THE ROLE OF ONLINE EXTRA-CURRICULUM ACTIVITIES IN THE SOCIAL DEVELOPMENT OF CHILDREN BETWEEN THE AGES OF 7-13 : THE CONTEXT OF SOSYALBEN

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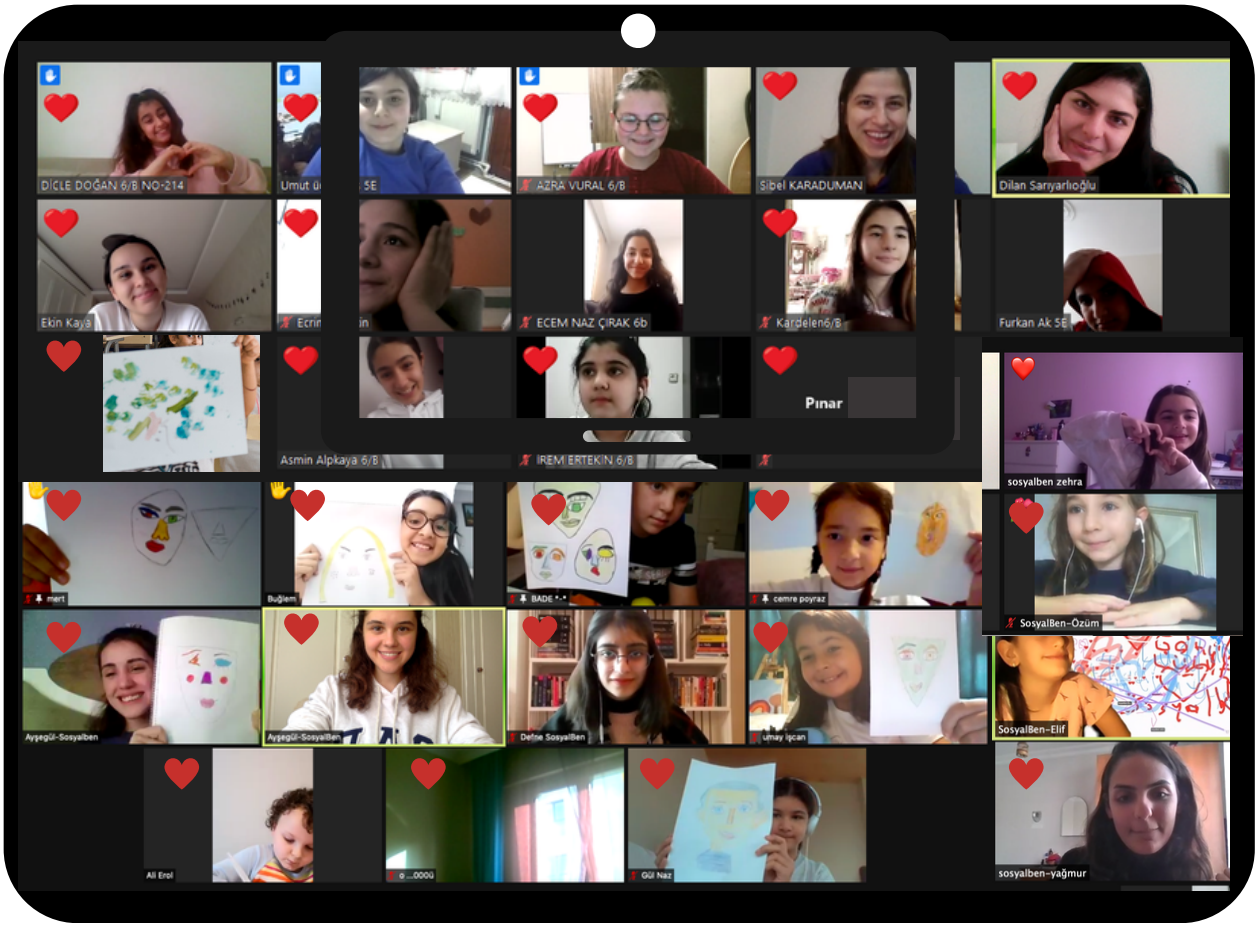

SosyalBen® Foundation

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İhsan Doğramacı Bilkent Üniversitesi

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ABSTRACT EXECUTIVE

This report presents the findings of a quantitative study conducted to understand the effects of workshops organized by the SosyalBen Foundation on the social and cognitive skills of 54 children and adolescents aged 7-13, and the relationship between these skills.

The workshops organized by the volunteers of the SosyalBen Foundation are listed below:

- Dance Workshop
- Invention Workshop
- Short Film and Photography Workshop
- Music Workshop
- Games Workshop
- Painting Workshop
- Sports Workshop
- Creative Writing Workshop

The social and cognitive skills examined in this research are listed below:

- Self-esteem
- Self-efficacy
- Curiosity
- Empathy
- Ability to work in a group
- Volunteering motivation and perception

The main findings of the research can be summarized as follows:

1-There was a positive increase in the sense of curiosity, ability to work in the group, and volunteering attitudes only in the 7-9 age group children in the scores after the workshop participation compared to the scores before the workshop participation. Contrary to expectations, there was no significant positive increase in self-esteem, self-efficacy, and empathy skills in children aged 7-9 years.

2-The expected positive increase was not observed in any of the variables in the 10-13 age group adolescent participants.

3-The descriptive findings of the Posttest data answered by the children and adolescents after participating in the workshops showed that the self-efficacy, self-esteem, empathy, sense of curiosity, volunteering attitudes, and positive group work attitudes of the children and adolescents were significantly higher than the average values that can be obtained from the scales.

4-It was observed that the volunteering motivation of children and adolescents was also high after participating in the workshops (84.9% of children and adolescents answered with 'I think' and 'I definitely think').

5-The sense of self, feelings of competence, and motivation to explore and work in groups of children and adolescents were found to be significantly related to each other, and it was observed that the relation between these skills was more consistent in adolescent participants.

In the continuation of this report, after the introduction of the project aim and workshops, the literature review findings about social and cognitive skills were shared. Then, detailed information about the findings summarized above was given and the report was concluded with the conclusion and discussion section where the findings were interpreted.

INTRODUCTION

Psychological difficulties such as depression, anxiety, and somatic problems, which are common in adults, increasingly point to the importance of raising children as individuals with high psychological well-being and life satisfaction in the success-oriented and speed-oriented modern world. Parallel to this, while parents prioritized their children to be successful individuals with prestigious professions in the past, today, they basically aim for their children to develop as authentic, self-sufficient, and happy individuals (Tulviste et al., 2007).

The psychological well-being and life satisfaction of children seem to depend on their high sense of self, curiosity, supportive social relationships, and group participation (Pollard & Lee, 2003). At this point, the development of the concepts of self-esteem, self-efficacy, curiosity, empathy, working in a group, and social volunteerism come to the fore. These skills, which develop at an early age, contribute to progress in social, emotional, and cognitive areas and psychological well-being at later ages (Delugach, Bracken, Bracken, & Schicke, 1992; Gurney, 1986; Spinrad & Eisenberg, 2009). Research indicates that the development of these skills emerges in a positive and safe emotional atmosphere, with the diversity and richness of social experiences (Aslan & Tuncay, 2022; Eisenberg et al., 2006; Jambunathan, 2012; Jirout, 2020).

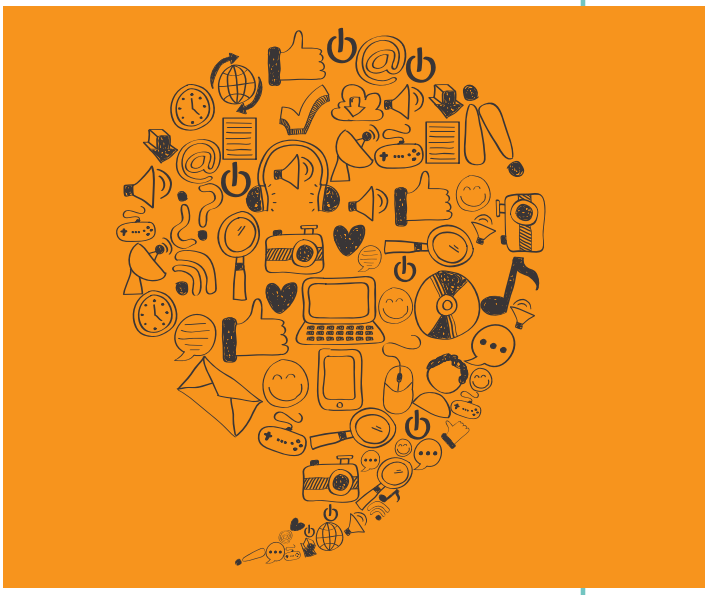
It seems difficult to develop the aforementioned skills only in the home and school environment in today's structured education system (Şirin, 2019). At this point, extra-curricular activities that introduce children to different branches peers becomes important. According to research, supporting children in peer relations in extracurricular activities in different fields such as sports, drama, music, dance, photography, and design positively affects their self-perceptions, sense of curiosity, and motivation for social participation (Ren et al., 2020; Mahoney, Larson, & Eccles, 2005; Metsäpelto & Pulkkinen, 2014).

These activities are particularly important for children from families with low socio-economic income and who have limited access to activities outside of school (Pedersen & Seidman, 2005; Ren et al., 2020). At this point, the online workshop programs organized by the SosyalBen Foundation that reach children from different cities and socio-economic levels stand out.

These workshop programs aim to provide children with self-esteem, self-efficacy, curiosity, motivation to work with a group, and social volunteering by delivering activities in different branches such as dance, invention, short film and photography, music, games, painting, sports, and creative writing through online platforms.

