

**The Predictive Roles of Prosocial and Aggressive
Behaviours, and Socioeconomic Status on Perceived
Classroom Climate in 4th-grade Children**

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ABSTRACT

Classrooms are one of the important socializing venues for children. It is important to understand the factors that affect perceived classroom climate because children spend more time at school compared to home. Outcomes of classroom climate includes attendance records, surface vs. deeper learning, grades of students, learning motivations, level of bullying and conflict, level of prosocial behaviours and cooperation among peers. That's why it is important to be aware of the factors that affect perceived classroom climate in order to decrease negative behaviours (i.e. bullying and conflict) and promote positive behaviours (i.e. prosocial behaviours). Therefore, the current study aimed to examine; (a) aggressive and prosocial behaviours, (b) socioeconomic status of parents (parental level of income and parental education level), (c) students' perceptions of the classroom climate. The sample consisted of 152 (81 male, 71 female) Turkish speaking students who completed self-report measures including; demographic questionnaire, Aggressive and Prosocial Behaviours Questionnaire and Student's Perceptions of the Classroom Environment Scale. Results revealed that there was a positive correlation between combined prosocial behaviours and perceived positive classroom climate. Whereas, there was a negative correlation between combined aggressive behaviours and perceived positive classroom climate. Also, parental SES, combined prosocial behaviours and combined aggressive behaviours mediate and moderate the link of perceived positive classroom climate.

Keywords: Parental Socioeconomic Status, Aggressive and Prosocial Behaviours, Perceived Positive Classroom Climate.

ÖZ

Bireylerin yakın çevresi motivasyonlarında ve davranışlarında önemli bir rol oynar. Sınıflar çocuklar için önemli sosyalleşme alanlarından biridir. Algılanan sınıf iklimini etkileyen faktörleri anlamak önemlidir, çünkü çocuklar okulda ve sınıflarında evlerine göre daha fazla zaman geçirirler. Sınıf iklimi, öğrencilerin derse katılım düzeyini, yüzeye göre daha derin öğrenmeyi, öğrencilerin notlarını, öğrenme motivasyonlarını, zorbalık ve çatışma düzeyini, olumlu sosyal davranışların seviyesini ve akranlar arasındaki işbirliğini içerir. Bu nedenle olumsuz davranışları (yani zorbalık ve çatışma) azaltmak ve olumlu davranışları (yani olumlu sosyal davranışlar) teşvik etmek için algılanan sınıf iklimini etkileyen faktörlerin farkında olmak önemlidir. Bu nedenle, bu çalışmanın incelediği noktalar; (a) agresif ve olumlu sosyal davranışlar, (b) ebeveynlerin sosyoekonomik durumu (ebeveyn gelir düzeyi ve ebeveyn eğitimi düzeyi), (c) öğrencilerin sınıf iklimine ilişkin algıları, olarak belirlenmiştir.

Araştırmaya, Türkçe konuşan, 152 (81 erkek, 71 kız) ilkokul öğrencisi katılmıştır. Demografik Anket, Olumlu Sosyal ve Saldırgan Davranışlar Ölçeği ve Sınıfın Sosyal Çevresini Algılama Ölçeği katılımcılar tarafından doldurulmuştur. Sonuçlar, olumlu sosyal davranışlar ve algılanan olumlu sınıf iklimi arasında pozitif bir korelasyon olduğunu ortaya koymuştur. Buna karşılık, agresif davranışlar ile algılanan olumlu sınıf iklimi arasında negatif bir korelasyon olduğu ortaya çıkmıştır. Ayrıca, ailenin sosyo ekonomik durumu, olumlu sosyal davranışlar ve agresif davranışlar, algılanan olumlu sınıf iklimi arasındaki bağlantıya aracılık ettiği ve bu ilişkiyi yönlendirdiği ortaya çıkmıştır.

Anahatar Kelimeler: Ailenin Sosyo Ekonomik Durumu, Olumlu Sosyal ve Agresif Davranışlar, Algılanan Olumlu Sınıf İklimi.

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Chapter 1

INTRODUCTION

One of the socialization areas for children is school and classroom environment and children can form a social climate in their classroom. Lewin (1952) indicated that motivation and behaviour of individuals are affected by their immediate social environment and their interactions with other individuals. Whenever group of individual consistently work or play together in any organisational setting they quickly develop social climate (Ashkanasy, 2003). Juvonen and Murdock (1995) and Urdan and Maehr (1995) indicated that social and academic goals can be earned in the classroom because classrooms are social places that children interact with their peers. Children in the education system spend more time in classroom than in their family environment and that is why it is important to take the classroom in consideration as a factor that play important role in children's social development (Barth et al., 2004). For children's social development their immediate environment plays an important role. Classroom, school, and family environments are the major socialization places for children. In the literature the most appropriate theory that can explain children's social development and interaction with their environment is Ecological System Theory (Bronfenbrenner, 1979).

Bronfenbrenner's Ecological Systems Theory stresses the relationship between children and their ecological environment (Bronfenbrenner, 1979). According to this theory, gradual development of children is reciprocal between the child and his/her environment (Bronfenbrenner, 1979). Process, person, context and time are the four major components of Ecological Systems Theory (Bronfenbrenner, 1979). The component he called *contexts* include four distinct but concentric systems: *micro*, *meso*, *exo* and *macro*, each of these systems directly or indirectly affect children's social development (Bronfenbrenner, 1979). The first layer which is microsystem includes direct contacts (such as family, playmates, school, classroom, neighborhood etc.) play an important role in children's development (Bronfenbrenner, 1979). Demographic and socioeconomic status (i.e. educational level, income level, marital status of parents etc.) parent's health, nutrition or parental styles are the variables inside of micro-level of child development (Bronfenbrenner, 1979). This study was based on microsystem (first layer) of this theory because we used parental education and parental income levels as determinants of socioeconomic status. Second layer refers to connection between two or more systems and include systems such as home, playmate settings and school (Krishnan, 2010). The third layer indirectly affect child development.

In order to make it more clear, let's consider parent's workplace schedule. If parents have overloaded schedule in their workplace then they may not be able to attend meetings in school and this can negatively affect child's development (Krishnan, 2010). The last layer of the context is macrosystem and this system has an effect on all other lower layers in the context (Krishnan, 2010). Culture is one of the aspects of

macrosystem and different cultures (collectivistic vs. individualistic) can display different effects on children's development (Krishnan, 2010).

The aim of this study is to investigate whether there is a predictive role of different types of behaviours (i.e. aggressive and prosocial behaviours) and socioeconomic status (i.e. parental level of income and parental education level) on perceived classroom climate among 4th grade children.

As mentioned before one of the most effective variable in the microsystem of children is classroom environment. Ryan and Patrick (2001) indicated that teacher support, promoting mutual respect, promoting performance goals and promoting interaction are the dimensions of the classroom environment. All of these dimensions have different effects on children's perceptions about classroom climate. In the next section, definitions and effects of these dimensions are explained.

1.1 The Components of Classroom Climate

Teacher support is one of the important dimensions of classroom environment (Ryan & Patrick, 2001). Roland and Galloway (2002) indicated that classroom management style of teacher is one of the important factors which affect structure of the class. Students' positive behaviours and their connectedness to classroom environment increases when teacher engages supportive and cooperative practices in the classroom (Solomon et al., 1996). Teachers are the ones who create structure in classroom and interaction among peers and teacher, and these interactions affect children's cognitive and affective outcomes (Johnson et al., 1976). Students' moods can be affected by classroom environment; negative mood and perception of students can be related to

aggressive and problematic behaviours, whereas positive mood and perception can increase the number of prosocial behaviours among peers (McCafferty, 1990).

Definition of teacher support may have different operational definitions among researchers but some researchers operationally defined teacher support as; caring, friendliness, dependability and understanding of children's emotional situation (e.g., Goodenow, 1993; Fraser & Fisher, 1982; Midgley, Feldlaufer, & Eccles, 1989; Skinner & Belmont, 1993). In classroom microsystem teachers are not part of peer social ecology but they play an important leadership role (Ahn & Rodkin, 2014). In the formulation of effective classroom environment, teachers may be perceived as the invisible hands that provide emotional support and guides classroom in a positive way to increase learning opportunity for students and decrease disruptions and aggression in classroom (Bierman, 2011).

