgün versiyonu Ladd ve Profilet (1996) tarafından geliştirilmiştir. Ölçek çocukların okul ve akran ortamlarındaki davranışlarını incelemek amacıyla oluşturulmuştur. Türkçe'ye Gülay (2009) tarafından uyarlanan ölçeğin iç tutarlılık katsayısı .88 olarak bulunmuştur (bkz. Ek C). Bu çalışmada ise, kullanılan alt ölçeğin güvenirlik katsayısı .91 olarak bulunmuştur. 4. sınıf öğrencileri için sınıf öğretmenleri ölçekleri doldururken; 7. sınıflar için ise, sınıftan sorumlu öğretmenler öğrenciler için ölçeği doldurmuştur.

Veri Toplama İşlemi

Gerekli tüm izinler *ODTÜ İnsan Araştırmaları Etik Kurulu'ndan* ve Milli Eğitim Bakanlığı'ndan alınmıştır. Velilere okulların yardımıyla ulaşılmış olup, kendilerine öncelikle aile izin formları ve demografik formlar gönderilmiştir (bilgilendirilmiş onam formları için Ek D, E, F). Aile izinleri toplanan öğrenciler çalışmaya kendi okullarında, önceden planlanmış bir sınıfta ve okul saatlerinde katılmışlardır. Üç parçadan oluşan anketler çocuklara dağıtıldıktan sonra tamamlamaları yaklaşık bir

saat sürmüştür. Öğretmenler de bu süreçte Çocuk Davranış Ölçeği'ni doldurmuşlardır. Tüm veri toplama süreci ana araştırmacı ve öncesinde eğitim almış beş lisans öğrencisi tarafından tamamlanmıştır.

Bulgular

Analizlerden önce kategorik değişkenler sürekli değişkenlere çevrilmiştir. Ayrıca, 'Başkalarına Yardımı Amaçlayan Sosyal Davranış Alt Ölçeği'nin (PBS) skorları ortanca testi ile alçak ve yüksek skorlar olmak üzere ikiye ayrılmıştır.

Günlük İlişkiler Çalışması

Günlük ilişkiler çalışmasında çocukların kararları için 2 (yaş: 10-13) x 2 (PBS: alçak-yüksek) x 2 (çocukların kararları) karışık ölçümler için ANOVA analizi kullanılmıştır. Çocukların doğrulamaları için de benzer olarak 2 (yaş: 10-13) x 2 (PBS: alçak-yüksek) x 3 (çocukların doğrulamaları) karışık ölçümler için ANOVA analizi kullanılmıştır. Son olarak, çocukların kararlarının doğrulamaları üzerindeki etkileri bağımsız değişkenler t-testi ile analiz edilmiştir.

Cinsiyet Teması

Çocuklar cinsiyet temasında *avantajlı* bir duruma kızı ($F(1,139) = 85,97, p < ,001, \eta^2 = ,57$); *dezavantajlı* bir konuma ise erkeği seçmişlerdir ($F(1,139) = 28,37, p < ,001, \eta^2 = ,17$). Çocukların doğrulamalarına bakıldığında ise *avantajlı* bir durumda baskın olarak sosyal uyumluluk kavramını kullanmışlardır ($F(2,278) = 98,77, p < ,001, \eta^2 = ,44$). *Dezavantajlı* durumda ise sosyal uyumluluk ve psikolojik doğrulamaları yapmışlardır ($F(2,278) = 9,78, p < ,001, \eta^2 = ,07$).

Dezavantajlı Gruplar Teması

Çocuklar dezavantajlı gruplar temasında hem *avantajlı* durum hem de *dezavantajlı* durum koşullarında baskın bir tercih belirtmemişlerdir; $F(1,139) = 1,67, p = ,20$,

$F(1,139) = 2,16, p = ,15$. Çocukların doğrulamalarına bakıldığında ise sadece *avantajlı* durumda baskın olarak sosyal uyumluluk kavramını kullanmışlardır, ($F(2,278) = 4,90, p = ,008, \eta^2 = ,03$).

