

ABSTRACT
**THE STUDY ON THE VALIDITY AND THE RELIABILITY OF THE
CHILD AND ADULT PROSOCIALNESS SCALE AND THE
EXAMINATION OF THE RELATIONSHIP BETWEEN PROSOCIAL
BEHAVIORS OF THE CHILDREN AND OF THEIR PARENTS**

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This study aims to analyze validity and reliability the quantification instrument of “Child Prosocialness Scale” and “Adult Prosocialness Scale” and the relationship between the prosocial behaviors of the children between 60 and 72 months old who attend to a preschool and the prosocial behaviors of their parents. It also intends to analyze the relationship between the prosocial behaviors of these children based on the views of their teachers and mother-father and to determine whether the prosocial behaviors of the pre-school children change according to different variants.

The participants consist of the children aged between 60 and 72 months old who attend to a kindergarten or a primary school of the Turkish Ministry of Education in the province of Aydın, Turkey and the parents and teachers of these children.

As a result of research, “Child Prosocialness Scale” and “Adult Prosocialness Scale” are validity and reliability. The relationship between the behaviors of the pre-school children and their mother-father show meaningful relationship between the prosocialness score of the child of the mother and father form by parents score. Between mother, father and teacher form of the children prosocialness score show a meaningful relationship. The findings depending on the sex variant show a meaningful difference on the behalf of the girls according to the teacher form of the children prosocialness score. The same result is also observed when it comes to the variant related to the number of siblings in the mother form of the child prosocialness score and to the findings related to the differences between the ages of the mothers according to the mother-father form of the child prosocialness score.

KEYWORDS: Validity, Reliability, Preschool Education, Prosocial Behavior.