According to Ryan and Patrick (2001) teachers can encourage students in different ways. For example, they may promote interaction in classroom by informing students about their peers as a valuable resource to increase their level of learning. Teachers can increase mutual respect in classroom by display respect and support to students. Teachers can also promote performance goals in class. Children may start to compare their performance with the performance of other peers. This comparison may turn to aggression among peers (Moreover, emotional support that provided by teachers can create positive climate in classroom (Buyse et al., 2008). Roseth et al. (2008) indicated that egalitarian and democratic relationships among peers can increase by cooperative learning techniques that are used by teachers. On the other hand, punitive discipline strategies can increase aggressive and withdrawing behaviours in classroom and create

aggression among peers in which vicariously affect other children and classroom climate negatively (McCafferty, 1990).

One of the basic factors for children's social development is friendship (Hartup & Stevens, 1997). Hartup (1983) emphasized the importance of interaction with same-age peers on behavioural adjustment and social cognitive development of children. The process of mutual influence holds the idea that individuals' behaviours, values and attitudes can be changed or influenced by other individuals via interaction (Poulin & Boivin, 2000). For children, the major source for interaction with same-age peers is classroom environments (Hertz-Lazarowitz & Steinberg, in press). Children's interpersonal relationships develop over time with increasing activities with peers (Ahn & Rodkin, 2014).

There are many forms of peer interaction among children such as frequent affiliation, participation in activities, and sometimes it can be in negative forms such as bullying (Ahn & Rodkin, 2014). Peer aggression in the classroom may be associated with increased tolerance to aggressive behaviours (Henry et al., 2000) and may increase acceptance of children who engage aggressive behaviours in the class (Boivin et al., 1995). On the other hand, perceived peer group support play an important role to decrease bullying and victimization in class and promote positive changes in children's social behaviours (Espelage, Low & Jimerson, 2014).

Teachers can show different styles to communicate to their students about respect to other peers (Ryan & Patrick, 2001). In a study, Anderson et al. (1988) found that the classrooms included various interactions among students. Some classes were characterized by negative interaction among peers such as insults, criticism, whereas

some classrooms have more positive, comfortable and cooperative interaction among peers (Ryan & Patrick, 2001). Children are more likely to feel safe and comfort, low anxiety and low threat related to their mistakes in classrooms that are structured by mutual respect among peers. Mutual respect in classroom can create an environment for students to have positive communication with each other and feel more effective related to their social relationships with other peers. Ryan and Patrick (2001) indicated that increases in mutual respect among peers and decreases of teasing among children was the most important factor that have an effect on changes in academic efficacy and self-regulation.

Competition and comparison among peers in the classroom can increase by promoting performance goals by teacher (Ryan & Patrick, 2001). Perceived academic competence in classroom was found to be negatively correlated with perceived classroom climate (Ames & Archer, 1988; Urdan, Midgley & Anderman, 1998). Ames (1992) indicated that children are more likely to behave against learning and achievement when there is a focus on performance goal in classroom. When there is a competition among students they are less likely to cooperate in each other and more likely to show disruptive behaviours to establish their place in a hierarchy in the classroom (Butler, 1995). Children feel less confident toward the teacher and report more disruptive behaviours and perceive classroom climate as more negative when their actions compared to other students' actions in the class (Ryan & Patrick, 2001). Children may become more disruptive when they perceive that their level of performance on other activities are an indicator of their success (Ryan & Patrick, 2001). When aggressive children face with challenges in a social situation, they are more likely to display hostile attitudes such as frustration and anger (Burgess et al., 2006).

1.2 Prosocial Behaviours and Classroom Climate

Individuals start to show prosocial behaviours as young as 14 months of age (Warneken & Tomasello, 2006). In their study Liszkowski et al. (2008) indicated that when an adult lose an object infants help them and show some gestures to point out the location of the object. Eisenberg and Miller (1987) indicated that 18 months old infants attempt to comfort and respond to others' distresses. Brownell, Svetlova and Nichols (2009) showed that children at 2 years of age share their resources with others even when there was a cost to themselves. These studies indicated that development of prosocial behaviours occurs in early stages (Hepach, Vaish & Tomasello, 2013). Prosocial behaviours are one of the indicators of children's social functioning and associated with health, social competence and psychological wellbeing (Eisenberg, Fabes & Spinrad, 2006).

According to Eisenberg, Fabes and Spinrad (2006) prosocial behaviours are voluntary actions aim to benefit other individuals and it includes sharing, consoling, and helping. In the literature the term prosocial behaviour was defined differently by researchers (Bryan, 1975; Eisenberg, 2006; Hay, 1994; Levin & Bekerman-Greenberg, 1980; Marantz, 1988; Midlarsky & Hannah, 1985; Rose-Krasnor, 1997; Staub & Noerenberg, 1981; Warden, Christie, Kerr, & Low, 1996). Mostly observed prosocial behaviours among children includes generosity, resistance to lying and cheating, taking perspective of the wellbeing of others, goodness and altruism (Eisenberg, 2006). One of the purposes of this study is to examine the relations between different forms of prosocial behaviours on perceived classroom climate. Specifically, 3 types of prosocial behaviours (proactive, reactive, and altruistic) were examined. Instrumental, goal-oriented and non-emotional prosocial behaviours, which are known as proactive

prosocial behaviours (Boxer, Tisak, & Goldstein, 2002). Reactive prosocial behaviours occur in response to emotional arousal (Boxer et al., 2002). For example, child may engage prosocial actions to earn reward and positive evaluations by others which is proactive prosocial behaviour, whereas child might have positive emotional feelings toward a peer which indicate reactive prosocial behaviour (Carlo & Randall, 2002). Lastly, voluntary help towards individuals that is motivated by concerns of welfare of others is known as altruism (Carlo & Randall, 2002). Wentzel (1996) indicated that prosocial behaviours in children often defined as a tendency to share, help, and cooperate.

Many studies in the literature indicated positive relationship between prosocial behaviours and perceived classroom climate. Positive outcomes of prosocial behaviours include academic success (Caprara et al., 1997; Payne, 1980; Wentzel, 1996), social competence (Bar-Tal et al., 1982), and positive personality characteristics (Chapman et al., 1987). Kokko and Pulkinen (2000) indicated that prosocial children are less at risk of externalizing problematic behaviours. Eisenberg et al. (2006) found that quality of peer relationship was associated with prosocial behaviours among peers and it increase children's perceptions about classroom as more positive. Caprara et al. (1993) pointed out that prosocial children perform better in classroom activities and have more positive view about classroom environment compared to aggressive children. In their later study, Caprara et al. (2000) indicated that academic achievement of students and early prosocial behaviours are associated with each other. Other studies in the literature supported these findings and they indicated that increases in prosocial behaviour can undermine negative consequences of aggression, antisocial behaviours and can lead to increases in students' level of

learning and well adjustment to classroom (Bierman, Smoot & Aumiller, 1993; Pulkkinen & Tremblay, 1992).

Children's academic achievement and counteract toward aggression can be increased by promoting prosocial behaviours in classroom (Caprara et al., 2012). In their longitudinal study Avant, Gazelle and Faldowski (2011) showed that aggressive children started to show significant decreases in their aggression level when they were placed in emotionally highly supportive classrooms. Increases in self-regulation skills, prevalence of appropriate social behaviours and increases in academic outcomes are positively associated with emotionally supportive classrooms (Curby, Rimm-Kaufman & Ponitz, 2009). In support to these findings, Lambert et al. (2002) and Mashburn et al. (2008) indicated that emotional support in classroom environment is associated with high level of prosocial behaviours and low level of aggressive behaviours.