Saldırganlık Teması

Çocuklar saldırganlık temasında *avantajlı* bir duruma daha uyumlu olan çocuğu $F(1,139) = 58,37, p < ,001, \eta^2 = ,53$; *dezavantajlı* bir konuma ise saldırgan olan çocuğu seçmişlerdir ($F(1,139) = 7,20, p = ,017, \eta^2 = ,05$). Çocukların doğrulamalarına bakıldığında ise *avantajlı* durum koşulunda yaş, PBS ve doğrulamalar arasında üçlü bir etkileşim gözlemlenmiştir, $F(2,278) = 2,77, p = ,06, \eta^2 = ,03$. 13 yaş grubunda olup yüksek PBS skoru olan çocuklar daha fazla psikolojik (kişisel) doğrulamalar yapmışlardır. *Dezavantajlı durum* koşulunda ise sosyal uyumluluk doğrulamaları yapmışlardır, $F(2,278) = 144,15, p < ,001, \eta^2 = ,51$.

Bütün temalarda kararların doğrulamalar üzerindeki etkilerine bakıldığında, sadece cinsiyet ve dezavantajlı gruplar temalarında toplum stereotipine uymayan çocukları seçenlerin ahlaki doğrulamalar yaptığı; sosyal stereotiplere uyan çocukları seçenlerin ise sosyal uyumluluk içeren doğrulamalar yaptığı gözlemlenmiştir. Bahsedilen alt koşullarda (saldırganlık teması-avantajlı durum koşulu hariç) yaş ve olumlu yardım içeren davranış faktörlerinin kararlar ve doğrulamalar üzerinde bir etkisi bulunmamıştır.

Grup Aktiviteleri Çalışması

Grup aktiviteleri çalışmasında çocukların kararları için 2 (yaş: 10-13) x 2 (PBS: alçak-yüksek) x 2 (çocukların kararları) karışık ölçümler için ANOVA analizi kullanılmıştır. Çocukların doğrulamaları için de benzer olarak 2 (yaş: 10-13) x 2 (PBS: alçak-yüksek) x 3 (çocukların doğrulamaları) karışık ölçümler için ANOVA analizi kullanılmıştır. Son olarak, çocukların kararlarının doğrulamaları üzerindeki etkileri bağımsız değişkenler t-testi ile analiz edilmiştir.

Cinsiyet Teması

Çocukların *eşit nitelikler* temasında kararları incelendiğinde yaş etkisi bulunmuştur, $F(1,139) = 9,48, p = ,003, \eta^2 = ,06$. 10 yaşındaki çocuklar daha fazla kızı seçerken, 13 yaşındaki çocuklar ise erkeği seçmişlerdir. Paralel olarak, çocukların doğrulamalarında da yaş etkisi bulunmuştur, $F(2,278) = 8,15, p = ,01, \eta^2 = ,06$. 10 yaşındaki çocuklar daha fazla sosyal uyumluluk kavramını kullanarak doğrulamalar yaparken, 13 yaşındakiler daha fazla ahlaki doğrulamalar yapmışlardır.

Eşit olmayan nitelikler koşulunda ise bu defa PBS faktörünün etkisi hem kararlar da hem de doğrulamalarda anlamlıdır; $F(1,139) = 7,53, p = ,007, \eta^2 = ,05, F(2,274) = 3,52, p = ,035, \eta^2 = ,03$. Düşük PBS grubunda yer alan çocuklar daha hikayedeki kızı daha fazla seçip, doğrulamalarında sosyal normlara atıfta bulunurken; yüksek PBS grubundaki çocuklar daha fazla erkeği seçerek grubun başarısına atıfta bulunan doğrulamalar yapmışlardır.

Dezavantajlı Gruplar Teması

Çocukların *eşit nitelikler* temasında kararları incelendiğinde yaş, PBS ve kararlar arasında üçlü bir etkileşim bulunmuştur, $F(1,139) = 4,71, p = ,032, \eta^2 = ,03$. 10 yaşında olup düşük PBS grubunda olan çocuklar Van'dan gelen çocuğa oranla İstanbul'dan gelen çocuğu daha fazla seçmişlerdir. Bu üçlü etki çocukların doğrulamalarında da gözlemlenmiştir, $F(2,278) = 3,81, p = ,036, \eta^2 = ,03$. Benzer şekilde 10 yaşında olup düşük PBS grubunda olan çocuklar daha fazla psikolojik (kişisel seçim) kavramını kullanarak doğrulamalar yapmışlardır.