The main purpose of this study is to examine the contribution of online workshop programs conducted by SosyalBen Foundation volunteers to increase children's self-efficacy, self-esteem, curiosity, empathy, group working skills, and social volunteerism. The importance of these skills and the possible contribution of the SosyalBen workshops to the development of these skills are explained below, followed by the comparison of the scores obtained by measuring each skill before and after the workshops, and statistical findings on the relationships between these skills.

SOCIAL-COGNITIVE FACTORS EVALUATED IN CHILDREN AND ADOLESCENTS



SELF-EFFICACY

Self-efficacy refers to the belief of the child that he/she can perform the necessary behaviors to achieve a goal (Bandura et al., 2001). High self-efficacy enables children to be resistant to obstacles both in academic and daily activities and determines their efforts and motivations toward the goal. In parallel, the increase in self-efficacy strengthens children's motivation and contributes positively to their learning levels (Schunk, 1984). It also improves children's ability to cope with negative emotions and positively affects their social relations with their peers (Telef & Karaca, 2012). According to Şeker (2011), high self-efficacy makes the learning process efficient by enabling the child to use self-regulation skills effectively. In cases of failure, it is observed that children who exhibit better-coping strategies with stress and frustration have a more developed self-efficacy perception at an early age.

In line with the mentioned findings, it is seen that the concept of self-efficacy plays an important role in the social, cognitive, and emotional development of children. In this sense, it is clear that children's participation in activities to improve their self-efficacy levels is essential for academic success and social development. One of the factors that ensure the development of self-efficacy at school age is education (Demir & Leyendecker, 2018). Learning environments that support children's planning skills, provide individual feedback on their performance, and allow children to rearrange/correct their performance in line with this feedback seem to be important for increasing self-efficacy.

In addition to structured education, extra-curricular activities seem important to strengthen the child's self-efficacy. Art and sports activities that are suitable for the age and developmental level of the child can enable the child to realize their original abilities in a fun atmosphere and shape the perception of competence regarding these abilities (Li et al., 2018; McAuley & Blissmer, 2000). Positive evaluation of the child's performance in these activities and encouraging them to contribute to the activity can increase the child's confidence in their own skills (Karl et al., 1993).

At this point, workshops such as Online Invention Workshop and Online Game Workshop within the SosyalBen Foundation can increase the sense of belief and success of children by providing certain goals such as experimenting, designing, and preparing games. During these activities, children can be encouraged to ask questions, establish a cause-effect relationship, observe, and develop analytical thinking, and show problem-solving skills and self-esteem. The encouragement of the entire group to talk about the established topics by workshop trainers can open space for children to express themselves and observing that their opinions and interpretations are viewed positively by the trainers may contribute to the self-efficacy levels of children.

SELF-ESTEEM

Self-esteem refers to the individual's emotional reactions towards themself and their evaluation of who they are (Gecas, 1982; Rosenberg et al., 1995). People with high self-esteem and people with low self-esteem have different coping mechanisms, and it has been observed that people with high self-esteem have more "cognitive resources" that enable them to cope effectively with adverse conditions (Baumgardner et al., 1989). It has been found that self-esteem protects the self from stress factors such as experiences and information that harm the individual (Longmore & DeMaris 1997; Spencer et al., 1993). Higher self-esteem has been associated with better social and interpersonal relationships (Gurney, 1986).

The development of self-esteem is fairly stable, but at the same time, it is sensitive to changes in social situations (Cast, 2002). In particular, the development of children's self-esteem is greatly affected by their environment and the people they interact with. As children grow, their environment begins to expand, and they begin to take part in different contexts. When they reach school age, they begin to evaluate themselves in different areas, such as academic, social, emotional, and physical (Hosogi, 2012).

Considering the importance of self-esteem for the individual, it is important to prepare training and workshops and ensure that children participate in them to ensure that children have high self-esteem at an early age. Self-esteem develops through participation in school and extra-curricular activities (Christison, 2013; Massoni, 2011). At this point, children need to participate in activities that do not have a performance goal, such as art and sports activities, and that do not involve evaluation but only aim for entertainment. Children participating in these activities communicate with their peers in a group environment, can demonstrate their skills without any grades or evaluation concerns, and can gain insight into the value/importance of the skills they display (Massoni, 2011). This insight enables children to internalize their self-esteem, thinking they are valuable and important. The workshops created by the SosyalBen Foundation are designed to help children acquire and develop the skills of believing in themselves, experiencing a sense of achievement, establishing cause-effect relationships, making observations, solving problems, getting to know/presenting themselves better, recognizing their emotions and expressing themselves, and becoming aware of themselves. These workshops can help children have an awareness of their own selves. In addition to supporting these skills, creating an environment for children to do physical activity, introduce themselves in a group, and express themselves and their feelings can support the development of self-esteem (Tremblay et al., 2000).

CURIOSITY

Curiosity is defined as a desire to know, see, and experience that motivates the child to discover (Litman, 2005). Curiosity, which is one of the cornerstones of learning, contributes to the development of logical thinking and interpretation skills (Sabo, 2010). The high sense of curiosity manifests itself in children with the desire to explore the environment, ask questions and gain new experiences. Children make sense of the world through asking questions and exploring, and if these skills are supported, they find the motivation to work and learn to pursue their interests with perseverance (Liquin & Lombrozo, 2020).

Learning is facilitated when a child's interests are investigated and expanded, and their questions are answered during the educational process (Kahraman et al., 2015). Therefore, adopting an approach that gives importance to the child's curiosity and directs it to discover plays a critical role in education. On the other hand, it is believed that it is challenging for children to acquire a sense of curiosity in educational systems that use tightly structured exams (Şirin, 2019; Ural, 2016). In these systems, the main goal of the child becomes to get

high scores in exams and choose among the professions/fields corresponding to these scores. To achieve this goal, children often focus on exam questions and structure, and they cannot devote time to activities that will enable them to develop their interests and discover their interests in various branches. However, curiosity forms the basis of personality development (Kashdan et al., 2004; Sharp & Coatsworth, 2012); curious children try to explore various topics about the world, choose the field /discipline that is suitable for them and shape their identity accordingly (Marcia, 1993). In other words, curiosity is critical for children to form their unique identities, realize their potential and become individualized. The workshops at the SosyalBen Foundation aim to keep their sense of curiosity alive and help them progress in line with their interests by introducing the fields of dance, invention, creative writing, play, short film, and photography, which are not often included in the classical curriculum, to discover themselves and the environment and gain new experiences.

EMPATHY

Empathy is the ability to understand the feelings, thoughts, and behaviors of others and to put oneself in another's shoes (Eisenberg & Miller, 1987; Ersoy & Kösger, 2016). It is generally accepted that empathy has two sub-dimensions: emotional (capacity to experience another's emotion) and cognitive (capacity to understand another's emotion) (Basch, 1983; Jolliffe & Farrington, 2006). Behaviors exhibited by children differ depending on their empathy levels. Positive relationships were found between children's high empathy skills and their tendency to adapt to society, social relations, cooperation, and prosocial behaviors (Eisenberg & Miller, 1987; Miller & de Haar, 1997). In addition, it is known that empathy skill has a role in reducing antisocial and aggressive behaviors and there is an inverse relationship between empathy and bullying (Loudin et al., 2003; Ersoy & Kösger, 2016).

The importance of the empathy skill in the child's own development and social relations indicates that it is very important to support this skill in different areas of the child's life. At this point, extracurricular activities based on social interaction and communication play an important role in reinforcing the empathy skills of the child (Ermiş-Mert et al., 2021). The structure and content of the extracurricular activities organized by the SosyalBen Foundation and the workshops with the group can support the socialization of the children and make it easier for them to take different perspectives. Artistic activities help children express their feelings and thoughts and can make it easier for them to notice someone else's feelings and thoughts. And again, all activities can contribute to empathy skills by supporting cognitive development, enabling children to put their own perspectives aside and recognize the perspective of the other person.

ABILITY TO WORK WITH A GROUP

The ability to work with more than one person in a positive attitude to achieve a common goal is expressed as the ability to work with a group (Deveci, 2019; Winstead, 2018). Being able to work effectively in a group provides a collective function in line with the common goal of the group. It helps to develop the personal skills of individuals in the group, such as relationship building, communication, and cooperation. Therefore, in today's world, it seems important to be able to work harmoniously and actively within the group, both in social and academic fields (Aksoy & Dolmuş, 2011; Slavin et al., 2003). Children's behavior of working in a group from an early age, communicating harmoniously with group members, and fulfilling their duties and responsibilities in the group are supported due to the importance of this ability in both social and academic life.

The social cognitive skills outlined above are also related to the ability to work in groups. For example, empathy may be positively related to children's ability to work on group projects, as it facilitates understanding the dynamics within the group (Akos, 2000). Similarly, curiosity is positively related to the ability to work in a group (Sinha et al., 2017). Children with a greater sense of curiosity may be more motivated to engage in group work in order to channel these feelings and explore them with their friends. On the other hand, the interactions that children develop with their peers during group work can also strengthen children's sense of curiosity.

It is known that the age at which socialization accelerates, children can create common goals with group members and divide the work coincides with the school age, which is called middle childhood. Therefore, activities developed to support the ability to work in groups are usually planned for the participation of school-age children (Howe, 2009). These activities include areas such as team sports, theater, and dance that encourage children to act in a coordinated manner towards a certain goal (Eccles et al., 2003). At this point, the workshops organized by the SosyalBen Foundation for school-age children can enable children to work together, manage problems in cooperation, and develop a sense of responsibility in terms of their structure and content. The ability of children to work in groups through structured workshops and encouraging them to participate in activities in order and harmony can positively affect their ability to work with the group.