1.3 Aggressive Behaviours and Classroom Climate

Biological, psychological and social factors are interrelated with each other when individuals engage in social behaviours (Culotta & Goldstein, 2008). It is important for researchers and practitioners to detect combination of these factors on aggressive behaviours to create effective intervention and prevention programs to decrease aggression among individuals (e.g., Boxer, Goldstein, Musher-Eizenman, Dubow, & Heretick, 2005). One of the important concerns in school and classroom environments is increased level of aggression (Krauskopf, 2006). It is important to check aggressive behaviours in early childhood because Huesmann and Guerra (1997) indicated that acceptability of aggressive behaviours in future is predicted by early states of aggression in children. High level of aggression, negative peer relation and low level of academic focus are associated with perceived negative classroom climate (Barth et

al., 2004). Henry et al. (2000) indicated that early school years are important periods for children's beliefs about aggression. That is why, it is important to check aggressive behaviours in early school years to offer interventions to decrease aggression level and increase socially appropriate behaviours and academic focus of children.

According to Dodge and Coie (1987) there are two general types of aggression which are reactive and proactive aggression. Reactive aggression is a defensive reaction towards the stimulus which may perceive as threaten and include visible form of aggression such as facial gestures or verbal aggression (Berkowitz, 1963). Whereas proactive aggression is more goal-directed kind of aggression and can take form of bullying or instrumental motivation (Price & Dodge, 1989).

Individuals' perceptions towards threat and provocation can lead them to engage impulsive and hostile actions (Dodge and Coie, 1987). This type of aggressive behaviour most likely to be in a hostile and negative manner and it is impulsive in its nature (Poulin & Boivin, 2000). Hostile attributional biases are associated with reactive aggression (Crick & Dodge, 1996; Schwartz et al., 1998). When interpreting social cues from their environment, reactive aggressive children use negative and hostile attributional biases (Dodge & Coice, 1987). Dodge et al., (1997) indicated that reactive aggression is associated with clear risk for children and classroom environment because of peer rejection and impulsivity.

Proactive aggression is more goal oriented and aimed to affect other individuals and it is non-provoked by others (Poulin & Boivin, 2000). This behaviour can be motivated by purpose of domination on others or aim to earn a resource such as object or territory (Poulin & Boivin, 2000). Boivin et al. (1995) showed that proactive aggression

increases children's ability to reach the resources and increases their perception of power. Stormshak et al. (1999) indicated that aggression in classroom will increase when peers perceive aggression as positive tool to reach the resources and eventually it will affect classroom climate negatively. Children can perceive proactive aggression as positive because this form of aggression is an instrumental, planned, and purposeful in its nature. Children may earn leadership position with using this form of aggression when they dominate other peers (Poulin & Boivin, 2000) Crick and Dodge (1996) reported that aggressive children can use positive value of aggression to earn affiliation in peer group and in problem solving.

Social environment in the classroom that support aggression and involvement of frequent experiences with regards to aggression and their positive outcomes can reinforce a number of aggressive behaviours in the class (Dodge, 1991). Perception of positive value of aggressive behaviours can lead to acceptance and support for the use of these negative behaviours (Crick & Dodge, 1996).

Common interest in peer interaction is an important factor that increase the level of social reinforcement (Dishion, Patterson & Griesler, 1994). Common interest for aggressive children can be a disruption for the classroom or ganging on other children which will affect overall classroom climate negatively (Dodge & Coie, 1987). Numerous studies in the literature indicated that aggressive behaviour and related problems are more likely to occur in classrooms with many aggressive peers (Barth, Dunlap, Dane, Lochman, & Wells, 2004; Kellam, Ling, Merisca, Brown, & Ialongo, 1998).

One of the important predictors of perceived problematic classroom climate is students' exposure and experience of aggressive and deviant behaviour among peers (Koth, Bradshaw & Leaf, 2008). Children are sensitive to problematic behaviours that are presented by their peers in class and this can negatively affect their perception about classroom climate. Many studies showed that perceived classroom climate become negative when there is a growth of problematic behaviour among peers (Dishion, McCord, & Poulin, 1999; Dishion, Spracklen, Andrews, & Patterson, 1996; Patterson, Dishion, & Yoerger, 2000; Thornberry & Krohn, 1997). Students' views about classroom climate can become less positive when aggressive behaviour become prevalent among peers (Koth, Bradshaw & Leaf, 2008). Klicpera et al. (1995) indicated that frequency of aggressive behaviours displayed by children was related to poor classroom climate. Support to these findings came from Russell and Russell (1996), who indicated that, children's emotional and behavioural problems are associated with perceived negative classroom climate.

1.4 The Relationship Between Socio-economic Status, Prosocial/Aggressive Behaviours and Classroom Climate

Socio-economic status is designed by many sources, including financial, social capital, education level and so on (Bøe et al., 2014). Ensminger and Fotherill (2003) indicated that parental education level, parental employment status, parental occupation, parental level of income and parental marital status are the typical measures that have been used by researchers to measure SES. Bradley and Corwyn (2002) indicated that parental SES is important for children's well-being because it enables parents to provide social connection, goods and parental actions to their children. In this study we used parental level of income and parental level of education as a determinants for SES. One of the determinant for SES is income level and many researchers indicated

that young children's well-being may be affected by income level of parents (Dearing, McCartney, & Taylor, 2000; Mistry, Biesanz, Taylor, Burchinal, & Cox, 2004; Morris & Gennetian, 2003). Another important determinant for SES is parental education level and many studies have showed that higher parental education level associated with positive behavioural and emotional outcomes in children (Raviv, Kessenich, & Morrison, 2004; Roberts, Bornstein, Slater, & Barrett, 1999; Rosenzweig & Wolpin, 1994).

Mercy and Steelman (1982) indicated that among other SES measures (family income, paternal education, occupation, etc.) parental education was the best predictor for SES. Duncan and Magnuson (2003) indicated that parental level of income and education level of parents have different effects on family process and child adjustment. Bøe et al. (2012) indicated that low parental education level associated with externalizing problems in children, whereas parental level of income associated with mental health problems in children. That is why we used parental level of income and parental level of education as an indicator for SES.

Low SES have negative outcomes on children such as low IQ scores, low academic achievement, low educational access and socioemotional problems (McLoyd, 1998). Keating and Hertzman (1989) and also Mendelson et al. (2008) indicated that internalizing and externalizing problematic behaviours and language and cognitive development of children are negatively affected by low socioeconomic status of parents. Families who have high SES are more likely to provide parental actions, social connections and array of services to their children than families with low SES (Brooks-Gunn & Duncan, 1997).

Both internalizing (anxiety, depression, etc.) and externalizing problems (aggressiveness, opposition, etc.) were experienced more by children who grow up in lower socioeconomic status families compared to children raised in more affluent families (Starfield, Riley, Witt, & Robertson, 2002). Maladaptive social functioning and disturbances are more likely to be displayed by children from low SES compared to children from high SES (Bolger et al. 1995, Brooks-Gunn & Duncan 1997, Lahey et al. 1995, McCoy et al. 1999, McLeod & Shanahan 1993, Moore et al. 1994, Patterson et al. 1989, Sameroff et al. 1987, Starfield 1989, Takeuchi et al. 1991).

Children experience less social support from members in their environment and more aggressive behaviours when their environment is characterized by low income level (Perry & Szalavitz, 2006). Emery and Laumann-Bilings (1998) indicated that violence in family and environmental crime are more likely to be experienced by children from low SES families. Exposure to violent situations increases children's aggression level and children are more likely to display aggressive behaviours in class which in turn leads to negative perception about classroom climate (Sampson, Raudenbush, & Earls, 1997). Sinclair et al. (1994) indicated that social class play an important role in peer interaction and they found that children from low SES are more likely to have contact with aggressive peers which increases their aggression level too.

There are conflicting findings in the literature about the link between SES and prosocial behaviour in children. Johnson et al. (2013) indicated that children from economically disadvantaged families often face with some difficulties to develop and maintain prosocial behaviours. Contradictory to this finding, Piff and Robinson (2017) indicated that individuals from high social class are more self-oriented and have less sensitivity to others' welfare compared to individuals from low social class.

Individuals who have high SES are more likely to engage in self beneficial behaviours, whereas individuals who have low SES are more likely to engage in other beneficial and prosocial behaviours (Piff & Robinson, 2017).