Eşit olmayan nitelikler koşulunda ise çocuklar grup olarak Van'dan gelen çocuğu seçerek ($F(1,139) = 70,70, p < ,001, \eta^2 = ,34$), kararlarını sosyal uyumluluk kavramına dayandırarak doğrulamışlardır, $F(2,278) = 94,53, p < ,001, \eta^2 = ,45$.

Saldırganlık Teması

Son tema olan saldırganlık temasında ise çocuklar hem *eşit nitelikler* ($F(1,139) = 158,56, p < ,001, \eta^2 = ,53$) hem de *eşit olmayan* nitelikler ($F(1,139) = 58,3, p < ,001, \eta^2 = ,30$) temalarında anlamlı olarak daha uyumlu olan çocuğu seçerek her iki koşulda da kararlarını sosyal uyumluluk kavramlarına dayandırmışlardır.

Bütün temalarda kararların doğrulamalar üzerindeki etkilerine bakıldığında, hikayelerde toplum stereotipine uymayan çocukları seçen çocukların ahlaki doğrulamalar yaptığı; sosyal beklentilere uyan çocukları seçen çocukların ise sosyal uyumluluk içeren doğrulamalar yaptıkları bulunmuştur.

Hikaye Tamamlama

Hikaye tamamlama çalışmasında yaş ve olumlu sosyal davranışların kodlama şema skorları üzerindeki etkisi hiyerarşik regresyon analizleri ile incelenmiştir. Analiz sonuçlarına göre, çocukların yaşı azaldıkça, *genel dahil etme birleşik* değişkeni ($R^2 = ,11, F(1,143) = 16,97, p < ,001$), ve *telaflı içeren eylemler* ($R^2 = ,08, F(1,143) = 11,52, p = ,001$) skorlarında artış gözlemlenmiştir. Sadece *saldırganlık teması-genel dışlama birleşik* değişkeninde, yaşı ters yönde bir etkisi bulunmuştur ($R^2 = ,03, F(1,143) = 4,75, p = ,03$). Son olarak çocukların yaşları azaldıkça hikayeleri daha çok dahil etme teması ile bitirdikleri ($R^2 = ,11, F(1,143) = 16,97, p < ,001$), arttıkça ise daha çok dışlama teması ile bitirdikleri bulunmuştur ($R^2 = ,11, F(1,143) = 1,44, p < ,001$).

Tartışma

Bu çalışmanın literatüre birçok özgün katkısı bulunmaktadır. İlk olarak, Türk literatüründe çocuklarının sosyal dahil etme/dışlama bağlamında verdikleri kararları ve buna bağlı olarak doğrulamalarını cinsiyet, dezavantajlı gruplar ve saldırganlık temalarında inceleyen ilk çalışmadır. Ayrıca, uluslararası literatür kapsamında, mevcut çalışma çocuklara aynı çalışmada günlük etkileşimleri (tercih ve rağbet

senaryoları) ve grup aktiviteleri (eşit ve eşit olmayan nitelikler senaryoları) sunarak bu toplumsal dinamiği inceleyen ilk çalışmadır. Buna ek olarak, hikaye tamamlama diğer alanlarda yaygın olarak kullanılan bir yöntem olmasına rağmen, sosyal dışlama/dahil etme bağlamında, çocuklara yargılamalarını daha özgür yöntemlerle ifade etmesine olanak tanıyan ilk çalışmadır. Son olarak, çocukların kronolojik yaşına ek olarak, çocukların olumlu sosyal davranışları literatürde ilk kez çocukların sosyal dışlama/ çer

Günlük İlişkiler Çalışması

Günlük ilişkiler çalışmasının sonuçlarına bakıldığında, avantajlı ve dezavantajlı durum koşullarının ikisinde de yaş ve olumlu sosyal davranışların çocukların kararlar üzerinde bir etkisi gözlemlenmemiştir. Genel seçimlere bakıldığında, çocukların cinsiyet, dezavantajlı gruplar ve saldırganlık temaları hakkında şekillenmiş şemaları olduğu görülmüştür. Sadece dezavantajlı gruplar teması için, çocuklar hikayelerde kendilerine sunulan çocuklar arasından baskın bir seçim yapmamışlardır.