VOLUNTEERING MOTIVATION AND VOLUNTEERING PERCEPTION

Developing volunteering motivation and perception of volunteering becomes important when considering both the benefits it provides to individuals and the benefits it provides to societies at national and international levels. Although volunteering motivation and perception of volunteering are mostly studied in adult literature, it is a subject that needs to be focused on in children and adolescents literature. Similar to the literature on adults, volunteering positively affects the social development, psychological well-being, physical health, and academic life of children and adolescents (Hernantes et al., 2020). For example, in a recent study, it was found that participation in an after-school volunteering program was negatively correlated with the depression levels of children and adolescents (Bang et al., 2020). Similarly, in another study, it was found that the risk associated with cardiovascular diseases was lower in adolescents who participated in an intervention program applied to increase empathy and volunteering behaviors compared to adolescents in the control group (Schreier et al., 2013). The existence of a bidirectional relationship between empathy, volunteering motivation, and perception has been shown by many studies for many years (Eisenberg-Berg & Mussen, 1978). Empathy skills of children and adolescents are one of the most important factors that encourage volunteering, as it is related to their ability to understand the feelings and emotions of others and to put themselves in their shoes (Fu et al., 2022). Similarly, the feeling of participating in volunteering activities and helping others can increase empathy skills.

At the same time, volunteer work was found to be positively related to children's and adolescents' sense of belonging and commitment to their school, and their self-esteem (Bang et al., 2020). Volunteering helps children and adolescents feel that they are capable of changing something in the society they live in as well as improving their social skills (Ballard et al., 2021). It is important for children and adolescents to have a general positive view of themselves for the development of self-efficacy, self-esteem, and a positive self-perception.

Since studies show that volunteering behavior and its positive effects on development increase from childhood to adolescence, it is important to encourage volunteering from an early age (Van et al., 2014). In order to increase the positive perception and motivation of volunteering among children and young people, volunteering awareness should be created. Two of the most important environmental factors affecting volunteering awareness and motivation in children and adolescents are parents and friends.

Parents affect adolescents' socialization processes because they provide the first convergent context for socialization and role models, while friends affect adolescents' socialization processes because of the common interests they share with children and the long time spent in these areas (Eisenberg et al., 2006; Smetana et al., 2006). Previous studies have presented findings that parents can also be role models for volunteering behaviors for their children. For example, a study conducted by McGinley, Lipperman-Kreda, Byrnes, and Carlo (2010) showed that parents' volunteering motivations and participation affect their children's positive social behaviors, such as volunteering, through children's sympathy skills. Similarly, volunteering motivation and behavior of children and adolescents can be affected by their friends' attitudes and behaviors towards volunteering. For example, a study found that adolescents whose best friends are involved in volunteering projects are more likely to volunteer (Van Goethem et al., 2014).

Based on all these studies, we can say that the volunteering perceptions and motivations of children and young people are influenced by the role models around them. In this context, the importance of conducting the workshops organized by the SosyalBen Foundation for children by young volunteers is quite crucial, because children and adolescents who participate in the workshops can gain motivation to participate in volunteering activities in the future, by observing the young people who organize the workshops.

THE IMPORTANCE OF AGE AND ASSOCIATION BETWEEN SKILLS

Research has shown that self-esteem, self-efficacy, and curiosity are related (Goldstein, 2018; Verschueren et al., 1998). It is observed that individuals who believe in the value and importance of their own selves have strong beliefs about their performance in the chosen field, and their curiosity to explore new fields is high (Markey & Loewenstein, 2014). Similarly, it has been revealed that these people are highly motivated to work in harmony within the group, contribute to the group's goal, and are competent in taking the perspectives of others (Oswald, 2003; Veludo-de-Oliveira et al., 2015). Individuals who value their own self and feel capable of themselves successfully maintain their social relationships and contribute to these relationships with a sense of curiosity (Harris & Orth, 2020). For this reason, supporting work for one or more of the skills mentioned above may also trigger the development of other skills.

However, at this point, it is necessary to emphasize the importance of age for developing self-efficacy, self-esteem, empathy, curiosity, ability to work in a group, and volunteering motivation skills and their adequate reflection on

behavior. These skills are open to progress in parallel with the child's social experiences from an early age (Dusek & McIntyre, 2003; Eisenberg et al., 2006; Engel, 2011; Warneken, 2018). In other words, the child's skills develop starting from early childhood with diversifying social relationships and enriching experiences in home, school, and extracurricular activities. Therefore, intervention programs aimed at supporting these skills were mainly focused on school-aged children. During this period, it was found that children achieved a higher level of achievement from the program content designed for them compared to older children and adolescents (Malti et al., 2016; Haney & Durlak, 2010; Robinson & Curry, 2005).

However, although children's gains from intervention programs are higher at an early age than at a later age, it has been shown that skills previously acquired become integrated during sensitive developmental periods where rapid and transformational advances are experienced in the brain, such as adolescence (Baird, 2008; Hart & Carlo, 2005; Rosenblum & Lewis, 2003). Although early ages are appropriate to accelerate and support the development of children's social and socio-cognitive skills, coordinated display of these skills in social relationships by the context predominantly occurs during adolescence. Therefore, in the context of content and impact assessment of intervention programs, it is necessary to consider the developmental period for developing targeted skills and their effective use in social relations with each other.

CURRENT WORK

The main purpose of the present study is to examine the effect of the workshops organized by the SosyalBen Foundation on social and socio-cognitive skills such as self-esteem, self-efficacy, curiosity, empathy, ability to work in a group, and volunteering motivation and perception outlined above. In other words, the current study will compare the self-esteem, self-efficacy, curiosity, empathy, ability to work in a group, and volunteering motivation and perception scores declared by children participating in workshop programs conducted at the SosyalBen Foundation before and after participating in workshop programs. The study will investigate whether there is a positive increase in scores after workshop participation compared to before workshop participation. The current study hypothesizes that the children' social and socio-cognitive skills will significantly increase after the workshops are completed compared to their scores before the workshops.

In addition, since the programs organized by the SosyalBen Foundation are aimed at a broad age group, the current study aimed to examine which age group (school-aged and adolescent) workshop programs are more effective. For this purpose, the scores of school-aged children, and adolescents before and after the workshops were compared. The aim was to observe whether there is an interaction between age and workshop effectiveness. Since it is generally known that the achievements of early-age children are higher in intervention programs about children's social and cognitive skills than those of later ages (Malti et al., 2016) in the current study, it was hypothesized that younger children's gains in workshops and score increases in related skills would be higher than those of adolescents.

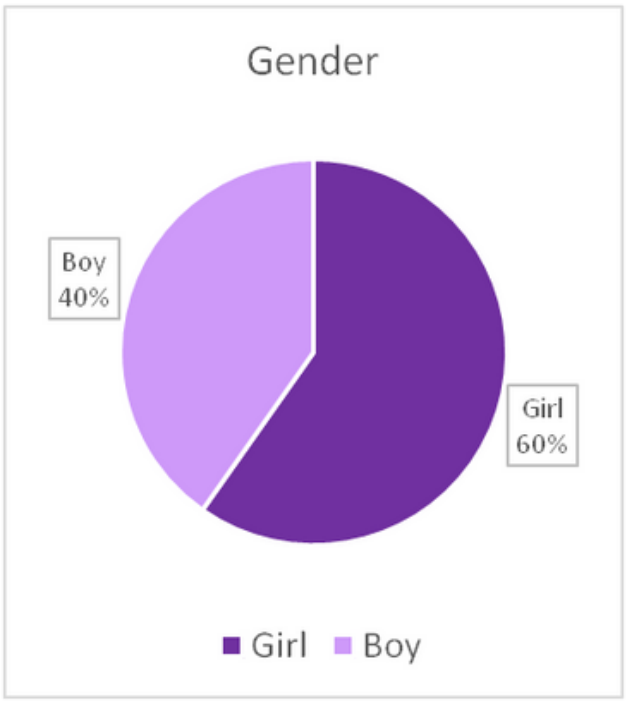
In addition, another purpose of the current study is to examine the relationship between the scores of the children participating in the workshop programs organized by the SosyalBen Foundation in the variables of self-esteem, self-efficacy, curiosity, empathy, ability to work in a group, and motivation and perception of volunteering. It was investigated whether supporting children in one or more of these social and socio-cognitive skills was related to other skills. It also tested whether workshop programs helped associated skills. Research has shown that individuals' self-perceptions, feelings of competence, and motivations for exploration and working in a group are related (Markey & Loewenstein, 2014; Oswald, 2003; Veludo-de-Oliveira et al., 2015). Under these results, it has been hypothesized in the current study that the relevant variables will correlate positively with each other after the workshop programs.

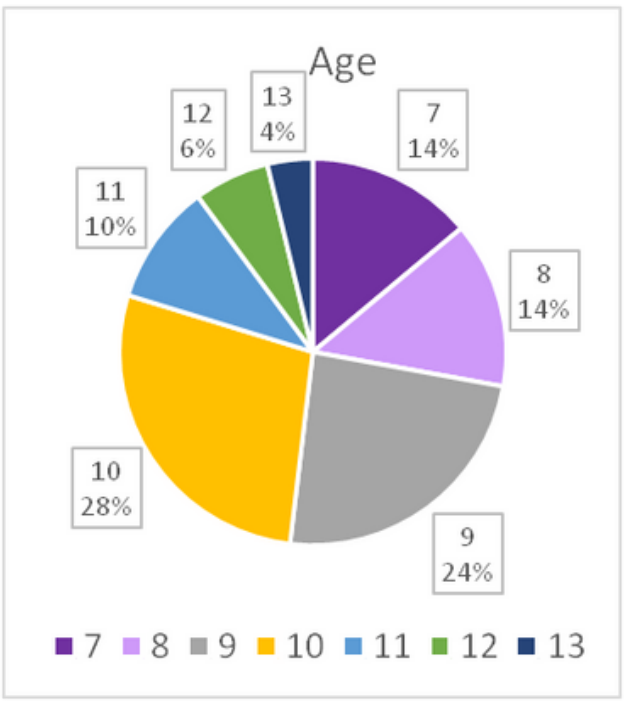
Finally, as mentioned above, the programs target a wide age range, so the current study aimed to test whether the relationships between these skills change depending on age by examining the relationships between the social and socio-cognitive skills of school-age children separately from the relationships between the skills of adolescents. Research shows that as children get older, their skills in different fields integrate, and children can exhibit these skills in a context-appropriate way (Baird, 2008; Hart & Carlo, 2005). Since skills development continues during childhood, it has been shown that they are not yet reflected in behavior in a context-appropriate and coordinated way. Therefore, in the current study, it was hypothesized that the relationships between adolescents' scores on the variables of self-esteem, self-efficacy, curiosity, empathy, ability to work in a group, and motivation and perception of volunteering, which were subject to research, will be more consistent compared to the relationships between children's scores on the same variables.

PARTICIPANTS, METHOD, ANALYSIS, AND FINDINGS

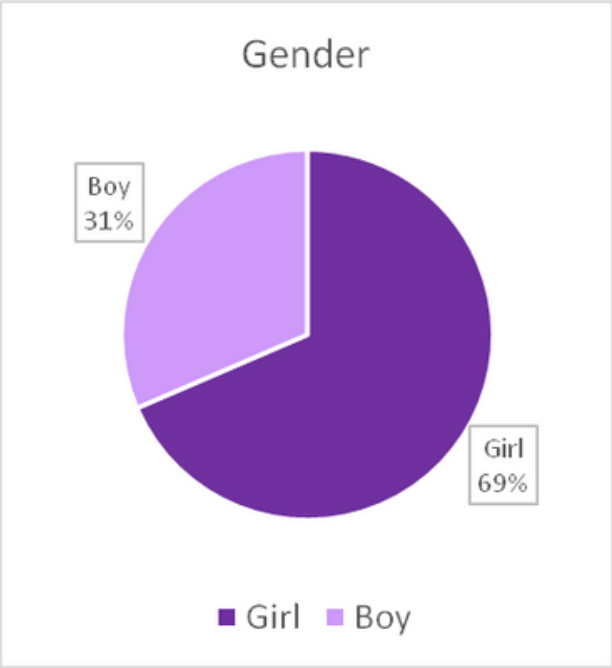
PARTICIPANTS

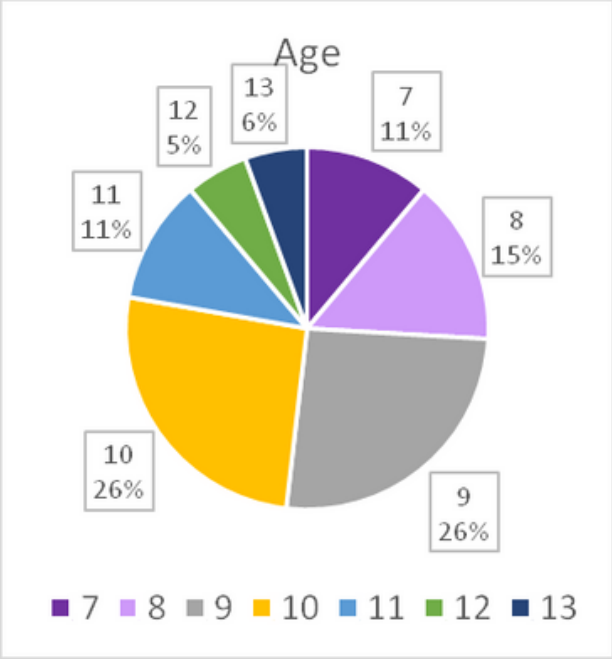
Pretest: 82 children aged between 7 and 13 participated in the pretest study. Participants were mostly from the following cities: İstanbul, Mersin, İzmir, Gaziantep, Hatay, and Kahramanmaraş.
The graphs below show the gender and age distributions of the children participating in the pretest study.





Posttest: 54 of the children who participated in the pretest study also participated in the posttest study. The ages of the children range from 7 to 13. The graphs below show the gender and age distributions of the children participating in the posttest study.





METHOD

RESEARCH PATTERN

Before the workshops, the children participated in the pretest study, and then they participated in the workshops. 52 of the 82 children who participated in our pretest study participated in the posttest study after participating in the workshops. In both the pretest and posttest research, the children answered the same questions.

WORKSHOPS

Children participated in online workshops organized by SosyalBen volunteers. These online workshops were: Dance workshop, Invention Workshop, Short Film and Photography Workshop, Music Workshop, Game Workshop, Painting Workshop, Sports Workshop, and Creative Writing Workshop. You can find detailed information about the contents of these workshops in the SosyalBen Foundation Digital Field Booklet (https://www.sosyalben.org/dil/tr/page/kurumsal-kimlik.html).

RESEARCH PRACTICE

Children met on Zoom, which is an online platform, and answered the scales in different social and cognitive fields listed below under the supervision of researchers.

SCALES

VOLUNTEERING MOTIVATION

The volunteering motivation of children was measured with a single question created for this study. The children evaluated the question "How much do you think about participating in social responsibility projects voluntarily in the future?" in a 5-point Likert type (1-I don't think at all, 2- I don't think, 3- Neither of them, 4- I think, 5- I definitely think). Increasing scores indicate high volunteering motivation in the group.

VOLUNTEERING ATTITUDES

Children's attitudes towards volunteering were evaluated with a 5-item scale. Items in the scales were evaluated on a 5-point Likert type (1-Strongly Disagree, 2-Disagree, 3-Neither agree or disagree, 4-Agree, 5-Strongly Agree) (Sample items: I think helping others is important; Volunteering is significant for meeting and communicating with different people.). You can find all of the items in the scale in the appendix given at the end of the report. Total volunteering attitudes scores for each child are created by the averaging the items in the scale. The reliability scores were as follow: Pretest: Cronbach α: .63; Posttest: Cronbach α: .68. Increasing scores indicate positive attitudes toward volunteering.

GROUP WORK ATTITUDES

The Scale of Working with a Group, in which items from two scales were adapted and used, was used to measure children's attitudes toward group work (Kouros & Abrami, 2006; Yılmaz et al., 2020). Items in the scales were evaluated in a 5-point Likert type (1-Strongly Disagree, 2-Disagree, 3- Neither agree or disagree, 4-Agree, 5-Strongly Agree) (sample items: It is important for me that my group does the work on time when I work with the group; When I work with the group, I help my groupmates at the parts that I am the best at). You can find all of the items in the scale in the appendix given at the end of the report.

Since the reliability scores of the items in the scale were high, the average of these items was taken to form the total group work attitudes score for each child (Pretest: Cronbach α: .78; Posttest: Cronbach α: .82). Increasing scores indicate positive attitudes towards group work.

SENSE OF CURIOSITY

The adapted version of the General Curiosity Attitudes Scale was used to measure the sense of curiosity of children (Fandakova et al., 2021). 9 items were used in this scale, which was adapted for the aim of this study. Items in the scales were evaluated on a 4-point Likert type (1-Strongly Disagree, 2-Strongly Disagree, 3-Agree, 4-Strongly Disagree) (sample items: I really like to think and wonder more about what I have learned; It is very important for me to find interesting questions because then I learn more about the things around me.). You can find all of the items in the scale in the appendix given at the end of the report. Since the reliability scores of the items in the scale were high, the average of these items was taken to create a total curiosity score for each child (Pretest: Cronbach α: .71; Posttest: Cronbach α: .82). Increasing scores indicate a high sense of curiosity.

SELF-ESTEEM

The Rosenberg Self-Esteem Scale was used to measure children's self-esteem (Rosenberg, 1965). This scale consists of 10 items. Items in the scales were evaluated on a 4-point Likert type (1-So False, 2-False, 3-True, 4-So True) (sample items: I find myself as valuable as other people; I think I have some positive characteristics). You can find all of the items in the scale in the appendix given at the end of the report. After calculating the reliability score of the items in the scale, the averages of these items were taken to form the total self-esteem score for each child (Pretest: Cronbach α: .64; Posttest: Cronbach α: .75). Increasing scores indicate high self-esteem.

SELF-EFFICACY

The Self-Efficacy Scale for Children, developed by Muris(2001) and adapted into Turkish by Telef and Karaca(2012), was used to measure children's self-efficacy. This scale consists of 21 items. Items in the scales were evaluated on a 5-point Likert-type (1- Not at all, 2- A little, 3- Quite well, 4- Good, 5- Very well) (sample items: How well can you express your opinions when your classmates do not agree with you? How good are you at completing your homework every day?)

You can find all of the items in the scale in the appendix given at the end of the report. After calculating the reliability scores of the items in the scale, the averages of these items were taken to create a total self-efficacy score for each child (Pretest: Cronbach α: .86; Posttest: Cronbach α: .88). Increasing scores indicate high self-efficacy scores.

EMPATHY

Children's empathy skills were evaluated according to the KA-SI Empathic Tendency Scale (Kaya & Siyez, 2010). A suitable version of this scale was used for both children and adolescents. The forms of the scale for both children and adolescents were used. The child form of the scale consists of 13 items. The items in the scales were evaluated on a 4-point Likert type (1- Not at all suitable for me, 2- Somewhat suitable for me, 3- Quite suitable for me, 4- Completely suitable for me) (sample items: I can understand the feelings of my friend when he/she gets a bad grade in the exams; I feel the same pain when I see someone suffering). The adolescent form of the scale consists of 13 items. The items in the scales were evaluated on a 4-point Likert type (1- Not at all suitable for me, 2- Somewhat suitable for me, 3- Quite suitable for me, 4- Completely suitable for me) (sample items: My friends first come to me to talk when they have a problem; When my friend receives an award for his/her achievement, I also feel his/her happiness.) You can find all of the items in the scale in the appendix given at the end of the report. The reliability scores of the items in the scale were calculated for both the pretest and posttest, and both for children and adolescents (Pretestchild: Cronbach α: .83; Posttestchild: Cronbach α: .84; Pretest: Cronbach α: .84; Posttestchild: Cronbach α: .83). By taking the averages of these items, a total empathy score was created for each child. High values indicate high empathy values.

PRETEST AND POSTTEST COMPARISON

In this section, the findings of the analysis, in which we compared the pretest and posttest results of the social and cognitive skills of the children participating in the workshops, were shared. Due to unforeseen and unstable reasons such as the unstable internet access of children, not all children could take the pretest and posttest at the same time. For this reason, the difference in the number of days between the pretest and posttest was used as a control variable in the analysis. Similarly, this is also a factor to consider when interpreting the results, as it is unknown how many workshops the children attended or did not attend.

Initially, a comparison of the pretest and posttest was made for 54 children who participated in both the pretest and the posttest.

While the children's self-esteem and curiosity levels were significantly higher in the posttest compared to the pretest, there was no difference in volunteering motivation, volunteering perception, motivation to work with the group, empathy, and self-efficacy variables.

In order to understand that the effectiveness of the workshops did not change according to age, the same analysis was repeated by adding the age variable as a factor. Depending on the literature, the age variable was determined as middle childhood (7-9 years old) and transition to adolescence/adolescence period (10-13 years old).

Consistent with the literature and as expected, the results show a significant difference in pretest and posttest values of 7-9 years old children's volunteering attitudes, group work attitudes, and feelings of curiosity. According to this, there was a significant increase in the positive volunteering attitudes of the children after they participated in the workshops. Similarly, a significant increase was observed in children's positive attitudes toward group work after participating in the workshops. After the workshops, there was also an increase in the children's sense of curiosity. After children participated in the workshops, a marginal increase was observed in their volunteering motivation and self-esteem values. This could be related to the sample size and power.

Contrary to expectations, there was no significant difference in the self-efficacy and empathy scores (See Table 1 for the pretest and posttest mean values).

Table 1. Comparison of Children with Pretest and Posttest Analysis of Variance

	Pretest Mean Value	Posttest Mean Value	F Value	P Value
Volunteering Motivation	4.15	4.46	3.97	.052
Volunteering Attitudes	4.37	4.56	4.37	.042*
Group Work Attitudes	4.14	4.35	5.79	.020*
Curiosity	3.35	3.59	16.52	< .001*
Self-Esteem	3.20	3.35	3.82	.056
Self-Efficacy	3.83	3.97	2.88	.096
Empathy	3.43	3.38	.495	.485

Note. *: p < .05 indicates statistical significance.
Note. *: All mean values are mean values adjusted by controlling the number of days between the pretest and posttest.

Contrary to expectations, no significant difference was observed between the pretest and posttest results of the adolescent participants for any of the variables (See Table 2 for the pretest and posttest mean values of the adolescents).

In the following parts of the report, the results of the posttest study for the children who participated in the workshops will be shared.

Table 2. Comparison of Children with Pretest and Posttest Analysis of Variance

	Pretest Mean Value	Posttest Mean Value	F Value	P Value
Volunteering Motivation	4.27	4.28	.002	.967
Volunteering Attitudes	4.59	4.63	.129	.721
Group Work Attitudes	4.43	4.45	.032	.859
Curiosity	3.41	3.51	2.53	.117
Self-Esteem	3.31	3.40	1.10	.298
Self-Efficacy	3.97	3.96	.003	.954
Empathy	3.35	3.37	.100	.753

POSTTEST DESCRIPTIVE FINDINGS

In this section, the findings of the analysis in which we compared the social and cognitive skills of the children participating in the workshops according to age and gender were shared. With the help of variance analysis, it was investigated whether there were differences in the self-esteem, curiosity attitudes, group work attitudes, volunteering motivations, volunteering attitudes, and empathy skills of the children who participated in the workshop according to age (i.e., children aged between 7-9 and adolescents aged between 10-13) and gender.

One sample t-test showed that the self-esteem levels of the children participating in the workshops were significantly different from the mean value (2) that could be obtained from the scale (mean self-esteem: 3.38, $p < .001$). The results of the variance analysis showed that the self-esteem levels reported by the children who participated in the workshops did not change according to age and gender.

Figure 1. Scores of the self-esteem variable according to age and gender

A one sample t-test showed that the self-efficacy levels of the children who participated in the workshops were significantly different from the mean value (2.5) that could be obtained from the scale (mean self-efficacy: 3.97, $p < .001$). The results of the variance analysis showed that the self-efficacy levels reported by the children who participated in the workshops did not change according to age and gender.

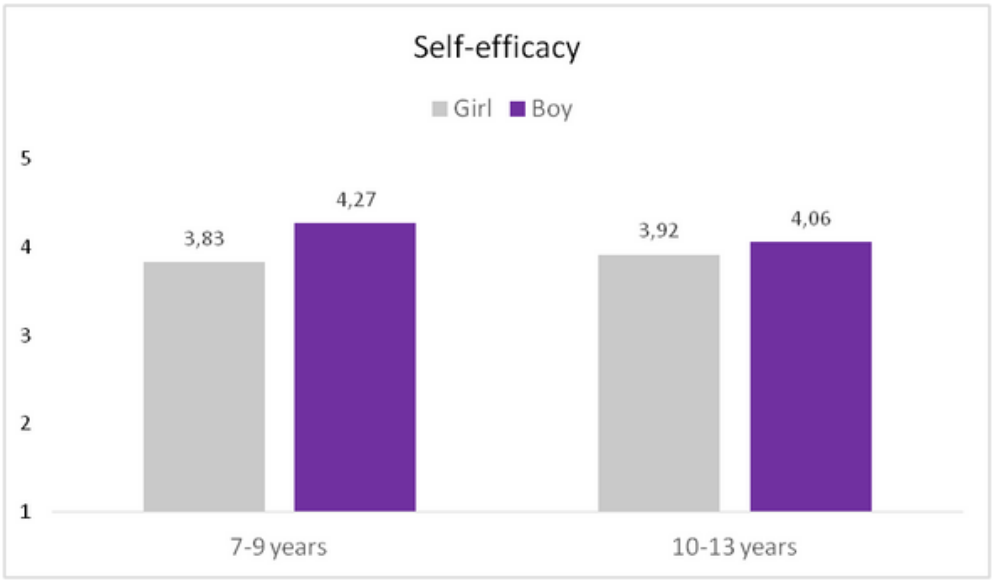


Figure 2. The scores of the self-efficacy variable according to age and gender

Similarly, a one sample t-test showed that the level of curiosity of the children participating in the workshops was significantly different from the average value (2) that could be obtained from the scale (mean curiosity: 3.55, $p < .001$). The results of the variance analysis showed a significant interaction of age and gender in the curiosity levels reported by the children participating in the workshops. According to these results, it was found that only in the 7-9 child age group, the curiosity levels of girls were significantly higher than boys. Increasing scores represent higher curiosity.

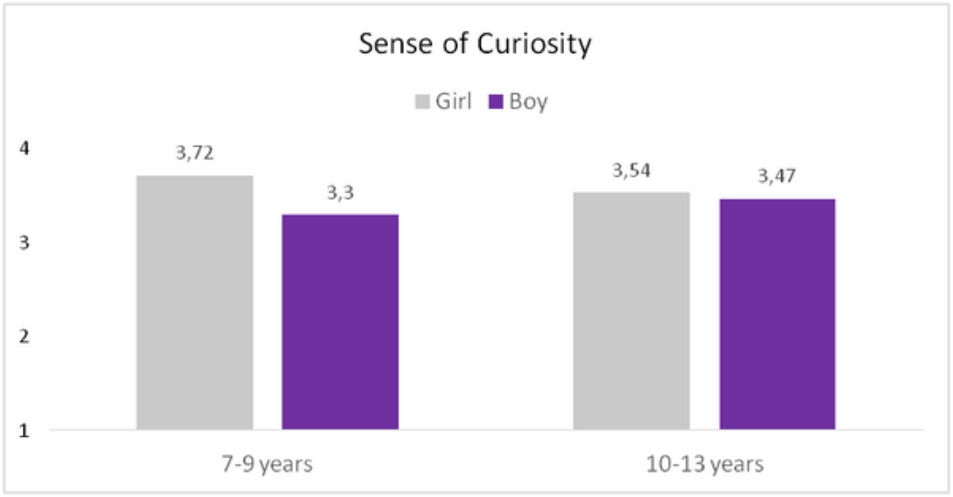


Figure 3. The scores of the sense of curiosity variable according to age and gender

A one sample t-test, which was conducted to examine the attitudes of the children participating in the workshop regarding group work, showed that the positive group work attitudes of the children were significantly different from the mean value (2.5) that could be obtained from the scale (mean group work attitudes: 4.39, $p < .001$).The results of the variance analysis showed that the attitudes of the children participating in the workshops related to group work did not change according to age and gender.

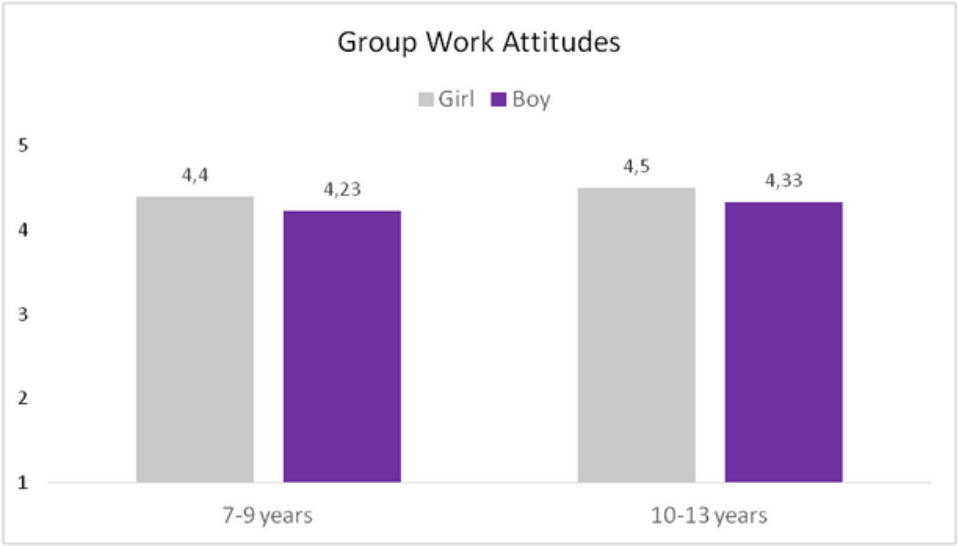


Figure 4. The scores of the group work attitudes variable according to age and gender

When we made a descriptive analysis of the volunteering motivations of the children participating in the workshops, none of the children chose the options 'I Definitely Don't Think' and 'I Don't Think' to the question "How much do you think about participating in social responsibility projects voluntarily in the future?". 15.1% of the children answered, 'Neither of them' to this question, 32.1% answered I think, and 52.8% answered 'I definitely think'. These percentages show us that the volunteering motivation of the children participating in the workshop is high.

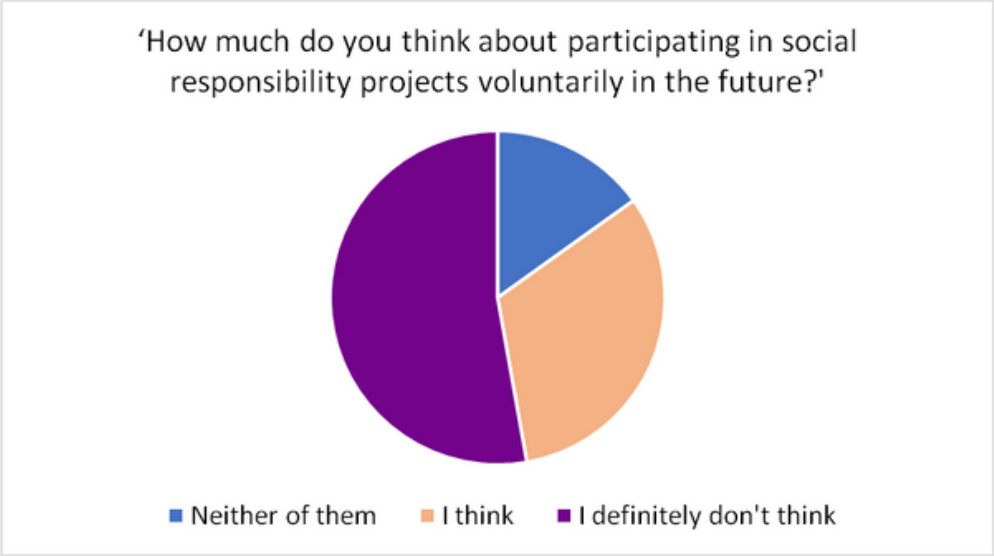


Figure 5. The frequencies of volunteering motivation responses

A one sample t-test also showed that the volunteering motivation of the children was significantly higher than the average value (2.5) that could be obtained from the question (mean motivation: 4.38, $p < .001$). The results of the variance analysis showed that the volunteering motivations of the children participating in the workshops did not change according to age and gender.

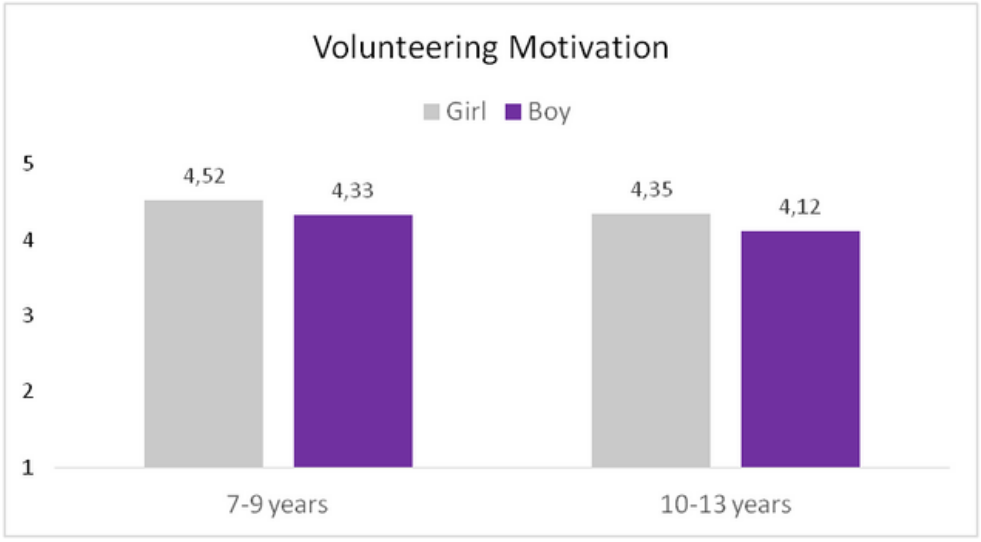


Figure 6. The scores of volunteering motivation variable according to age and gender

A one sample t-test which was conducted to understand whether the attitudes of the children participating in the workshops towards volunteering were positive or not, showed that the volunteering attitudes of the children were significantly higher than the average value (2.5) (mean Attitudes to volunteerism: 4.59, $p < .001$). The results of the variance analysis showed that the volunteering attitudes of the children participating in the workshops did not change according to age and gender.

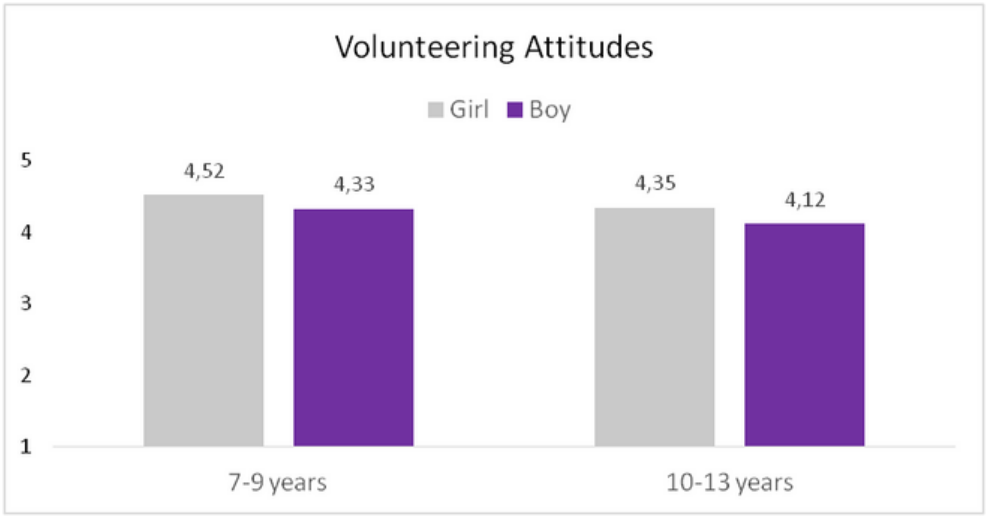


Figure 7. The scores of volunteering attitudes variable according to age and gender

Similarly, a one sample t-test showed that children's empathy skills were significantly higher than the mean value (2) (mean curiosity: 3.38, $p < .001$). The results of the variance analysis showed that the volunteering motivations of the children participating in the workshops did not change according to age and gender.

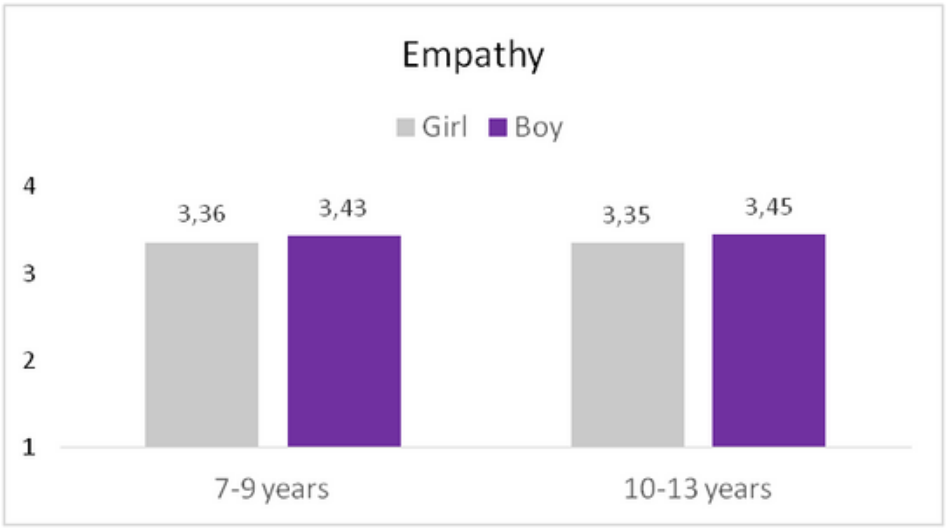


Figure 8. The scores of the empathy variable according to age and gender

RELATIONSHIPS BETWEEN SOCIAL AND COGNITIVE FACTORS

In this section, the relations between the social and cognitive skills of the children participating in the workshops were examined by Spearman's rank correlation analysis (Spearman, 1904). We believe that examining and understanding these relationships is important as it provides a comprehensive picture for programs aimed at increasing children's social and cognitive skills.

Table 3. The Correlation Table of Study Variables for the Whole Sample (Spearman correlation coefficients)

	Volunteering Motivation	Volunteering Attitudes	Group Work Attitudes	Self-esteem	Curiosity	Self-efficacy
Volunteering Motivation	1					
Volunteering Attitudes	.17	1				
Group Work Attitudes	.11	.68*	1			
Self-esteem	-.01	.44*	.35*	1		
Curiosity	.22	.55*	.45*	.43*	1	
Self-efficacy	.16	.46*	.42*	.14	.36*	1
Empathy	.13	.25	.39*	-.12	.11	.46*

Firstly, the correlation table for the whole sample will be given, and then the correlation values between the variables will be given in separate tables for children and adolescents. Correlation explanations will be made in detail for both children and adolescents. This will give us information on whether the relationships among variables are similar for children and adolescents.

Note. *: $p < .05$ indicates statistical significance.

RELATIONSHIPS BETWEEN SOCIAL AND COGNITIVE FACTORS IN CHILDREN AGED BETWEEN 7-9

In accordance with the literature, volunteering motivation was positively correlated with curiosity and self-efficacy of children aged between 7-9. In other words, as children's self-efficacy and curiosity levels increase, their motivation to volunteer ('How much do you think about participating in social responsibility projects voluntarily in the future') increases in the same direction.

Similarly, children's volunteering attitudes (positive evaluations about volunteering) were found to be significantly related to children's positive group work attitudes, curiosity, and self-efficacy. As children view group work positively and feel competent to do group work, their positive attitudes towards volunteering increase in the same direction. Considering the volunteering projects carried out in groups, the positive approach of children to group work may be a motivating factor for them to participate in such projects. Another finding shows that as children's self-efficacy levels increase, positive volunteering attitudes also increase in the same direction. In parallel with the literature, these findings provide us with inferences that activities and workshops that will increase self-efficacy may also be related to children's positive volunteering attitudes. In addition, there is a strong and statistically significant positive correlation between children's positive volunteering attitudes and children's sense of curiosity. In other words, as children's sense of curiosity increases, their attitudes towards taking part in volunteering activities also increases. Contrary to expectations, children's volunteering attitudes were not found to be significantly related to volunteering motivation, self-esteem, and empathy skills.

In addition to the above results in terms of group work attitudes, there is a significant relationship between curiosity and empathy. In other words, as children's empathy levels increase, their positive attitudes toward group work increase in the same direction.Considering the role of empathy in peer relations, its positive correlation with their participation in group work with peers is a result that is compatible with the literature. Similarly, children's increased sense of curiosity is also significantly associated with positive group work attitudes. It can be thought that children's interactions with each other and sharing behavior while working in groups may raise new questions and this may be positively related to the sense of curiosity.

Contrary to our expectations, children's self-esteem levels were not found to be significantly related to curiosity, self-efficacy, and empathy skills. Similarly, children's sense of curiosity was not found to be associated with self-efficacy and empathy skills.

Finally, a significant relationship was found between self-efficacy and empathy. As the children's self-efficacy levels increase, their empathy levels increase accordingly (See the correlations values in Table 3).

Table 4. The Correlation Table of Study Variables for Children (Spearman correlation coefficients)

	Volunteering Motivation	Volunteering Attitudes	Group Work Attitudes	Self-esteem	Curiosity	Self-efficacy
Volunteering Motivation	1					
Volunteering Attitudes	.24	1				
Group Work Attitudes	.10	.63*	1			
Self-esteem	.05	.30	.11	1		
Curiosity	.53*	.54*	.39*	.31	1	
Self-efficacy	.38*	.38*	.29	-.19	.13	1
Empathy	.19	.16	.44*	-.24	.06	.53*

Note. *: $p < .05$ indicates statistical significance.

RELATIONSHIPS BETWEEN SOCIAL AND COGNITIVE FACTORS IN ADOLESCENTS AGED BETWEEN 10-13

Contrary to expectations, volunteering motivation in adolescents aged between 10-13 was not significantly associated with any other social cognitive factor.

When the relationship between volunteering attitudes and other variables in adolescent participants was examined, positive group work attitudes were found to be significantly associated with self-esteem, curiosity, and self-efficacy. Similar to the relationships in the 7-9 age group, as positive volunteering attitudes increase in the 10-13 age group participants, positive group work attitudes also increase in the same direction. It shows that as the self-esteem and self-efficacy levels of the adolescent participants increase, their positive volunteering attitudes also increase in the same direction. In addition, there is a strong and statistically significant positive correlation between adolescents' positive volunteering attitudes and their sense of curiosity. Children with a high level of curiosity seem to be socially active and active in working in groups and volunteering. Contrary to the expectations, it was not found to be significantly related to adolescents' volunteering attitudes and empathy skills.

When we analyzed the variables related to positive group work attitudes of adolescents between the ages of 10-13, a significant relationship was found between self-esteem and self-efficacy, as expected. In other words, as children's self-esteem and self-efficacy levels increase, their positive attitudes towards group work also increase in the same direction. Similarly, adolescents' increased sense of curiosity is also significantly associated with positive group work attitudes.

When we examined the variables related to the sense of curiosity of adolescents, a significant relationship was found between self-esteem and self-efficacy, as expected. In other words, as children's self-esteem and self-efficacy levels increase, their sense of curiosity also increases in the same direction. Children who see their self as important and valuable and believe in their own sufficiency exhibit a high level of curiosity. Finally, contrary to the expectations, no significant relationship was observed between children's empathy skills and their positive attitudes toward curiosity.

Table 5. The Correlation Table of Study Variables for Adolescents (Spearman correlation coefficients)

	Volunteering Motivation	Volunteering Attitudes	Group Work Attitudes	Self-esteem	Curiosity	Self-efficacy
Volunteering Motivation	1					
Volunteering Attitudes	.12	1				
Group Work Attitudes	.16	.73*	1			
Self-esteem	-.09	.61*	.62*	1		
Curiosity	-.24	.59*	.53*	.62*	1	
Self-efficacy	-.18	.58*	.59*	.65*	.67*	1
Empathy	.03	.06	.32	.11	.16	.34

Note. *: $p < .05$ indicates statistical significance.

RESULTS AND DISCUSSION

As explained in the introduction, social and cognitive skills such as self-efficacy, self-esteem, empathy, curiosity, and volunteering motivation are very important for the social and academic lives of children and adolescents. Even though families, the education system, and schools form the most basic foundations for the development of these skills, extracurricular activities, and workshops are also important for these skills. This report presents findings on how workshops organized by SosyalBen, relate to children's social and cognitive skills, such as self-efficacy, self-esteem, empathy, curiosity, and motivation for volunteering. The workshops organized by SosyalBen within the scope of the program (i.e., Dance workshop, Invention Workshop, Short Film and Photography Workshop, Music Workshop, Game Workshop, Painting Workshop, Sports Workshop, and Creative Writing Workshop) aim to comprehensively increase the social and cognitive skills of children and adolescents by targeting different areas of development. Although the obtained data cannot be generalized because of sample limitations, we believe that the findings from this study will contribute to programs aimed at improving the social and cognitive development of children and adolescents. Therefore, we think that this research is important both theoretically and in terms of the practical propositions it offers.

As elaborated in the section where the findings are shared, although due to some unforeseen and unattainable reasons, not every child was able to attend the same number of workshops at the same time, the analysis carried out by controlling these have shown to us that the workshops have increased volunteering attitudes, curiosity, and motivation to work with the group, especially in the 7-9 age group. There is an expected increase in the average values of our variables in the 10-13 age group, but the fact that this increase is not significant has shown that workshops are more effective for children in the 7-9 age group. Results show us that age is one of the most important factors to consider when organizing intervention programs that aim to improve children's social and

cognitive skills, behavior, and motivation. From the literature, we know that early interventions in children's social and cognitive skills are more effective for long-term results (Burger, 2010). In this context, similar workshops targeting the early childhood period must be organized both in formal education and by non-governmental organizations and foundations.

There are also some limitations of the research that we should consider when comparing the pretest and posttest results. We believe that it is important to present both these limitations and the things that can be done to overcome these limitations in the form of suggestions. An expected upward trend was observed in some variables while comparing the pretest and posttest averages, but the fact that this increase is not significant may be related to our sample size. Similarly, all children attending all the workshops at the same time and taking both pretest and posttest measurements at the same time is one of our limitations that future studies should take into account. Also, future studies can compare the pretest and posttest of control group consisting of children and adolescents who did not participate in the workshops. Finally, the current research focused on variables such as self-efficacy, self-esteem, empathy, curiosity, and motivation for volunteering, considering the contents of the workshops conducted by young volunteers in SosyalBen. But the possible effects of workshops for children may not be limited to these. Workshops can positively affect children and young people in many different ways (such as science motivation, curiosity, and motivation about art). Therefore, more comprehensive measures will help us to understand other possible positive effects and inform the program organizers.

In the posttest data analysis of children and adolescents who participated in the workshop, children's and adolescents' self-efficacy, self-esteem, empathy, curiosity, attitudes about volunteerism, and positive attitudes toward teamwork were found to be significantly higher than the average values that can be taken from scales. In the same direction, when children and adolescents were asked about the possibility of voluntarily participating in social responsibility projects in the future, 84.9% answered "I would consider" and "I would definitely consider". Considering the content of the workshops and considering that these workshops are conducted by volunteers, it is not surprising that children and adolescents rate their likelihood of volunteering in the future as high.

When we consider the relationships between the social and cognitive skills of the children and adolescents participating in the workshops with each other, we observe that adolescents' relationships are more consistent and meaningful compared to children's (except for volunteering motivation and empathy). This, in parallel with the literature, again provides implications that

these relationships have become more complete in adolescents compared to children. At the same time, it also makes it important to offer programs where the contents can be adapted for different age groups by considering the age in the workshops. This will ensure that children and adolescents of different age groups benefit from the workshop programs in the most effective way.

As a result, considering the importance of social and cognitive skills examined within the scope of this research such as self-efficacy, self-esteem, empathy, curiosity, and volunteering motivation for children and adolescents, the importance of programs aimed at increasing these skills emerges. Considering the context of Turkey, children at different socio-economic levels do not have equal access to such extracurricular activities and workshops. Therefore, we believe that it is important for institutions and organizations to take steps, especially for children and young people who do not have access to such activities.

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ROSENBERG SELF-ESTEEM SCALE

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1. . I feel that I'm a person of worth, at least on an equal plane with others.				
2. I feel that I have a number of good qualities.				
3. All in all, I am inclined to feel that I am a failure.				
4. I am able to do things as well as most other people				
5. I feel I do not have much to be proud of.				
6. I take a positive attitude toward myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself.				
9. I certainly feel useless at times.				
10. At times I think I am no good at all.				

CURIOSITY SCALE

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1. I really like to think and wonder more about the things I've learned.				
2. It is very important to me to come up with interesting questions, because then I learn more about the things around me.				
3. It is very important to me to wonder about lots of things, because then I learn more about all sorts of different things.				
4. I really like to ask questions about all sorts of things.				
5. I think people who constantly wonder and want to learn are important for society.				
6. I think people who often come up with interesting questions are very important to society.				
7. I am really good at coming up with new questions about all sorts of topics				
8. I think I am really good at figuring out new things.				
9. I am really good at coming up with creative and smart questions about all sorts of subjects.				

ABILITY TO WORK WITH A GROUP

	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree
1. It is important to me that my group gets the work done on time.					
2. When I work with a group, I get to know my group members well.					
3. . I help my group members with what I am good at.					
4. When I work in a group, my work habits improve.					
5. The material is easier to understand, when I work with other students.					
6. I enjoy the material more when I work with other students.					
7. The workload is usually less when I work with other students.					
8. I learn more information, when I work with other students					
9. My work is better organized, when I am in a group.					
10. It takes less time to complete the assignment, when I work with others.					
11. My group members help explain things that I do not understand.					
12. . I feel I am part of what is going on in the group.					
13. My group members like to help me learn the material.					
14. When I work in a group, I am able to share my ideas					

VOLUNTEERING MOTIVATION

	1 Definitely Not Consider	2 Not Consider	3 Neither or Nor Consider	4 Consider	5 Definitely Consider
1. In the future, I would ..... participating in social responsibility projects as a volunteer.					

VOLUNTEERING PERCEPTION

	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree
1. I think it's important to help others.					
2. I think that volunteering will contribute to society.					
3. I think volunteering is important for meeting and communicating with different people.					
4. I think volunteering is important to gain new perspectives.					
5. I think volunteering will increase one's self-esteem.					

SELF-EFFICACY SCALE

Self-Efficacy Scale					
	1 Not at all	2 A little	3 Moderatly	4 Well	5 Very well
1. How well can you express your opinions when other classmates disagree with you?					
2. How well do you succeed in cheering yourself up when an unpleasant event has happened?					
3. How well can you study when there are other interesting things to do?					
4. How well do you succeed in becoming calm again when you are very scared?					
5. How well can you become friends with other children?					
6. How well can you study a chapter for a test?					
7. How well can you have a chat with an unfamiliar person?					
8. How well can you prevent to become nervous?					
9. How well do you succeed in finishing all your homework every day?					
10. How well can you work in harmony with your classmates?					
11. How well can you control your feelings?					
12. How well can you pay attention during every class?					
13. How well can you tell other children that they are doing something that you don't like?					
14. How well can you give yourself a peptalk when you feel low?					
15. How well do you succeed in passing all subjects?					
16. How well can you tell a funny event to a group of children?					
17. How well do you succeed in satisfying your parents with your schoolwork?					
18. How well do you succeed in staying friends with other children?					
19. How well do you succeed in suppressing unpleasant thoughts?					
20. How well do you succeed in passing a test?					
21. How well do you succeed in not worrying about things that might happen?					

EMPATHY SCALE FOR CHILDREN

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1. I can understand a friend's feelings when they get a bad grade in exams.				
2. When I see someone suffering in front of me, I feel the same pain.				
3. When a friend is happy, I feel happy too.				
4. I can put myself in the shoes of my friends in any situation.				
5. I can understand the feelings of a person who has lost a loved one.				
6. I also feel sad when a friend tells about a sad event that has happened to them.				
7. When something bothers my friends, even if they don't say it, I can tell by their actions.				
8. I believe I am successful in understanding my friends.				
9. When I see someone crying in front of me, my eyes also fill with tears.				
10. When a friend receives an award for an achievement, I feel their joy too.				
11. I can understand how a friend who is alone feels.				
12. I get upset when a friend is wronged.				
13. When I see a friend who is sad and feels down, I feel down too.				

EMPATHY SCALE FOR ADOLESCENTS

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1. When I see someone suffering in front of me, I feel the same pain.				
2. My friends who have problems come to me first to talk.				
3. I get upset when a friend is scolded by the teacher.				
4. I feel sad when I see someone excluded by their friends.				
5. I can listen carefully to the other person for a long time.				
6. I also feel sad when a friend tells about a sad event that has happened to them.				
7. When something bothers my friends, even if they don't say it, I can tell by their actions.				
8. I believe I am successful in understanding my friends.				
9. When I see someone crying in front of me, my eyes also fill with tears.				
10. My friends say they feel good after talking to me.				
11. When a friend receives an award for an achievement, I feel their joy too.				
12. My friends easily share their problems with me.				
13. I get upset when a friend is wronged.				
14. When I see a friend who is sad and feels down, I feel down too.				
15. I listen to a friend until the end to understand their problem.				
16. I also get sad when I watch sad things on TV or at the movies.				
17. I get sad when I see an animal that has been hurt.				

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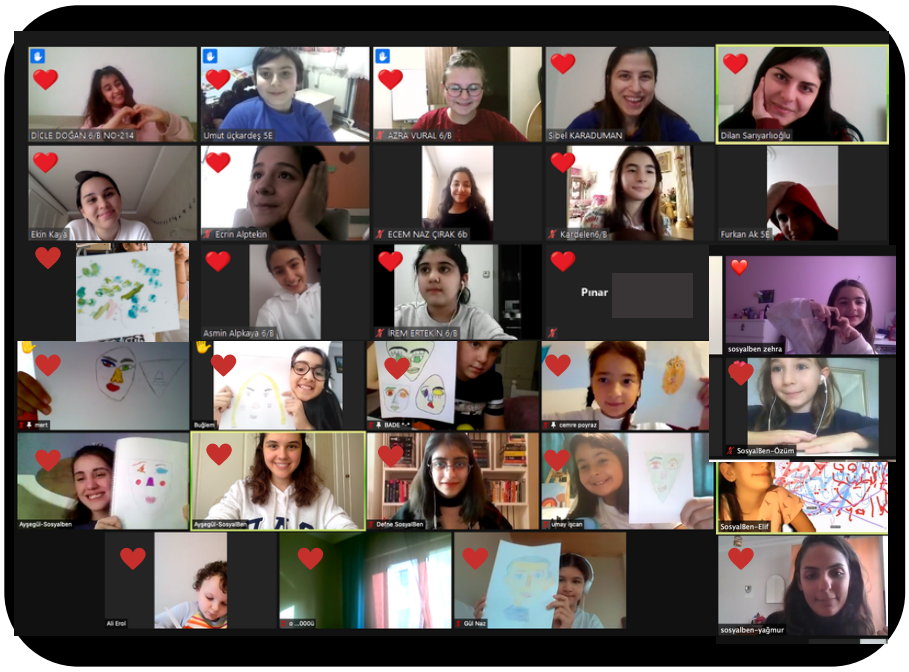

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