Piff et al., (2010) indicated that individuals from low SES are more likely to donate and share credits with others. Piff and Robinson (2017) indicated that children who are in lower social class showed more prosocial behaviours than their counterparts. Donation of desirable objects such as tokens and stickers to friends and other children (anonymous peers or sick kids) has been found to be accomplished more by children from lower-income families compared to children from-higher income families in both individualistic and collectivistic cultures (Miller, Kahle & Hastings, 2015; Chen, Zhu & Chen, 2013).

One of the important predictors of children's educational and behavioural outcomes is parental education level (Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2001; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997). McLoyd (1998) indicated that poor adaptive functioning, depression and delinquent behaviours are more likely to be displayed by children whose parents have low level of education. Attar et al. (1994) and Dodge et al. (1994) indicated that environmental stressors such as family disruptions, neighbourhood and family poverty and other negative social conditions are more likely to be experienced by children whose parents have low education level. Peer aggressiveness in classroom or high level of poverty in class and other environmental stressors can amplify developmental problems for children with low level of parental education (Kellam et al., 1998).

Poorly educated parents are less likely to generate social learning opportunities for their children, they are less likely to be aware of the news of the school system and they are more isolated from society (Dodge, Pettit, & Bates, 1994; Kupersmidt et al., 1995; McLoyd, 1998; Werner, 1993). Children may face with difficulties to initiate and develop interpersonal skills with their peers and other individuals if their parents are engaged in limited activities for children's social learning opportunities (Dodge et al., 1994; Kupersmidt et al., 1995).

Parental education does not only affect family social interaction and relationship but also influence social competence and behaviour of children (Chen, 1994). Parents with high level of education are more able to teach their children socially appropriate behaviours (Bradley & Corwyn, 2002). Chen (1994) indicated that socially appropriate behaviours displayed by parents can be a good model for their children and parents with high educational levels are more likely to display socially appropriate behaviours at home which directly affect children's behaviours in a positive way.

1.5 The Current Research

In the light of the current research and literature explained above, the aim of this study is to investigate whether different types of in-class behaviours (i.e. aggressive and prosocial behaviours) and socioeconomic status (i.e. parental level of income and parental education level) have a predictive role on perceived classroom climate among 4th grade children. In the current study, aggressive behaviours are operationally defined as hitting, and prosocial behaviours are operationally defined as helping and sharing. It is important to understand the factors that affect perceived classroom climate because Barth et al. (2004) indicated that children spend more time at school compared to home. Perceived classroom climate play an important role in children's social

development and academic success. Outcomes of classroom climate includes attendance records, surface vs. deeper learning, grades of students, learning motivations, level of bullying and conflict, level of prosocial behaviours and cooperation among peers (Roland & Galloway, 2002; Barth et al., 2004). That's why it is important to be aware of the factors that affect classroom climate in order to decrease negative behaviours (i.e. bullying and conflict) and promote positive behaviours (i.e. prosocial behaviours). The education system in Turkey is 4 years in elementary school, 4 years in middle school and 4 years in high school. The current study focuses on perceived classroom climate and one of the important determinants of the perceived classroom climate is teacher support. In the first 4 years (elementary school) students only have one teacher. In other stages several teachers started to offer lectures to students. It will be easier for children to understand teacher support when there is only one teacher instead of several teachers. Researcher chose fourth grade students because it is the last year that children have one teacher and children are more able to develop prosocial and aggressive behaviours.

In the current study researchers looked for some of the factors which might be associated with perceived positive classroom climate. Research question of this study is how children's perception of classroom climate influenced by prosocial and aggressive in-class behaviours when their SES, which is identified with parental education level and parental level of income, is considered as a moderator? The hypotheses of the study are as follows:

H1. Prosocial behaviours will be associated with perceived positive classroom climate positively.

H2. Aggressive behaviours will be associated with perceived positive classroom climate negatively.

H3. SES will predict and moderate the relationship between prosocial behaviours and perceived classroom climate.

H4. SES will predict and moderate the relationship between aggressive behaviours and perceived classroom climate.

Chapter 2

METHOD

2.1 Participants

Data were obtained from students at two primary schools (one private, one public) in Antalya, Turkey. Participants were selected among fourth grade primary school children by convenient sampling. Based on power analysis, 152 (81 male, 71 female) primary school students aged 9-11 ($M=9.63$, $SD=.97$) were recruited for this study. In order to determine parental level of income there were three categories for participants to choose from, namely, (1) “our income is higher than our expenses”; (2) “our income and expenses are equal; (3) “our income is lower than our expenses”. Based on self-reports 23% of the participants were from low level of income families, 26.3% of the participants were from middle level of income families and, 50.7% of the participants were from high level of income families. Education levels of the mothers of participants were as follows (See Table 1).

Table 1: Percentages of Maternal and Paternal Education Levels

Degree of Education	Maternal Education Level	Paternal Education Level
Primary School	5.3%	1.3%
Middle School	18.4%	11.8%
High School	25%	28.9%
University	27%	36.2%
Master	17.8%	12.5%
PhD	6.6%	8.6%

2.2 Materials

2.2.1 Demographic Questionnaire

Demographic questionnaires were used to measure age and gender of children, parental level of income and parental level of education of the participants.

2.2.2 Aggressive and Prosocial Behaviour Questionnaire

This questionnaire was designed to assess different subtypes of prosocial and aggressive behaviours that presented by participants (Boxer et al., 2004). This questionnaire included 25 items and five subscales and each subscale has five items in a randomized order, rated on a 4-point scale (1- Definitely not like me, 4-Definitely like me). Boxer et al. (2004) indicated that Proactive Aggressive Behaviours (and Reactive Aggressive Behaviours, also Reactive Prosocial Behaviours and Altruistic Prosocial Behaviours subscales were combined. Cronbach's alphas were .88, .87, .90, .85 and .79 for Combined Prosocial subscale, Aggressive Behaviour, Proactive Prosocial subscale, Reactive Aggression and Proactive Aggression subscale respectively (Boxer et al., 2004). Bayraktar, Kındap, Kumru and Sayıl (2010) adapted this questionnaire to the Turkish language. Adapted version of this questionnaire

includes 4 subscales and Cronbach's alphas were .90 for Aggressive Behaviour, .84 for Proactive Prosocial Behaviour, .78 for Reactive Prosocial Behaviour, and .75 for Altruistic Prosocial Behaviour subscale respectively. In the current study Cronbach's alphas for Aggressive Behaviour (items which inquire behaviours such as swearing, yelling & hitting) subscale was .95 (items; 15,22,24,10,17,19,4,5,7,12), .87 for Proactive Prosocial Behaviour subscale (items which inquire behaviours such as sharing) (items; 2,6,13,21,18), .72 for Reactive Prosocial Behaviour subscale (items which inquire behaviours such as helping) (items; 16,20,25,11,23,3,8) and .83 for Altruistic Prosocial Behaviour (items which inquire behaviours such as altruism) subscale (items; 1,9). (See Appendix B).

2.2.3 Student's Perceptions of the Classroom Environment Scale

This scale was designed to measure perception of the students about classroom and social environment in the class and it includes four subscales with 24 items in five-point scale ranging from 1 (not at all true) to 5 (very true) (Ryan & Patrick, 2001). This scale has four dimensions; teacher support (4 items), promoting interaction (8 items), promoting mutual respect (5 items), and promoting performance goals (7 items). Promoting Performance Goal subscale has not been used to measure positive classroom climate. Ryan and Patrick (2001), indicated high level of Cronbach's alpha for Promoting Interaction subscale ($\alpha=.90$), for Promoting Mutual Respect subscale ($\alpha=.82$), for Promoting Performance Goal subscale ($\alpha=.86$), and for Teacher Support subscale ($\alpha=.82$). Turkish version of this scale was used in this study. Bayraktar (2013) adapted this questionnaire to the Turkish language. Bayraktar (2013) found moderate and high Cronbach's alphas for the subscales; for Promoting Interaction subscale ($\alpha=.87$), for Promoting Mutual Respect subscale ($\alpha=.88$), for Promoting Performance Goal subscale ($\alpha=.74$), and for Teacher Support subscale ($\alpha=.88$). In the current study,

Cronbach's alpha for Promoting Interaction subscale was .93 (items; 10,13,21,23,11,12,22,3), Cronbach's alpha for Mutual Respect subscale was .77 (items; 1,2,6,7,8), Cronbach's alpha for Promoting Performance Goal subscale was .80 (items; 14,16,17,18,19,20), and Cronbach's alpha for Teacher Support subscale was .84 (items; 4,5) (See Appendix C).

2.3 Procedure

The research procedure was reviewed and approved by the Eastern Mediterranean University Ethics Committee. Participants were selected from two primary schools (one public and one private). Initial contact was made with the school's principals, who, in consultation with their Boards of Trustees, gave their agreement for involvement in the study. Data collection occurred among fourth grades, in the fall semester of the 2019-2020 academic year. In order to have equal number of participants in both schools (public and private) researcher distributed consent forms to four classes in private and two classes in public schools. Researcher distributed parental informed consent forms to children. Researcher informed children that they should bring those consent forms in the next day either signed or unsigned by their parents. In the next day researcher first visited private school and then public school. In private school, all four classes brought parental consent forms with them and forms were signed by their parents. Researcher made a short presentation (approximately two minutes). The presentation included information about the aim of the study, definition of classroom climate, aggression and prosocial behaviours, participants' rights to withdraw and privacy. Then researcher distributed participant consent forms to children. All children ($N=74$) in four classes agreed to participate to the study. Researcher went to each class one by one and read the items in the questionnaire to the participants in order to help them to understand better and prevent any misconception.

When participants completed the items researcher distributed debrief forms and thanked for their help and collaboration. After that researcher went to public school. In public school all children ($N=78$) in two classes brought parental consent forms with them and forms were signed by their parents. Then researcher distributed participant consent forms to children. All children in two classes agreed to participate to the study. Researcher repeated the same procedure explained above for the public school as well.

2.4 Data Analysis

We used combined form of prosocial and aggressive behaviour subscales because Cronbach's alpha for prosocial behaviours (reactive, proactive & altruistic) and aggressive behaviours (reactive & proactive) subscales were high. However, correlation analysis for teacher support and performance goal subscales were also conducted to interpret the results of the study more clearly.

In the current study, SPSS 23 software program was used for analysis. First, Pearson Correlation Coefficient was calculated to see the relationship among variables. Then, PROCESS v3.3 by Andrew F. Hayes was used to see moderation results of independent variables on perceived positive classroom climate. Then, hierarchical multiple regression analysis was conducted to see the predictor roles of independent variables on perceived positive classroom climate.

Chapter 3

RESULTS

3.1 Descriptive Statistics

The first set of analyses examined gender differences in self-reported behaviour. The means and standard deviations for aggressive behaviour, prosocial behaviour and positive classroom climate are presented in Table 2. Independent sample *t-test* was conducted in order to assess any gender differences.

When *t-test* comparisons were conducted a significant result was revealed for gender differences on aggression. Boys ($M = 16.40, SD = 8.23$) scored significantly higher on aggression scale compared to scores of girls ($M = 11.62, SD = 3.09$), $t(150) = 4.61, p = .001$).

In the assessment of Perceived Positive Classroom Climate, boys ($M = 83.83, SD = 10.25$) scored significantly less compared to girls ($M = 88.40, SD = 7.24$), $t(150) = -3.13, p = .002$.

Table 2: *T-test* Results and Mean numbers of Combined Prosocial Behaviours, Combined Aggressive Behaviours and Perceived Positive Classroom Climate variables of both genders (with standard deviations)

Variables	Girls	Boys	<i>t</i>
	<i>M (SD)</i>	<i>M (SD)</i>	
Prosocial Behavior	42.37 (5.14)	42.68 (5.47)	0.35
Aggression	11.62 (3.09)	16.40 (8.23)	4.61**
Classroom Climate	88.40 (7.24)	83.83 (10.25)	-3.13**

Note: * $p < .05$; ** $p < .01$

3.2 Correlation Analysis

To investigate the relationship between variables and to be able to examine first and second hypothesis, simple correlations were analyzed (Table 2).

Positive Classroom Climate was correlated with prosocial and aggressive behaviors and results revealed that there was a significant positive correlation between Positive Classroom Climate and Prosocial Behaviours ($r = .18, p < .02$), and a negative significant correlation between Positive Classroom Climate and Aggressive Behaviours ($r = -.44, p < .01$). Lastly, Positive Prosocial Behaviours and Aggressive Behaviours were negatively correlated with each other ($r = -.19, p < .02$). As expected, parental education level and parental level of income had significant relationship with combined aggressive behaviours, combined prosocial behaviours and perceived classroom climate.

Table 3: The Pearson Correlation Coefficients Values (Pearson) of the Variables

	1	2	3	4	5	6	7	8	9	10	11
1. Age	-										
2. Gender (1-M 2-FM)	.002	-									
3. Mother Education	-.178*	.032	-								
4. Father Education	-.080	-.024	.635**	-							
5. Parental Income	-.196*	.055	.765**	.610**	-						
6. Prosocial Behaviours	.027	-.029	.256**	.209**	.242**	-					
7. Aggressive Behaviour	.075	-.353 **	-.343**	-.190*	-.418**	-.188*	-				
8. Promoting Interaction	-.100	.276**	.192*	.162*	.297**	.196*	-.382**	-			
9. Mutual Respect	-.029	.335**	.257**	.099	.327**	.029	-.750**	.394**	-		
10. Performance Goal	.008	-.239**	-.003	.024	.016	-.003	.449**	-.234**	-.441**	-	
11. Teacher Support	-.098	.350**	.387**	.204*	.461**	.212**	-.695**	.633**	.711**	-.433**	-

Note: *. Correlation is significant at 0.05 level ** . Correlation is significant at the 0.01 level.

3.3 Moderation Analyses

Moderation analysis has been conducted to find the moderator role of mother/father education level, parental income level, aggressive/prosocial behaviours and results revealed that;

When parental income level was low, there was a significant positive relationship between combined prosocial behaviours and perceived positive classroom climate, $\beta= 0.755$, 95%CI (0.279, 1.231), $t = 3.13$, $p = .002$, whereas when parental income level was high, there was a non-significant negative relationship between prosocial behaviours and positive classroom climate, $\beta= -0.169$, 95%&CI (-0.517, 0.179), $t = -0.96$, $p = .338$ (See Figure 1).

When parental income level was low, there was a significant negative relationship between aggressive behaviours and positive classroom climate, $\beta= -0.578$, 95%CI (-0.816, -0.341), $t = -4.81$, $p = .001$. However, when parental income level was high, there was a non-significant negative relationship between aggressive behaviours and positive classroom climate, $\beta= 0.031$, 95%CI (-0.470, 0.533), $t = -0.12$, $p = .902$ (See Figure 2).

When there is an effect of education level of mother, there is a non-significant negative relationship between prosocial behaviours and perceived classroom climate, $\beta= -0.194$, 95&CI (-0.404, 0.016), $t = -1.82$, $p = .070$. There is a non-significant positive relationship between education level of mother and aggressive behaviours on positive classroom climate, $\beta= 0.111$, 95&CI (-0.066, 0.288), $t = 1.23$, $p = .219$.

When there is an effect of education level of father, there is a non-significant positive relationship between aggressive behaviours and perceived classroom climate, $\beta = 0.166$, 95%CI (-0.063, 0.395), $t = 1.43$, $p = .155$. There is a non-significant negative relationship between education level of father and prosocial behaviours on positive classroom climate, $\beta = -0.122$, 95%CI (-0.308, 0.064), $t = -1.30$, $p = .196$.

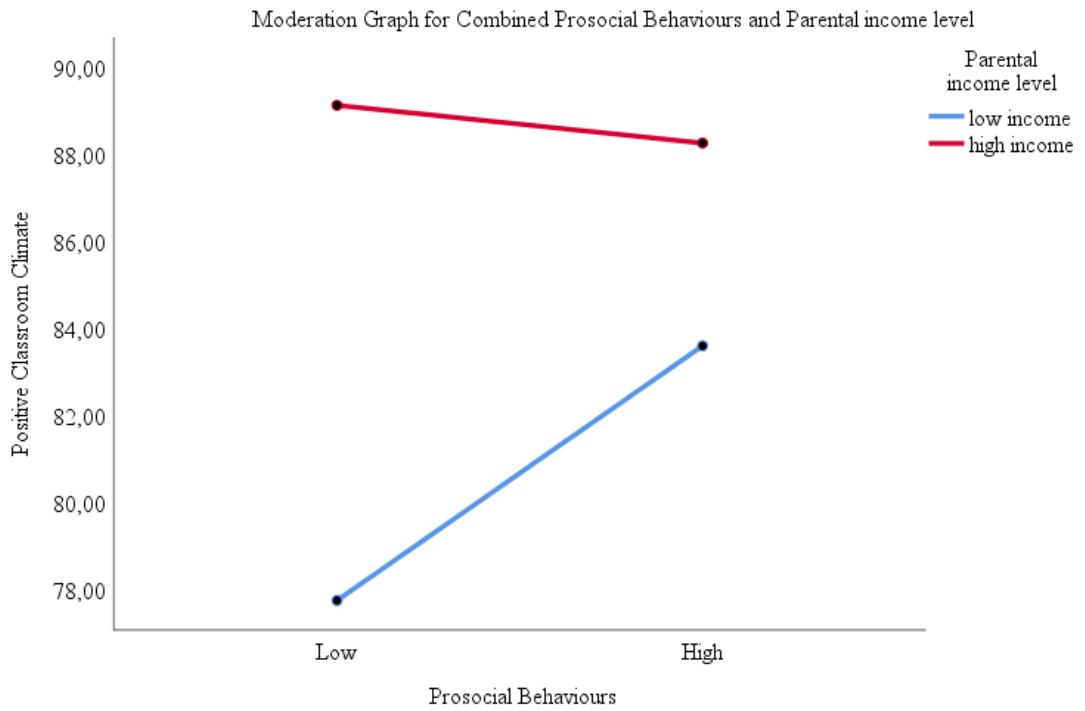


Figure 1: Moderation graph for prosocial behaviours and parental income level.

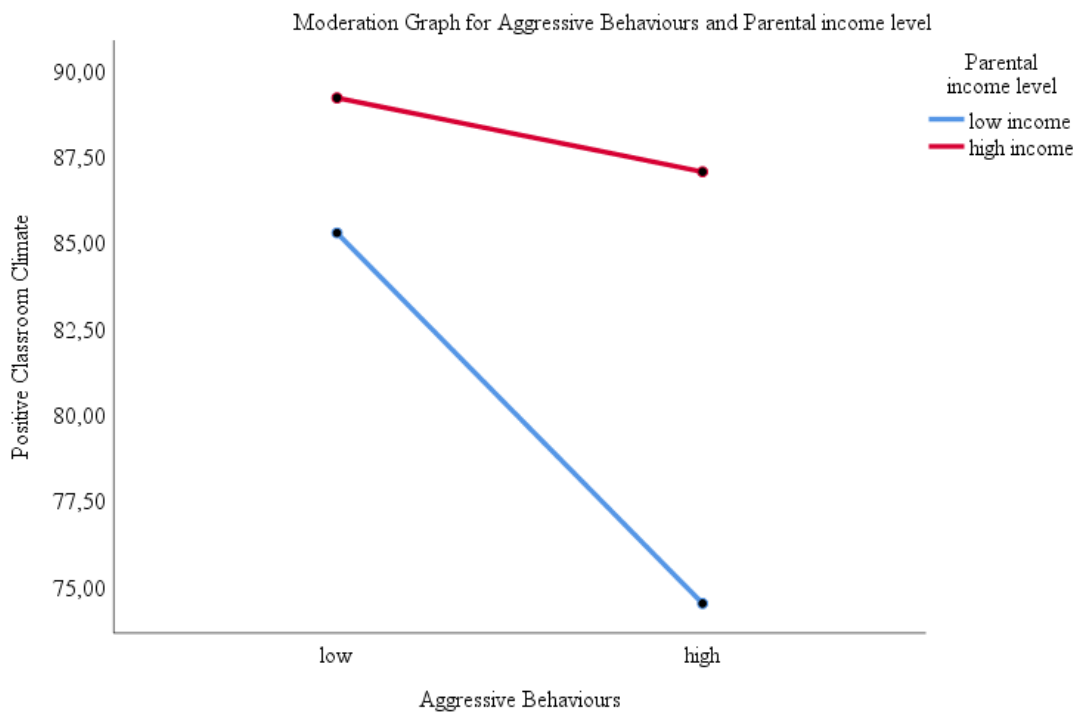


Figure 2: Moderation graph for aggressive behaviours and parental income level.

3.4 Hierarchical Regression Analysis Findings for Variables Predicting Perceived Positive Classroom Climate

In the current study, Hierarchical Regression Analyses was conducted to examine predictor role of combined aggressive behaviours, combined prosocial behaviours, parental level of income and parental level of education on perceived positive classroom climate. Preliminary analyses have shown that there was no violation for normality, linearity, multicollinearity and homoscedasticity assumptions.

In the first set of analyses combined aggressive behaviours, parental level of income, and parental level of education were entered as independent variables. The analysis show that combined aggressive behaviours ($\beta = -.26, t(111) = 3.93, p < .004$) and parental level of income ($\beta = .44, t(111) = 3.08, p < .003$) significantly predicted perceived positive classroom climate.

In the second set of analysis, combined prosocial behaviours, parental level of income and parental level of education were entered as independent variables. The analysis shows that only parental level of income ($\beta = .48, t(111) = 3.19, p < .002$) significantly predicted perceived positive classroom climate.

Table 4: Hierarchical Multiple Regression Analysis Findings for Variables Predicting Perceived Positive Classroom Climate

Perceived Positive Classroom Climate			
Predictors	<i>B</i>	<i>SEb</i>	β
Model 1			
Aggressive Behaviours	-5.53	1.89	-.258**
Parental Income Level	4.86	1.58	.443**
$R^2 = .246$			
Model 2			
Parental Income Level	5.24	1.64	.478**
$R^2 = .188$			

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

Chapter 4

DISCUSSION

This study is attempted to investigate whether different types of in-class behaviours (i.e. aggressive and prosocial behaviours) and socioeconomic status (i.e. parental level of income and parental education level) have a predictive role on perceived classroom climate among 4th grade children.

According to Ecological Theory, components for microsystem are family, peers and school/class (Bronfenbrenner, 1979). In this study we used Ecological Theory because among other theories (i.e. Social Cognitive Theory, Attachment Theory, Choice Theory, Stage-Environment Fit Theory) Ecological Theory was the only one that look into the relationship between individual's development and the effect of family, peer interaction and classroom environment. Children from low SES engaged more aggressive behaviours because the environment that they live includes many aggressive and deviant behaviours. Neighborhood violence can affect children's perception about aggressive behaviours. As we discussed before, there was a negative relationship between positive perception about aggressive behaviours and perceived positive classroom climate. Aggressive children are more likely to engage disruptive behaviours in class. Teachers are less likely to show positive attitudes towards aggressive children because they are perceived as the reason of disruption in class (Ryan & Patrick, 2001).

In the current study, children with aggressive behaviours indicated more negative attitudes about perceived classroom climate. Regarding aggressive behaviours, Koth, Bradsaw and Leaf (2008) found that aggressive and deviant behaviours among peers were one of the important predictors for perceived negative classroom climate. Many studies showed that problematic and aggressive behaviours among peers can negatively affect students' perceptions about classroom climate (Dishion, McCord, & Poulin, 1999; Dishion, Spracklen, Andrews, & Patterson, 1996; Patterson, Dishion, & Yoerger, 2000; Thornberry & Krohn, 1997). The reason of aggressive children perceived classroom climate more negatively can be perceived teacher support. Students' disruptive behaviours and self-regulated learnings are affected by perceived teacher support and students are less likely to engage disruptive behaviours in the classroom when they perceive their teachers as supportive (Ryan, & Patrick, 2001). Another reason of aggressive children perceived classroom climate more negatively can be comparison and competition among peers (Ryan, & Patrick, 2001). When students' performances in classroom compared to performances of other students in the class, students reported more disruptive behaviours and less confidence about their actions (Ryan, & Patrick, 2001). When students believe that their performance will be perceived as an indicator of their ability they may become more disruptive and less willing to engage in academic tasks (Ryan, & Patrick, 2001). Consistent with these results, Butler (1995) indicated that competition among peers can negatively affect children's class performance and engagement to academic tasks.

In the current study, children with prosocial behaviours indicated positive views about perceived classroom climate. In the literature, Caprara et al. (1993) pointed out that prosocial children perform better in classroom activities and have more positive views

about classroom environment compared to aggressive peers. Support to this finding Eisenberg et al. (2006) indicated that quality of peer relationship associated with prosocial behaviours among peers and it increases children's perceptions about classroom environment as more positive. The reason of prosocial children reported more positive perceptions about classroom climate can be explained in social level. Lemon and de Minzi (2014) indicated that social, emotional and cognitive development of a child can be affected by prosocial behaviours. Prosocial interaction can help children to improve their perception about the classroom climate, increase their capacity to solve problems, improve communication and attitudes skills and decrease negative social behaviours (Lemon, & de Minzi, 2014).

According to the moderation and regression analyses, only parental level of income had significant relationship with combined prosocial behaviours and combined aggressive behaviours on perceived classroom climate. In the current study moderation and regression analyses results revealed that, with regards to aggressive behaviours parental level of income were predicted the relationship between aggressive behaviours and perceived positive classroom climate, the lowest scores for perceived positive classroom climate were performed by children who had high aggressive behaviours and whose parents have low level of income. One of the important predictors of perceived classroom climate is students' exposure and experience of aggressive and deviant behaviour among peers (Koth, Bradshaw & Leaf, 2008). Many studies showed that classroom environment can be negatively affected by growth of problematic behaviour among peers (Dishion, McCord, & Poulin, 1999; Dishion, Spracklen, Andrews, & Patterson, 1996; Patterson, Dishion, & Yoerger, 2000; Thornberry & Krohn, 1997). Many researchers indicated that both internalizing

(anxiety, depression, etc.) and externalizing problems (aggressiveness, opposition, etc.) were experienced more by children who grow up in lower socioeconomic status families compared to children raised in more affluent families (Starfield, Riley, Witt, & Robertson, 2002; Starfield, Robertson, & Riley, 2002). Brook-Gunn and Duncan (1997) indicated that parental actions, social connectedness and array of services are more likely to be provided by families with high SES compared to families with low SES and this may be the reason for children from low income families to show more aggressive behaviours. Maladaptive social functioning and disturbances are more likely to be displayed by children from low SES compared to more affluent children (Bolger et al. 1995, Brooks-Gunn & Duncan 1997, Lahey et al. 1995, McCoy et al. 1999, McLeod & Shanahan 1993, Moore et al. 1994, Patterson et al. 1989, Sameroff et al. 1987, Starfield 1989, Takeuchi et al. 1991).

With regards to prosocial behaviours on regression and moderation analyses, parental level of income predicted the relationship between prosocial behaviours and perceived positive classroom climate. The lowest score for perceived positive classroom climate tended to be from children who had low prosocial behaviours and whose parents had low income. Eisenberg et al. (2006) suggested that quality of peer relationship is associated with prosocial behaviours among peers and it increases children's perceptions about classroom climate as more positive. Other studies in the literature support these findings and they indicated that increases in prosocial behaviour can undermine negative consequences of aggression, antisocial behaviours and increase students' level of learning and well adjustment in classroom environments (Bierman, Smoot & Aumiller, 1993; Pulkkinen & Tremblay, 1992). Johnson et al. (2013) indicated that children from economically disadvantaged families often face with some

difficulties to develop and maintenance of prosocial behaviours. Support to Johnson other researchers indicated that children's social behaviours, health and cognitive functioning negatively affected by poverty (Duncan & Brooks-Gunn, 1997; Duncan, Brooks-Gunn, & Klebanov, 1994; Mayer, 1997; McLoyd, 1998). Brooks-Gunn and Duncan (1997) indicated that families who have high SES are more likely to provide parental actions, social connections and array of services to their children than families with low SES. The reason of children from high-income families reported more prosocial behaviours can be explained as; parents' psychological wellbeing can be affected by level of income (Conger & Elder, 1994). Psychological wellbeing of parents play an important role to engage different styles of parenting practices which may affect children's developmental and socioemotional functioning (Elder & Caspi, 1988). When parents feel distressed because of economical disadvantages they are less likely to show affectionate and effective disciplinary practices to their children which leads to social and behavioural problems in children (Bøe, 2014).

4.1 Implications

To the best of our knowledge, this study is the first one which tested whether different types of in-class behaviours (i.e. aggressive and prosocial behaviours) and socioeconomic status (i.e. parental level of income and parental education level) have a predictive role on perceived classroom climate among 4th grade children in Turkey. In the current study, we found that aggressive behaviours negatively correlated with perceived positive classroom climate whereas, prosocial behaviours positively correlated with perceived positive classroom climate and parental level of income predicted and moderated the relationship between aggressive/prosocial behaviours and perceived positive classroom climate among 4th grade children. These findings supported the Ecological theory in understanding and explaining the effect of family

(parental income & parental education level) and children's behaviours (prosocial & aggressive) on perceived classroom climate. Socialization experiences that started in the family can be completed in the classroom because classroom is also one of the socialization environments that children's life course evolves (Werthamer-Larsson et al., 1991).

Espelage et al. (2000) and Goldweber et al. (2013) indicated that students are less likely to engage in aggressive behaviours when they have positive perception about classroom climate. Positive classroom climate can promote safe environments for children in which leads to decrease in aggressive behaviours (Espelage, Low & Jimerson, 2014). Outcomes of classroom climate includes attendance records, surface vs. deeper learning, grades of students, learning motivations, level of bullying and conflict, level of prosocial behaviours and cooperation among peers (Roland & Galloway, 2002; Barth et al., 2004; Haertel et al., 1981; Huang, 2003; Patrick et al., 2007). Children are more likely to feel greater achievement in academic tasks and self-efficacy when classrooms are perceived and characterized as cohesive, satisfactory and goal oriented (Anderson, Hamilton & Hattie, 2004). Brookover et al. (1978) and Haertel et al. (1981) indicated that academic achievement, self-esteem and motivation of students positively affected by perceived classroom climate. It is crucial for practitioners to be aware of the factors that affect perceived classroom climate to improve better learning and promote prosocial behaviours in children. In order to improve positive classroom climate, it is important for researchers and practitioners to be aware of which type of students perceive the classroom climate as negative. Intervention programs can be applied for those students who are at risk in order to improve their perceptions about classroom climate.

4.2 Limitations

The current study provided information about the predictive role of different types of behaviours (i.e. aggressive and prosocial) and socioeconomic status (i.e. parental level of income and parental education level) on perceived classroom climate. However, it brings some limitations.

One major limitation is that questionnaires lack the details. Participants may not express their true feelings, thoughts or behaviours which is known as response bias. Also, self-report measures are susceptible to social desirability. There is a possibility that participants can predict the aim of the study and may respond to the items in a desired way to represent themselves as socially more desirable.

Another potential weakness of the current study is about whether the results of this study can be generalized to the population. A total of 152 participants from two different primary schools (public and private) participated to the current study. Further research with a wider population can provide more reliable results and may represent the population.

The data of the current study was correlational in its nature and therefore causal relationship cannot be drawn. Researcher cannot manipulate different types of behaviours (aggressive and prosocial) and parental SES (parental income level and education level) to the participants. For future research teachers' and parents' (e.g. information about income level from parents) self-reports can be useful resource to increase the control of the study. Also, further research can add another important indicator of SES which is neighborhood of children, to increase power of the study.

4.3 Conclusion

Despite such limitations, the findings of the current study add to the literature and shed light to the factors that have an effect on perceived classroom climate in 4th grade children. It is important to understand the factors that affect perceived classroom climate because children spend most of their times in the school and classroom environment. Findings of the current study have shown that interaction with same age peers in class, mutual respect, performance goal and teacher support can have either positive or negative effect on children's behaviours, thoughts and attitudes. Another important factor that have an effect on children's social development is family environment. SES of the family can have either positive or negative effect on children's social development. Ecological Theory is the best theory that can explain the relationships between children's social development, family and perceived classroom climate.

As we mentioned before there are positive and negative consequences of perceived classroom climate. The negative consequences includes; peer rejection, low level of grades, surface learning, bullying and victimization, and low level of learning motivation. It is important to be aware of the factors of perceived classroom climate. If the perception of children can be change from negative to positive children may have high level of grades, deeper learning, prosocial behaviours and high level of attendance records. Decreases in aggressive behaviours in class can also have positive effects on other children's perceptions about perceived classroom climate. When the number of aggressive behaviours decreases in class children may perceive classroom climate as more positive and children can benefit from positive sides of perceived classroom climate. It is also important to be aware of the children who are under risk

of perceiving classroom climate as negative. In this study, we offer information about the factors that have an effect on perceived classroom climate. Researchers, practitioners, psychologists and interventionists can use the findings of this study to detect children who are under risk of perceiving classroom climate as negative. It is important to be aware of the factors that affect perceived classroom climate in order to decrease negative behaviours (i.e. bullying and conflict) and promote positive behaviours (i.e. prosocial behaviours).

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APPENDICES

Appendix A: Demographic Information Sheet

Demografik Anket

Değerli katılımcı, lütfen aşağıdaki anketi olabildiğince doğru şekilde doldurunuz. Doldurduğunuz bu bilgilerin tamamen gizli tutulacağından emin olabilirsiniz. Tüm bu bilgiler güvenli bir şekilde saklanacak ve sadece araştırmacı ve bu çalışmanın sorumlusu tarafından kullanılacaktır.

1. Lütfen cinsiyetinizi belirtiniz 'X'

Erkek

Kadın

2. Lütfen 'Annenizin' eğitim seviyesini belirtiniz

İlkokul

Ortaokul

Lise

Üniversite

Yükseklisans

Doktora

3. Lütfen 'Babanızın' eğitim seviyesini belirtiniz

İlkokul

Ortaokul

Lise

Üniversite

Yükseklisans

Doktora

4. Lütfen yaşınızı belirtiniz.

5. Lütfen gelir seviyenizi belirtiniz

Harcamalarımız, Gelirimizden Çok

Harcamalarımız ve Gelirimiz

eşit

Harcamalarımız, Gelirimizden Az

Appendix B: Aggressive and Prosocial Behaviour Questionnaire

Olumlu Sosyal ve Saldırgan Davranışlar Ölçeği

	Hiç Tanımlamıyor	Tanımlamıyor	Tanımlıyor	Kesinlikle Tanımlıyor
1. Kendiliğimden sık sık sahip olduklarımı paylaşıyorum.				
2. Genellikle istediğimi elde edebilmek için başkalarına iyilik yaparım.				
3. Birileri bana uygun bir şekilde hissettirdiğinde genellikle onlara iltifat ederim (güzel şeyler söylerim).				
4. Genellikle istediğimi elde edebilmek için başkalarına bağırırım.				
5. Birileri beni sinirlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara hakaret ederim.				
6. Genellikle insanlara istediğimi elde edebilmek için yardım ederim.				
7. Birileri beni sinirlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara vururum.				

8. Birileri benden uygun bir şekilde istediğinde genellikle sahip olduklarımı ödünç veririm.				
9. Kendiliğimden sık sık başkalarına iyilik yaparım.				
10. Genellikle istediğimi elde edebilmek için başkalarını itip kakarım.				
11. Birileri benden uygun bir şekilde istediğinde genellikle bazı şeyleri onlarla paylaşıyorum.				
12. Genellikle istediğimi elde edebilmek için başkalarına vururum.				
13. Genellikle istediğimi elde edebilmek için insanlara iltifat ederim (güzel şeyler söylerim).				
14. Kendiliğimden sık sık başkalarına yardım ederim.				
15. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara bağırırım.				
16. Kendiliğimden sık sık başkalarına				

eşyalarımı ödünç veririm.				
17. Genellikle istediğimi elde edebilmek için başkalarına hakaret ederim.				
18. Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarıyla paylaşıyorum.				
19. Birileri beni sınırlendirdiğine veya keyfi mi kaçırdığında genellikle onları itip kakarım.				
20. Kendiliğimden başkalarına iltifat ederim (sık sık güzel şeyler söylerim).				
21. Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarına ödünç veririm.				
22. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara kötü sözler söylerim.				
23. Birileri benden uygun bir şekilde istediğinde genellikle onlara iyilik yaparım.				

24. Genellikle istediđimi elde edebilmek için başkalarına kötü sözler söylerim.				
25. Birileri benden uygun bir şekilde istediđinde genellikle onlara yardım ederim.				

Appendix C: Students' Perceptions of Their Classroom Social Environment Scale

Sınıfın Sosyal Çevresini Algılama Ölçeği

	Hiç Doğru Değil	Doğru Değil	Kararsız	Doğru	Çok Doğru
1. Öğretmenimiz yaptığımız ödevler üzerinde arkadaşlarımızla konuşup tartışmamıza izin verir.					
2. Öğretmenimiz matematikte yardıma ihtiyacımız olduğunda diğer öğrencilere soru sormamıza izin verir					
3. Öğretmenimiz sınıfta birbirimizle fikirlerimizi paylaşmayı cesaretlendirir.					
4. Öğretmenimiz sınıftaki diğer bütün öğrencileri tanımamız için bizi cesaretlendirir					
5. Öğretmenimiz sınıf arkadaşlarımızın isimlerini öğrenmemiz yönünde bizi cesaretlendirir.					

6. Öğretmenimiz diğer öğrencilerin matematik ödevlerinde onlara yardımcı olmamız konusunda bizi cesaretlendirir.					
7. Matematik dersinde bir sorun yaşarsanız, bunu, sınıftan biriyle konuşabilirsiniz.					
8. Matematik dersinde öğrenciler problemleri beraber çözerler.					
9. Öğretmenimiz sınıftaki öğrencilerin birbirlerinin fikirlerine saygı duymasını ister.					
10. Öğretmenimiz sınıftaki diğer öğrencilerin fikirleriyle dalga geçilmesine izin vermez					
11. Öğretmenimiz yanlış cevap veren biriyle dalga geçmememize izin vermez					
12. Öğretmenimiz sınıftaki öğrencilerin birbirleri hakkında olumsuz şeyler söylemesine izin vermez.					

13. Öğretmenimiz bütün öğrencilerin kendilerini saygın/değerli hissetmelerini ister.					
14. Öğretmenimiz iyi not alan öğrencileri bize örnek gösterir.					
15. Öğretmenimiz diğer öğrencilere göre ne durumda olduğumuzu bize anlatır.					
16. Öğretmenimiz bir sınavda kimlerin en yüksek notları aldığını söyler.					
17. Öğretmenimiz bir sınavda en düşük notları kimlerin aldığını söyler.					
18. Öğretmenimiz ders olması için düşük not alan öğrencileri bize kötü örnek olarak gösterir.					
19. Öğretmenimiz bazı öğrenciler ödevlerini iyi yapamamışsa bunu belli eder.					
20. Öğretmenimiz parlak öğrencileri diğerlerinden daha üstün tutar.					
21. Öğretmenim benim fikirlereime saygı gösterir.					

22. Öğretmenim neler hissettiğimi gerçekten anlar.					
23. Öğretmenim üzgün olduğumda bana yardım etmeye çalışır.					
24. Yardıma ihtiyacım olduğunda öğretmenime başvurabilirim.					