Çocukların doğrulamalarına bakıldığında ise olumlu sosyal davranış etkisi sadece saldırganlık temasında gözlenmiştir. Literatüre bakıldığında çalışmalar, olumlu sosyal davranışlar sosyal yargıların üzerinde bağımlı değişken olarak almıştır (Stümer & Snyder, 2010). Ayrıca, olumlu sosyal davranışların rolü bireyler hem kendilerinin hem de grup dinamiklerinin yararını değerlendirirken daha baskındır (Twenge, et. al, 2007).

Son olarak, çocukların verdikleri kararların doğrulamaları üzerindeki etkileri, çocukların birden fazla kavramını aynı anda kendilerine sunulan sosyal şartlara göre değerlendirebildikleri görülmüştür.

Grup Aktiviteleri Çalışması

Grup aktiviteleri çalışmasının eşit nitelikler koşulunun sonuçlarına bakıldığında cinsiyet kavramında yaş faktörü çocukların kararları ve doğrulamaları üzerinde etkili olmuştur. Benzer şekilde, yaş ve olumlu sosyal davranışlar faktörleri dezavantajlı

gruplar temasında anlamlı dđışkenler olarak çocukların yargılamalarını etkilemişlerdir. Saldırganlık temasında ise çocuklar genel bir örüntü göstermişlerdir.

Eşit olmayan niteliklerde ise dezavantajlı gruplar ve saldırganlık temalarında genel örüntüler bulunurken sadece cinsiyet temasında olumlu sosyal davranışların etkisi görülmüştür.

Hikaye Tamamlama

Hikaye tamamlama etkinliđi hem çalışmanın diđer bölümleriyle hem de literatür ile çelişen sonuçlar vermiştir. Literatürde de öncü isimler tarafından çocuklara yargılamalarını daha özgür metodolojiler ile ifade edebilecekleri yöntemlerin kullanılması gerektiđi belirtilmiştir. Sonuçlar azalan yaşın, çocukların daha fazla dahil etme temalı şemalar kullanması, hikayelerinde daha çok yön deđiştirmeleri ve hikayelerini daha olumlu (dahil etme) bir yön ile bitirme üzerinde anlamlı bir faktör olarak bulunmuştur. Paralel bir şekilde artan yaş çocukların hikayelerini daha fazla dışlama teması ile bitirmeleri üzerinde etkili bir faktördür.

Yeni Çalışmalar için Öneriler

Çalışmada kullanılan birçok hikaye ve kodlama şeması bu çalışma için geliştirilmiştir. Kullanılan hikayelerin ileriki çalışmalar için kullanılıp bu bağlamda güvenilir oldukları birkez daha gösterilmelidir. Başlangıçta birebir görüşme yöntemi ile veri toplanması planlanmıştır. Fakat okullarda yaşanan gerek ses kaydı gerekse uygun sınıf ortamı ile ilgili izin problemleri çalışmayı anket yöntemine dönüştürmeyi gerekli kılmıştır. İleriki çalışmalarda birebir görüşme yöntemi kullanılarak daha çok varyans açıklanabilir. Son olarak, *Çocuk Davranış Ölçeđi – Başkalarına Yardımı Amaçlayan Sosyal Davranış Alt Ölçeđi* temelde anaokul örnekleme için geliştirilmiştir. Fakat daha büyük örneklemelerde de ölçek kullanılmıştır. İleriki çalışmalarda özellikle büyük grupların daha kompleks akran ilişkilerini anlamada yaşa daha uygun bir ölçek kullanılmalıdır.

Appendix J: Tez Fotokopisi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Gönül
Adı : Buse
Bölümü : Psikoloji

TEZİN ADI: Decisions and Justifications of Turkish Children about Social Exclusion/Inclusion Concerning Gender, Disadvantaged Groups and Aggressiveness in Relation to Age and Prosocial Behaviour

TEZİN TÜRÜ: Yüksek Lisans ☒ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☒
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☒
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: